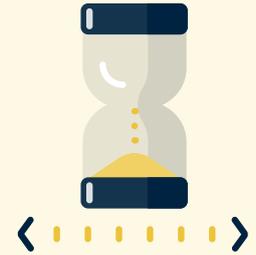




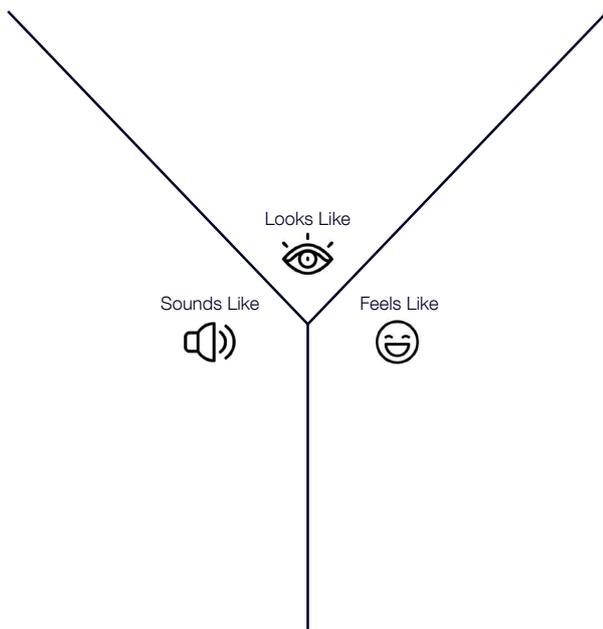
# Life and sacrifice during World War I



This sequence is intended as a framework to be modified and adapted by teachers to suit the needs of a class group.

### Resources needed

- Sources H-P from Tax and welfare on the home front – Sources (one for every 4 students)
- Four brothers lost in battle – Video
- Four brothers lost in battle – Worksheet
- Life on the home front – Worksheet



## Suggested activity sequence

### Part A: The story of four brothers

- 1 As a class, develop a *Y-chart* of what living in Australia during World War I might have looked like, sounded like, and felt like.
- 2 Play: This video tells the story of the Watherston brothers who lost their lives in World War I.

### Four brothers lost in battle

Go to [abc.net.au](http://abc.net.au) and search for 'four brothers killed'.



- 3 As they view the video, students complete part 1 of the *Four brothers lost in battle – Worksheet*.
- 4 Students individually complete part 2 of the worksheet.





## Part B: Source analysis

- 1 Students:
  - Read sources H – O
  - Complete *Life on the home front – Worksheet*.
- 2 Revisit the Y-chart students completed at the beginning of the activity and invite students to add to it.
- 3 Conduct a class discussion on student findings. Possible discussion points include:
  - Why do you think people on the home front sacrificed so much during the war?
  - In the face of great tragedy, what benefits did the war bring to individuals or the community, if any?
- 4 Students to read Source P and each group discusses the following:

This activity could be done in groups and then group findings shared with the class. Use a *visual brainstorming technique* such as an *affinity diagram*.

- The views of the creator.
  - How the creator would feel about
    - taxing people to fund the war effort
    - asking people to make sacrifices to their lifestyles to further the war effort.
  - How the view of the creator contrasts with the views of others expressed in the sources.
  - Why a difference in opinion might have existed.
- 5 Conduct a class discussion on student findings.

Choose a discussion strategy to promote collaboration and participation, such as talking cards.

