South Australian Maritime Museum

All the World’s At Sea
The Navy and WW1

Teacher Resource

This digital learning inquiry is for students to engage with the South Australian Maritime Museum’s exhibition, All the World’s at Sea. It unpacks the historical concepts of change, conflict and connection, aligning with the Australian Curriculum.

This education resource for schools has been developed through a partnership between DECD Outreach Education and the South Australian Maritime Museum. Outreach Education is a team of seconded teachers based in public organisations.
### Australian Curriculum Outcomes:

**Suitability:**  Years 6, 8, 9, 10

**Cross Curriculum Priorities**  
*Aboriginal and Torres Strait Islander Histories and Cultures* (service men and women)  
**Key concepts:** Evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability

**History:**

*Knowledge and understandings - The contribution of individuals and groups, including Aboriginal and Torres Strait Islander people and migrants, to the development of Australian society, for example in areas such as the economy, education, science, the arts, sport.*

**Year 6:**
- Why and how did Australia become a nation?
- How did Australian society change throughout the twentieth century?
- Who were the people who came to Australia? Why did they come?
- What contribution have significant individuals and groups made to the development of Australian society?

**Year 9:**
- What were the changing features of the movements of people from 1750 to 1918?
- How did new ideas and technological developments contribute to change in this period?
- What was the origin, development, significance and long-term impact of imperialism in this period?
- What was the significance of World War I?

**Health:**

*Year 7/8: Communicating and interacting for health and wellbeing*

*Years 9/10: Opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities*

- Investigate the benefits of relationships and examine their impact on their own and others’ health and wellbeing
- Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity  
  (Comrades / mateship – how did this help the ‘diggers’ on the front line?)  
  (At War and returning home – mental health / post-traumatic stress)

**Geography:**

*Mapping – Visual showing WW1 locations depicted in the exhibition*

*Distance and time - Infantry transported to Gallipoli via sea vessels (no aircraft)*

*Relationship between Australia and Asia during and following the war*

**Civics and Citizenship:**

*Year 8:*
- **Different perspectives about Australia’s national identity, including Aboriginal and Torres Strait Islander perspectives, and what it means to be Australian**  
  (investigating representations of Australian identity evident in national day events (such as ANZAC Day), and in the media and popular culture, to analyse different perspectives on the interpretation of national identity)
- How national identity can shape a sense of belonging in Australia’s multicultural society

**Information and Communication Technology:**

*Applying social and ethical protocols and practices:*
- Investigating with ICT
- Managing and operating ICT
- Creating with ICT
- Communicating with ICT
**Inquiry challenges:**

This digital learning inquiry unpacks the South Australian stories from sailors, soldiers and their families during the First World War. It is divided into 8 subthemes. Follow the points on the map to learn more about the role of the navy during this time.

