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Sample Unit

Information and Communications Technology

SOSE Level 6 (History)

Conscription: 1916–17

This unit is designed to enhance students’ understanding of how the conscription campaign (1916–1917) shaped Australian society. This unit should be viewed as a component of a larger unit that requires students to investigate, analyse and communicate information about the 1916 and 1917 conscription referenda (also known as plebiscites) campaigns that took place in Australia during World War 1. These campaigns were divisive and aroused great passions among those who were both pro and anti conscription. A variety of techniques was used by both sides to convince others of their view.

Students use information and communications technology to assist in the analysis of campaign documents and to present and upload to an intranet, a collage depicting a particular viewpoint about conscription.

Learning outcomes

This unit focuses on CSF learning outcomes in the History strand of Studies of Society and Environment and the Information strand of Technology but could be developed to include activities that focus on other key learning outcomes.

The relevant learning outcome and indicators for level 6 SOSE (History) are:

6.2 Analyse the continuing significance of major events and ideas which shaped Australian society. SOHI0602

- Identify significant events and ideas which shaped Australian society including Federation, World War I, 1930’s depression, World War II and post-war migration.
- Analyse the events and ideas bringing about significant change.
- Evaluate the contributions of key participants and leaders in these events.
- Compare different perspectives about a significant event.
The relevant learning outcome and indicators for level 6 **Technology (Information)** are:

6.2 Analyse and develop solutions to information problems, both individually and as a team member, using a range of information technology skills, processes and equipment. TEIN0602

- Individually, and as a team member, propose and justify solutions that enhance the security and suitability of the finished information products.
- Apply a range of techniques, equipment and procedures that minimise the cost, effort and speed of processing the solutions and maximise the effectiveness of the finished information products.

**Links to other key learning areas**

**The Arts**

*Visual communication*

6.1 Make and present visual communications which explore themes, issues and ideas. ARVC0601

**English**

*Writing*

6.9 Use a range of text types to convey detailed information and discuss different perspectives on complex themes and issues in writing. ENWR0501

**ICT chart reference**

Application: **Electronic communication**

Example: Creates files and uploads to a web server, e.g. compiles files on different perspectives about 1916 conscription debate using letters, news clippings and quotations, and publishes on the school’s intranet.

**Unit objectives**

This unit is designed to enable students to:

- identify how the 1916 conscription campaign helped shape Australian society
- evaluate the contributions of key participants and leaders in these events
- compare different perspectives about a significant event
- apply a range of processing and editing skills, functions and equipment to produce a file for posting on an intranet.
Prior learning

Students will need the following knowledge and skills to begin this unit.

**Information and communications technology (ICT)**
- upload files to a web server
- locate websites
- scan images
- search for websites using different browsers and key words
- bookmark websites.

**Studies of Society and Environment**
- understand that there are different perspectives about events
- read and analyse written and visual evidence.

Teacher notes

The activities in this unit are influenced by a range of factors including the accessibility and location of computers, preferred teaching styles, children’s learning styles and time.

Before beginning the unit, teachers acquire a range of resources on conscription that illustrate different points of view. The resources will need to be available for student use in Activity 1. Posters and newspaper articles, in particular, are required for introducing the topic. For Activity 2, teachers provide an electronic copy of the worksheet for students to access. Students save the worksheet using a unique name. For Activity 3, students need access to a range of documents that have either been scanned or wordprocessed by the teacher or students. Activity 4 involves students preparing an electronic collage for posting on the school’s intranet and for Activity 5, pairs of students analyse another group’s collage.

During the course of this unit, students develop an understanding of:
- the referenda procedure that is part of the Australian Constitution
- how various groups and organisations in Australian society argued their cause
- who were the main voices for and against conscription? For example, how did the Prime Minister, Billy Hughes argue his cause? What arguments did Archbishop Mannix have against Conscription?
- Students use the worksheets (pages 9–13) to work through a number of activities.

