Introduction

This teacher resource has been developed to guide teachers’ classroom use of the Curator’s table website. This is a web-based resource aligned with Years 6 and 9 Australian Curriculum (AC): History. The resource is also suitable for students studying Languages to explore the interconnections between language and culture. Primary and secondary sources have been selected and brought together to support teachers’ discussions with students about the significant contribution of German people in the settlement of South Australia.

This resource has been designed for teachers to make inquiry-based links for students to:

- History, Geography and Languages curricula (including SACE)
- South Australian German histories
- views of history from multiple perspectives
- primary and secondary sources.

This resource is underpinned by the domains of the South Australian Teaching for Effective Learning (TfEL) framework, providing:

- students with rigorously researched primary and secondary sources as the basis for developing historical understandings and skills
- teachers with a choice of sources to make decisions about their intentions for student learning
- students with a resource that makes connections between places, people and communities, so that they can connect the learning in the Curator’s table to their own lives.

This resource has been developed by South Australian Department for Education and Child Development, specialist teacher Rosa Garcia and a project officer, Kerrie Mackey-Smith. The developers wish to thank researcher and historian Pat Stretton, researcher Rebecca Martin and Senior Curator Migration Museum, Catherine Manning for their contributions to this project.

Historical context

Significant numbers of Germans began arriving in South Australia in 1838. The first substantial group were Lutherans from the Prussian province of Brandenburg. Not all Germans who arrived in South Australia were Lutheran, some were Catholic or Jewish. However, the Lutheran Church played a significant role in the early South Australian Germans’ lives, as the first significant group who travelled with Pastor August Kavel were Lutheran. They settled in the area now known as the Barossa Valley.

The settlements they established reproduced much of what they had known in Germany. Hahndorf in the Adelaide Hills and Bethany, near Tanunda, were typical of the farmlet villages (huendorf), although Hahndorf later developed into a street village (strassendorf) … Their towns were self-contained, for many years remaining socially closed communities.1

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The Germans comprised farmers, tradesmen, miners, labourers and a few businessmen, pastors and professionals. At the beginning of World War I, South Australian Germans made up ten percent of the community. Until this time, South Australian Germans were strongly represented in government and the business community. The outbreak of World War I changed this and people of German descent were viewed with suspicion by the South Australian community. Immigration from Germany stopped and the *Nomenclature Act 1917* was passed. World War II reignited the community’s suspicion of Germans.

This resource provides primary sources that can be used by teachers to engage students in inquiry-based learning related to the history of German people in South Australia.

**Inquiry questions**

1. What impact did World War I have on Germans in South Australia?
2. What is the role of primary and secondary sources in developing historical argument?
3. What contribution have significant individuals and groups made to the development of South Australian society?
4. What are Australia’s global connections between people and places? (AC: Geography)
Rationale

The material in the Curator’s table website centres on South Australia’s unique history. It is being developed in interrelated chapters; the first is: World War I: The German experience. The suggested inquiry questions are organising ideas for using the primary and secondary sources in the Curator’s table website. There are many possible avenues of inquiry that students can take to develop their historical skills and understanding. This resource supports the development of key concepts including: evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.

Using the website

It is suggested that teachers familiarise themselves with the content of the Curator’s table website before introducing students to it. The website is set out so that the folders filled with sources are on the left-hand side. The ‘tools’ with which students can examine these sources are on the right. Click on the folders to open and then double click on the numbered source to place it on the table. Students can then choose from the magnifying glass, chronology, notebook and internet links on the ‘virtual’ iPad to examine and place the source in a historical context. Please note, the translation tool is not in use in chapter one.

Supporting information

Lord Kitchener: (1850–1916) Full name: Horatio Herbert Kitchener, 1st Earl Kitchener of Khartoum, British soldier and statesman. At the outbreak of the First World War Kitchener was made Secretary of State for War. He had previously defeated the Mahdist forces at Omdurman in 1898, served as Chief of Staff in the Second Boer War, and been Commander-in-Chief in India.

Alfred Leete: The cartoonist Alfred Leete designed the famous and much imitated First World War recruiting poster Your Country Needs YOU, featuring Lord Kitchener, the Secretary of State for War. Leete’s drawing first appeared on September 5th, 1914, on the cover of London Opinion and was later turned into a government recruitment poster.
The Curator’s table: Teacher resource

Learning design approach

The learning design approach brings together the Domains of the South Australian Teaching for Effective Learning (TfEL) framework with the Australian Curriculum (AC). The Curator’s table website supports collaborative approaches to planning. As the teacher you decide:

- the inquiry that you would like students to engage with
- how best to use the sources provided to support students’ investigations
- how to guide student discussion on the key concepts, such as cause and effect
- the usefulness of the website for supporting the intended learning.