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<td><strong>Navy Values</strong></td>
<td>1. The values of the Royal Australian Navy are honour, honesty, courage, integrity, loyalty. Circle the value that you think is the most important. 2. Use the exhibition to find evidence of how your value was displayed in WW1. Record a video response giving details of how this value was demonstrated.</td>
<td><em>All the Worlds At Sea: A WWI Centenary</em> provides broad coverage of the maritime experiences of sailors, soldiers, and their families during the First World War. Compared to Gallipoli and the Western Front the maritime war has often been overlooked. It was however extremely important to the war effort. The exhibition tells this aspect of the War history, focusing on the experiences of South Australians.</td>
<td>• Unpack the Royal Australian Navy values to have an understanding of what each means: <a href="http://www.navy.gov.au/about/organisation/navy-values">http://www.navy.gov.au/about/organisation/navy-values</a>  • Conscription - line students up according to month of birth. Teacher selects boys and months for conscription to generate discussion / feelings / emotions that may be felt. Discuss: Should Australia have compulsory service today? (Use a values continuum – agree to disagree)</td>
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<td><strong>The Old Pro</strong></td>
<td><strong>Video:</strong> In 1900 there was conflict in China as the Chinese were against any foreign control of trade. The Protector, a South Australian ship travelled to China to help fight in the Boxer Rebellion. Many of the sailors returned with souvenirs from their travels, including the child’s wicker furniture set. 1. Find and photograph another object in the exhibition that may have been purchased by a sailor, besides the wicker furniture. 2. Other ships supported the HMAS Protector at War. Match the images of the navy vessels to their correct names HMAS Australia, HMAS Sydney, HMAS Melbourne, HMAS Brisbane.</td>
<td>This theme introduces Protector, South Australia’s colonial gunship and the Port River Torpedo Station Naval defences prior to Federation. Australia also relied on Britain to provide naval protection. After Federation Captain William Creswell, a former captain of HMAS Protector, worked tirelessly to ensure that Australia would have its own state of the art navy. In 1913 his work paid off and the Battle Cruiser HMAS Australia and cruisers HMAS Sydney and Melbourne along with two submarines AE1 and AE2 were delivered. Protector and other colonial ships saw service in WWI, used in supporting roles. At the start of WWI Australia was well placed to defend itself.</td>
<td>• Find out more information about the significance of HMAS Protector: <a href="http://www.navy.gov.au/hmas-protector-i-hmcs">http://www.navy.gov.au/hmas-protector-i-hmcs</a>  • Research one of the vessels that supported the HMAS Protector. Write a summary to describe the vessel, including any major operations it participated in.</td>
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<td><strong>Rabaul</strong></td>
<td><strong>Video</strong> (with images): On the 11th September 1914, the Australian’s landed at Rabaul, New Britain to take over a German wireless telegraph station. Australia was successful in taking control of the station, but not without the deaths of two navy reservists, Bill Williams and medical officer Brian Pokley. 1. Photograph an object in this display that shows evidence of German imperialism. 2. In 1914, South Australia had a large German population. Talk with your partner and record a short video response to describe how the Germans in South Australia would have been treated during this time.</td>
<td>Britain declared war on Germany on 5 August, 1914 and Australia declared its support for Britain. Australia was called on to capture German wireless telegraph stations in Melanesia, and formed the Australian Naval and Military Expeditionary Force (ANMEF). The ANMEF sailed to New Britain to seize one of the stations; they were joined by the battle fleet. A landing force of naval reservists captured the station. This was Australia’s first land operation of World War I and there were six casualties, the first from Australian units.</td>
<td>• Geography – Use a world map / atlas to locate Gallipoli and other WW1 locations such as Rabaul. What was the effect on the German population living in Australia during WW1? Make comparisons to religious / cultural groups today, (could select children based on features to be put in isolation (eg. blonde hair). Feelings, reactions and emotions. Learn about the Torrens Island German Internment camp during WWI: <a href="http://www.migrationheritage.nsw.gov.au/exhibition/enemyathome/torrens-island-interment-camp">http://www.migrationheritage.nsw.gov.au/exhibition/enemyathome/torrens-island-interment-camp</a></td>
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**Additional resources:**