All worksheets are available as Microsoft Word files and can be modified as required. Some are designed specifically for students to use electronically while others could be distributed as handouts. Teachers may prefer to incorporate the ideas on the Worksheets into their presentation of lessons.

**Activity 1: Document analysis**

Using Worksheet 1 (page 9) as a handout, students research, analyse and evaluate the arguments for and against conscription used in written sources. The articles chosen for this activity need to take into account individual ability levels. Teacher
modelling of annotating and interpreting an article may assist students. Students read a document that was produced by either the pro or anti conscription supporters during the conscription debate and annotate (explain) it.

When analysing the material, students consider:

- what is known about the author
- the meaning of unfamiliar words
- the arguments that are used to promote the view of either side
- what groups in society the document is appealing to and why this is so.

In a group, students discuss their document, in light of the above considerations.

**Activity 2: Using callouts**

Teachers introduce students to annotating articles using the ‘callout’ function in Microsoft Word. Worksheet 2 (page 10), presented as an electronic file, provides an example of an annotated article. Instructions are provided for students to follow. A small part of a document is also provided for students to practice. Students print their work, and then discuss and compare their annotations with other students.

**Activity 3: Annotating an article**

Using Worksheet 3 (page 12), presented as a handout, students select two electronic documents provided by the teacher, to annotate. A document can argue for or against conscription and it must have been either scanned or keyed into a Microsoft Word document. Teachers encourage students to convert any paper-based documents into electronic files. The students select and explain words and phrases that present the arguments for or against conscription, using the ‘callout’ function.

**Activity 4: Creating a conscription collage**

Using Worksheet 4 (page 12), provided as a handout, students develop and apply their understanding of the main symbols used to communicate opinions that are pro and anti conscription.

**Background**

Students need to understand the historical context in which the conscription debates occurred.

- What were the rates of enlistment during World War 1?
- What were the battle losses in such key battles as Gallipoli, the Somme?
- What was the Labor Party policy towards conscription?
- What type of techniques had been used to promote recruiting (particularly posters)?

Students research and select relevant material from the Internet and manipulate the images and symbols to create a webpage. For example, those arguing for
conscription use images of brave soldiers, wounded soldiers needing their ‘mates’, symbols of loyalty to Great Britain like the Union Jack, images of ‘the Hun’, a white feather as a symbol of cowardice. Teachers discuss with students their copyright obligations, if copying images from the Internet. Alternatively, students draw their own images and scan them. It should be noted that even if a website contains a copyright statement granting permission for teachers and students to use material, the copied material should still be acknowledged.

**Activity 5: Evaluating a collage**

Students upload their collages to the intranet. Using Worksheet 5 (page 13) as a handout, each pair of students then selects another collage and evaluates it on the basis of the following criteria:

- effectiveness of images to express a viewpoint about conscription
- effectiveness of language to communicate viewpoints about conscription
- clarity and layout of the collage
- appropriateness for the intended audience.

Students substantiate their opinions by referring to specific collage features.
Assessment

Student learning can be assessed against CSF learning outcomes indicators as detailed in the Assessment Table below. Suggested strategies for collecting assessment data are also included.

<table>
<thead>
<tr>
<th>What to assess</th>
<th>Relevant indicators</th>
<th>Gathering assessment information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge</strong></td>
<td><strong>SOSE</strong> History SOH0602</td>
<td>• View document analysis.</td>
</tr>
<tr>
<td>• Ways in which different opinions about conscription were communicated.</td>
<td>• Identify significant events and ideas which shaped Australian society including Federation, World War I, 1930’s depression, World War II and post-war migration.</td>
<td>• View collages on the intranet.</td>
</tr>
<tr>
<td>• Views of key proponents supporting and refuting conscription.</td>
<td>• Analyse the events and ideas bringing about significant change.</td>
<td>• Collect written evaluation of collages.</td>
</tr>
<tr>
<td><strong>Skills</strong></td>
<td><strong>TECHNOLOGY</strong> Information TEIN0602</td>
<td></td>
</tr>
<tr>
<td>Ability to:</td>
<td>• Evaluate the contributions of key participants and leaders in these events.</td>
<td></td>
</tr>
<tr>
<td>• use ICT to annotate resource documents</td>
<td>• Compare different perspectives about a significant event.</td>
<td></td>
</tr>
<tr>
<td>• create and/or modify images and text to develop a file for posting to an intranet.</td>
<td><strong>View document analysis.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Resources</strong></td>
<td><strong>View collages on the intranet.</strong></td>
<td></td>
</tr>
</tbody>
</table>