What do we want students to learn?

Read the relevant references in the AC: History, Geography, Civics and Citizenship or Languages (and in SACE).

Choose an inquiry question to guide the ‘big ideas’ behind students’ learning.

What are the existing understandings of learners?

- Do the learners bring alternative conceptions?

What are different ways that enable students to demonstrate their existing understandings, skills, knowledge…?

- What dispositions and experiences do they bring?

How will we know students have ‘got it’?

How will students know what comprises high quality learning?

- What opportunities are there for students to express their understanding?
- What does ‘at this level’ mean?
- What distinguishes this learning from the achievement standards which come before and after this level?

What are the multiple ways learners can demonstrate their learning…?

- What assessment strategies will best reflect this? (peer/self/teacher)

What will we do to get there?

How can we engage students with the Curator’s table website by building on current interests?

- How can I stretch all learners?

What will be needed to ensure all learners achieve the intended learning? For example: time, scaffolds, models, prompts, explicit teaching and ways to demonstrate developing historical understanding and skills. Which sources best supports my envisaged outcomes for students?
The **Learning design** template is a thinking tool for teachers, which brings the AC and the South Australian TfEL together. It is designed to guide planning conversations about what you want students to know, and how you will get them there.
Glossary

The meanings and explanations provided for these words and terms are developed in the historical context of this program; students might like to explore other ways in which these are used today. Every attempt has been made to ensure accuracy of meaning in the historical context of German people in South Australia. Some of the terms may not be considered appropriate, or used commonly today.

Alien
A foreigner belonging to another country. An enemy alien is a citizen of a country, living in a country that it is at war with.

Ancient
As defined in the Australian Curriculum: History, the Ancient period covers history from the development of early human communities (from 60 000 BCE) to the end of late antiquity (around 650 CE)

Ancestors
A person from whom you are descended, for example, a great, great grandfather or mother.

ANZAC Day
ANZAC Day is a day of national remembrance of the Australian men and women who have been involved in war and conflict from 1915 to the present day. It originated from the combined Australian and New Zealand Army Corps, (ANZAC) which had its first military action on the 25 April 1915 at Gallipoli, Turkey. It is now a day when Australians reflect on the many different impacts of war.

Apprentice
A person bound to a craftsperson in order to learn a trade.

Artefacts
Something made or shaped by humans for their use, such as a stone tool, a metal sword, a plastic toy

Belief
The feeling of being certain that something exists or is true.

BCE
An abbreviation of ‘Before the Common Era’. It is the same dating system as the traditionally used BC, meaning ‘Before Christ’. Historical dates before the birth of Christ are classified as BCE. There is no year zero in this dating system, so the year CE 1 immediately follows the year 1 BCE. See the glossary term for CE.

Catholic
A member of a Catholic church, especially a Roman Catholic.

Cause and effect
Used by historians to identify chains of events and developments over time, short term and long term

CE
An abbreviation of ’Common Era’. It is the same dating system as the traditionally used AD, short for the Latin phrase Anno Domini, ‘the year of our Lord’. Historical dates after the birth of Christ are classified as CE. There is no year zero in this dating system, so the year CE 1 immediately follows the year 1 BCE. See the glossary term for BCE

Christian
Believing in, or belonging to, a religion based on the teachings of Jesus Christ.

Chronology
Chronology is the study of time. In history, chronology involves the arrangement of events in order, as in a timeline.

Clan
People related by marriage or blood.

Colonisation
The act of sending settlers to a place and establishing political control over it.