Publications

Almost every broad text on Australian history will contain a section on conscription during World War I. Students should check the index under the headings ‘conscription’, ‘enlistment’ and ‘recruiting’.


**Software**
Microsoft Word  
Web page creation software (optional)  
Internet browser.

**Hardware**
Computers  
Printer  
Scanner (optional).

**Websites**
At the time of publication the URLs (website addresses) cited were checked for accuracy and appropriateness of content. However, due to the transient nature of material placed on the Internet, their continuing accuracy cannot be verified. Teachers are strongly advised to prepare their own indexes of sites that are suitable and applicable to this unit of work, and to check these addresses prior to allowing student access.

Australian War Memorial World War 1  

Images of Australian identity in World War 1 from Museum of Victoria  

World War 1 posters at ANZACS (a universal remembrance site)  
[www.anzacs.net](http://www.anzacs.net)

Conscription posters  

USA Great War posters – useful as a starting point for recruiting posters  
[www.worldwar1.com/sfpost.htm](http://www.worldwar1.com/sfpost.htm)

British posters of World War 1  
[quilib.lausun.georgetown.edu/dept/speccoll/britpost/britpost.htm](http://quilib.lausun.georgetown.edu/dept/speccoll/britpost/britpost.htm)

Propaganda postcards of World War 1  

World War 1 trenches (An Internet history)  
[www.worldwar1.com](http://www.worldwar1.com)

World War 1 History site created by teachers and students. Includes War Artists and Will Dyson  
[www.spartacus.schoolnet.co.uk/FWW.htm](http://www.spartacus.schoolnet.co.uk/FWW.htm)
Parliamentary Education Office (Referenda, including conscription plebiscite)
www.peo.gov.au

National Archives of Australia Conscription Fact Sheet

Victorian Curriculum and Assessment Authority
www.vcaa.vic.edu.au

This site contains the *ICT Teacher Resource* that provides advice about different ICT functions used in the unit.

**Student worksheets**

1. Document analysis (page 9)
2. Using callouts (page 10)
3. Annotating an article (page 12)
4. Creating a conscription collage (page 12)
5. Evaluating a collage (page 13)
Conscription: 1916 – 17

In this unit you will:

• investigate the different views held about conscription in 1916–17
• produce a collage, using information and communications technology, for posting on the school’s intranet.

Your task

With a partner, you are going to investigate some documents that express differing viewpoints about the conscription campaign of 1916–17. Based on your analysis of the images and language used in these documents, you are going to produce a collage that communicates an opinion about conscription. This collage will be posted on the school’s intranet, and will be evaluated by another pair of students from your class.

1 Document analysis

Read a document that was produced by either the pro or anti conscription supporters during the conscription debate and annotate (explain) it.

When analysing the document, consider:

• what is known about the author
• the meaning of unfamiliar words
• the arguments that are used to promote the view of either side
• what groups in society this document is appealing to and why this is so.

In a group, discuss your document, in light of the above considerations.
2 Using callouts

Articles on a computer can be annotated using ‘callouts’, which is a function available from the Drawing toolbar.

Here is a sample showing how callouts can be used for annotations.