Colonists
The settlers of a colony.
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colony</td>
<td>Refers to a group of people who settle in a country that is distant from their homeland but that has ties with the homeland, or a territory occupied by a settlement of people from a ruling state; in the case of South Australia, Britain.</td>
</tr>
<tr>
<td>Concepts</td>
<td>A concept refers to any general notion or idea that is used to develop an understanding of the past, such as concepts related to the process of historical inquiry (for example evidence, continuity and change, perspectives, significance) and concepts that are culturally significant to Aboriginal and Torres Strait Islander peoples, such as Country and Place.</td>
</tr>
<tr>
<td>Contestability</td>
<td>Occurs when particular interpretations about the past are open to debate, for example, as a result of a lack of evidence or different perspectives.</td>
</tr>
<tr>
<td>Continuity and change</td>
<td>Aspects of the past that remained the same over certain periods of time are referred to as continuities. Continuity and change are evident in any given period of time and concepts such as progress and decline may be used to evaluate continuity and change.</td>
</tr>
<tr>
<td>Curator</td>
<td>The custodian and carer of a collection, or the administrative head of a museum, art gallery, or similar institution.</td>
</tr>
<tr>
<td>Customs</td>
<td>Practices followed by people of a particular group or region; an expected practice for a person or a group. For example, it is an expected practice or custom in Australia to celebrate birthdays.</td>
</tr>
<tr>
<td>Dossier</td>
<td>A collection of papers that contain detailed information about something or someone.</td>
</tr>
<tr>
<td>Emigrate</td>
<td>To leave one’s country or place of residence to live elsewhere.</td>
</tr>
<tr>
<td>Empathy</td>
<td>Empathy is an understanding of the past from the point of view of a particular individual or group, including an appreciation of the circumstances they faced, and the motivations, values and attitudes behind their actions.</td>
</tr>
<tr>
<td>European Australian</td>
<td>A European Australian is a citizen or resident of Australia who has originated from Europe.</td>
</tr>
<tr>
<td>Evidence</td>
<td>In History, evidence is the information obtained from sources that is valuable for a particular inquiry (for example the relative size of historical figures in an ancient painting may provide clues for an inquiry into the social structure of the society). Evidence can be used to help construct a historical narrative, to support a hypothesis or to prove or disprove a conclusion.</td>
</tr>
<tr>
<td>Explorer</td>
<td>A person who investigates and explores, and records details about unknown places.</td>
</tr>
<tr>
<td>Foreground</td>
<td>The part of a scene, story or picture that is made to stand out to the viewer or reader.</td>
</tr>
<tr>
<td>German</td>
<td>A person born in Germany; relating to the German language and country.</td>
</tr>
</tbody>
</table>
Germany
A country of north-central Europe. Occupied since c. 500 BC by Germanic tribes. Germany became a confederation after 1815 and then an empire centred around Prussia (1871–1918). Following its defeat in World War I, it was reorganised as the Weimar Republic, which collapsed when Adolf Hitler rose to power and formed the Third Reich. Germany's defeat in 1945 at the end of World War II resulted in its division into four occupation zones, each controlled by an Allied power. Out of the U.S., French, and British zones West Germany was established in 1949, while the Soviet zone became East Germany. West and East Germany were reunified in 1990 after the fall of the East German Communist government.

Historical inquiry
Is the process of investigation undertaken in order to understand the past. Steps in the inquiry process include posing questions, locating and analysing sources and using evidence from sources to develop an informed explanation about the past.

Hun
The use of ‘Hun’ in reference to German soldiers is a case of propaganda. In order to fully dehumanise the enemy a person must first be thought of as different from oneself. During World War I and II the term was used as a derogatory term. The term ‘Hun’ was a historical throw back to the barbaric German tribes who invaded the Roman Empire in the 4th and 5th centuries CE.

Immigrate
To come into one country or region from another, to settle there.

Immigrant
A person who comes to a country to settle there.

Indigenous
Originating and living naturally in an area.

Industrial revolution
In the late 18th century, across England and Europe there was a large-scale increase in the mechanical production of food, transport and clothes. This era is known as the industrial revolution.

Industrialisation
To introduce industry, such as the mechanical production of food, transport and clothes, on a large scale.

Internee
A person who is confined as a prisoner, especially for political or military reasons.

Interpretation
An interpretation is an explanation of the past, for example about a specific person, event or development. There may be more than one interpretation of a particular aspect of the past because historians may have used different sources, asked different questions and held different points of view about the topic.

Jehovah
A word for God, especially in early Christian translations of the Bible.

Jewish
A member of the widely dispersed people originally descended from the ancient Hebrews and sharing a heritage based on Judaism.

Judaism
The religious and cultural traditions, customs, attitudes, and way of life of the Jews

Lutheran
Of or pertaining to Martin Luther, adhering to his doctrines, or belonging to one of the Protestant churches that bear his name.

Migrate
To move from one country or place to another.