Billy Hughes, Prime Minister in October, 1916

Fellow citizens,

The citizens of Australia will decide on Saturday the greatest issue ever put before a free people. From out of the fog of lies with which the opponents of the Government deliberately sought to obscure it, the great issue shines out clear and distinct. We are part of the British Empire; that is, we are one of the family of free British nations that engirdle the earth. While the Empire stands, we and all that we hold dear, that many privileges that self government has enabled us to secure, the White Australia policy, are safe. If the Empire falls we fall with it. The Empire is fighting for its life. Britain has asked us to do our share. The question is – are you going to do it? By your answer the world will judge you. By your answer you will decide the destiny of Australia, if not that of the Empire. Is Australia going to prove true to herself, to the traditions of our race, to the men of Anzac; or stand out before the world as ... unworthy?

The great enemy of Australia, of Labor, of liberty, is military despotism, of which Germany is the living embodiment. If we defeat her the future of Australia – free and white – is assured. If we turn tail, and ... desert the Empire, to whom we owe everything, abandon the Allies who have suffered such awful losses and horrors and made such great sacrifices – but who still fight gallantly on – if we refuse to reinforce the heroic Anzacs, then, indeed, will fall upon us the doom we deserve, and before the tribunal of nations we shall stand condemned.

Fellow citizens, be true to yourselves, to Australia, to the Empire, and vote YES.1

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1 Billy Hughes, Pastoral Review, 16 October 1916, quoted in Mason, K.J., Experience of Nationhood, McGraw-Hill, Sydney, 1975, 45
Read these instructions for using callout boxes.

To use callouts in Microsoft Word:

1. select the Drawing toolbar
2. from the ‘AutoShapes’ button, select callouts, and choose the shape you prefer
3. the cursor will now be a cross
4. place the cross tool next to the text on which you want to make a comment and draw the callout
5. inside the box you can type your comment
6. you can resize the box and move the arrow into place.

This is how it will look.

Practise Example

Now read this excerpt from a speech on the issue of conscription and use the callout tools to identify the key points in the argument presented.

‘Not only to ourselves do we owe the duty of supreme endeavour in the present crisis of the world's affairs. We owe it to our gallant armies who daily rush into the very jaws of death, never doubting that the Australian people will stand behind them to the end. We owe it to our heroic dead who have already offered up their lives upon the altar of their country ... duty and national honour alike beckon us on. What Australian will consent to partial withdrawal from this life and death struggle? Who amongst you will approve a base abandonment of our allies, of our kinsmen and of our fellow citizens in the trenches?’

Print your work and discuss and compare your annotations with other students.
3 Annotating an article

Select two documents on conscription to annotate. The document can argue for or against conscription.

- If the documents are paper based, scan or key them.
- Using callouts, annotate the document by selecting and explaining words and phrases that present the arguments for or against conscription.

4 Creating a conscription collage

With your partner, you are going to create your own collage (or collection of pictures, images, symbols and words), which presents your view of conscription.

Begin the task by researching relevant images from the Internet or scan in images from books. For example, if you are arguing for conscription you could include an image of an Anzac soldier and the British flag (as mentioned in Billy Hughes’ speech). If you are anti conscription you might include a photo of the battlefields of the Western Front and perhaps a dove as a symbol of peace.

Create the collage in Microsoft Word and then save the pages as html for uploading to the school’s intranet. Before uploading, consider the presentation of your collage.

- Are all the images clear?
- If you have used key words, are they relevant?
- Are the images positioned in an effective way?
- Is the overall meaning of the montage clear?
Evaluating a collage
Each pair of students will select from the intranet, a collage prepared by other students and evaluate it using the following sheet.

<table>
<thead>
<tr>
<th>Collage Evaluation Sheet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collage Title: ________________________________</td>
</tr>
<tr>
<td>Comment on each criterion, and where appropriate, refer to specific collage features.</td>
</tr>
<tr>
<td>How effective are the images in expressing viewpoints about conscription?</td>
</tr>
<tr>
<td>How effectively has language been used to communicate viewpoints about conscription?</td>
</tr>
<tr>
<td>Is the layout attractive and clearly presented?</td>
</tr>
<tr>
<td>Does the language, images and presentation suit students of your age?</td>
</tr>
</tbody>
</table>