Mission
A community that is a base for the people sent to foreign countries to spread the Christian story or provide educational, medical and other assistance.
<table>
<thead>
<tr>
<th><strong>Missionaries</strong></th>
<th>Individuals, or groups, of people sent to a foreign country by a religious organisation to spread its faith and provide educational, medical and other assistance.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Narrative</strong></td>
<td>A way of making sense of the past based on a selection of events. There are different types of narrative such as accounts of the past that relate a story (for example personal, fictitious) and historical recounts (such as the course of events during the Second World War)</td>
</tr>
<tr>
<td><strong>Nationalism</strong></td>
<td>Nationalism is the feeling of belonging to a people, a place and a common culture. When the nation becomes the primary loyalty, it gives rise to movements of national independence.</td>
</tr>
<tr>
<td><strong>Nomenclature Act</strong></td>
<td>Prior to World War I, throughout Australia there were many places with German names, but because of the ongoing war against Germany and subsequent anti-German sentiment, many place names with German origins were changed. This was done through either petition or Acts of Parliament, for example the South Australian Nomenclature Act 1917.</td>
</tr>
<tr>
<td><strong>Perspectives</strong></td>
<td>A person’s perspective is their point of view, the position from which they see and understand events going on around them. People in the past may have had different points of view about a particular event, depending on their age, gender, social position and their beliefs and values. For example a convict girl and an Aboriginal Elder would have had quite different perspectives on the arrival of the First Fleet in Australia. Historians also have perspectives and this can influence their interpretation of the past.</td>
</tr>
<tr>
<td><strong>Primary sources</strong></td>
<td>In the study of history, primary sources are objects and documents created or written during the time being investigated, for example during an event or very soon after. Examples of primary sources include official documents, such as laws and treaties; personal documents, such as diaries and letters; photographs; film and documentaries. These original, first-hand accounts are analysed by the historian to answer questions about the past.</td>
</tr>
<tr>
<td><strong>Proclamation</strong></td>
<td>A formal or public announcement, in this case of the British government of a ‘new’ colony.</td>
</tr>
<tr>
<td><strong>Provenance</strong></td>
<td>The chronology of ownership, custody or location of a historical object.</td>
</tr>
<tr>
<td><strong>Prussia</strong></td>
<td>A former German state in north-central Germany, extending from France to the Baltic Sea and Poland. It developed as the chief military power of the Continent, leading the North German Confederation from 1867–71. It dissolved in 1947 and was divided between East and West Germany, Poland, and the former Soviet Union. German name: Preussen.</td>
</tr>
<tr>
<td><strong>Racism</strong></td>
<td>The belief that one group of people is superior to others.</td>
</tr>
<tr>
<td><strong>Recruitment</strong></td>
<td>The process of finding new people to work for a company, become a new member of an organization or enlist in the armed forces.</td>
</tr>
<tr>
<td><strong>Secondary sources</strong></td>
<td>In the study of history, secondary sources are accounts about the past that were created after the time being investigated and which often use or refer to primary sources and present a particular interpretation. Examples of secondary sources include writings of historians, encyclopaedia, documentaries, history textbooks, and websites.</td>
</tr>
</tbody>
</table>
Settler

A person who settles in a new region. A group of people from Britain set out to start a new Australian colony in Southern Australia led by Edward Wakefield. This colony was based on free settlement, rather than on convict labor. Many of these early settlers were British followed by German farmers and trades people.

Significance

The importance that is assigned to particular aspects of the past, eg events, developments, movements and historical sites. Significance includes an examination of the principles behind the selection of what should be investigated and remembered and involves consideration of questions such as: How did people in the past view the significance of an event? How important were the consequences of an event?

Significant

Having an important effect, for example he made a significant difference; of great value; significant people, places or events.

Source

In history a source is something that can be used to investigate the past. Primary sources are from the time period that is being investigated; for example a diary, birth certificate or speech. Secondary sources are interpretations of primary sources generally produced after the event; for example, a text book, biography or book review. A source becomes ‘evidence’ when it is used to support or refute an argument.

Sympathy

Showing respect or understanding for someone who feels differently to you, particularly if they are sad or hurt; having the ability to think about what it might be like if you were in someone else’s shoes.

Terms

A word or phrase used to describe abstract aspects or features of the past (for example colonisation, revolution, imperialism, democracy) and more specific features such as a pyramid, gladiator, temple, rock shelter

Traditional

The customs and beliefs of a family or community handed down from one generation to another; practices that belong to a particular country, people or family.

Zeppelin

A large German airship of the early 20th century. It was long and cylindrical in shape, with a rigid framework. Zeppelins were used during World War I for reconnaissance and bombing, and after the war as passenger transports until the 1930s.
## Source analysis template

### Historical inquiry
- What is your inquiry question?
- Why are you investigating this source?

### Source
- What is it?
- What is unique or interesting about it?

### Dates
- When was it written or produced?
- What time period is it about?
- Who wrote or produced it?

### Author
- Who wrote or produced it?
- What do you know about the person(s) who wrote or produced this?

### Audience
- For whom was it written or produced?
- Was it meant to be seen by just one individual or by the public?
<table>
<thead>
<tr>
<th>Subject</th>
<th>Who or what is it about?</th>
</tr>
</thead>
</table>
| Purpose | Why was it written or produced?  
What was the person who wrote or produced this trying to achieve? |
| Perspective/Bias | What is the point of view presented in this source?  
Is it objective or does it present a particular perspective or bias? |
| Relevance | How relevant is this source to your historical inquiry?  
Does it support or contradict what you already think or know?  
Does it support or contradict other sources that you have investigated? |
| Questions | What questions do you still have about the source?  
If you could ask the person(s) who wrote or produced this source any questions, what would they be? |