| Troopships | 1. Do you agree? ‘The conditions on board troop ships were of a high standard for the sailors and soldiers’ (Agree – Disagree: Show on sliding continuum)  
2. Record an audio response giving reasons for your selection. | Troopships were a hugely important part of the war effort and the scale of mobilisation quite staggering. Just six weeks after Britain declared war 28 merchant ships, had been commandeered and converted to troopships. This theme presents stories of AIF soldiers on board the troopships, many of whom suffered horrendously from seasickness, the sticky equatorial heat, the stench of horses and cramped conditions. It also introduces the threat to troopships posed by German raiders and submarines and describes in detail the battle between HMAS Sydney and the German raider Emden. |
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<td>First in, Last out</td>
<td>1. The title of this theme is ‘First in, Last out.’ Why do you think this theme name was chosen? Find the 3 displays supporting this theme and photograph evidence showing ‘First in’ (AE2) and ‘Last out’ (Bridging train)</td>
<td>The title of this theme relates to the role of the two small RAN units involved in the Gallipoli campaign, the Royal Australian Naval Bridging Train RANBT and the submarine AE2. ‘First in’ refers to AE2 which on 25 April was the first Allied submarine to penetrate the Dardanelles, a heavily defended strait. Causing as much confusion as possible AE2 was able to divert Turkish forces from slipping away from the area of Allied landings until 30 April when a Turkish torpedo boat holed the engine room and the crew abandoned the sub. ‘Last out’ refers to the Bridging Train who were an engineering unit – they built piers and ensured water supply for British troops fighting at Suvla Bay, north of ANZAC Cove.</td>
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| Hospital ships | Audio: The need for hospital ships was great, with over 80,000 wounded being transported to safety across the English Channel on board the Adelaide Steamship Company vessel, Warilda.  
1. Circle the objects in the case that were used to help save lives.  
2. Record an audio response that describes these items and how they were used. | The first Australian hospital ship was an Adelaide Steamship Company vessel Grantala, and it went to Rabaul. Merchant ships were converted to floating hospitals complete with x-ray rooms, operating theatres, special wards for infectious diseases and critical care, general wards, and padded cabins for patients suffering mental illness. At Gallipoli, the single hospital ship was quickly overwhelmed by the vast numbers of wounded. Troops were transferred by barge to any vessel with space, surgeons operated on mess tables and patients lay on floors. Nevertheless, by 30 April 5,236 casualties were evacuated. 180 died of wounds at sea. On the Western Front, the scale of slaughter overwhelmed field hospitals. Patients were transferred to waiting ships and ferried to England. From 1916–1918 Warilda, an Adelaide Steamship Company passenger liner, made over 180 trips across the English Channel transporting about 24,858 wounded. |
|   |   |   |
| Routine War | Find the events below, shown in the exhibition and sequence them in chronological order, from the event that happened first to the event that happened last.  
- The German raider *Seeadler* struck a reef (2 August 1916)  
- A two seater aircraft was successfully launched from a battle ship (14 May 1918)  
- Allied sailors raided the Belgian Port of Zeebrugge (23 April 1918) | 80,000 wounded. | This theme presents the story of the lives and experiences of Australian sailors on patrol in the Aegean Sea with the destroyer squadron, and cruiser squadron in the North Sea. Seldom valorised, Allied patrols were nevertheless crucial; they constricted German shipping and trade, strangling the economy, and opening the way to victory. This theme also includes the story of Semaphore boy AB George Staples who after serving on *HMAS Australia* during the War volunteered for a special mission – a commando raid on the Belgian Port of Zeebrugge to stop German U-boats. George received the Distinguished Service Medal for leading his raiding party after the commanding officer was killed. | Use the interactive online resource to identify other significant events that occurred at Gallipoli: [http://www.abc.net.au/innovation/gallipoli/gallipoli2.htm](http://www.abc.net.au/innovation/gallipoli/gallipoli2.htm) (Supporting teacher resources accompany the interactive) |
|---|---|---|---|
| The Home Front | How did Australian society change throughout the Twentieth Century?  
1. Use the information in the Home Front cabinet to learn about life in Australia during the War years. Record a video response that gives information on what it was like for Australian’s back at home thinking about their loved ones.  
2. Find the collection of buttons (badges) on display. What is the significance of these? | SS *Scharzfels* steamed into Port Adelaide on 5 August 1914, its crew unaware that just hours earlier, Australia had declared war on Germany. The ship was claimed as a war prize by authorities and its German officers were interned at the Torrens Island ‘Concentration Camp’. Bloody casualty lists quickly dulled early enthusiasm for the War. Prime Minister Billy Hughes, desperate to replenish decimated battalions, held votes to introduce conscription in 1916 and again in 1917. South Australians solidly rejected the proposition, but the debate wrecked communities apart. Others found common purpose supporting those who had signed up. Ice-cream vendor Sammy Lunn greeted every troopship, donating a crown from his Welcome Home Fund to each wounded soldier. Servicemen found a warm meal and entertainment at the Semaphore Cheer-up Hut and a Trench Comforts Shop in St Vincent Street was one of many raising money to send gifts to the troops overseas. | SS *Scharzfels* steamed into Port Adelaide on 5 August 1914, its crew unaware that just hours earlier, Australia had declared war on Germany. The ship was claimed as a war prize by authorities and its German officers were interned at the Torrens Island ‘Concentration Camp’. Bloody casualty lists quickly dulled early enthusiasm for the War. Prime Minister Billy Hughes, desperate to replenish decimated battalions, held votes to introduce conscription in 1916 and again in 1917. South Australians solidly rejected the proposition, but the debate wrecked communities apart. Others found common purpose supporting those who had signed up. Ice-cream vendor Sammy Lunn greeted every troopship, donating a crown from his Welcome Home Fund to each wounded soldier. Servicemen found a warm meal and entertainment at the Semaphore Cheer-up Hut and a Trench Comforts Shop in St Vincent Street was one of many raising money to send gifts to the troops overseas. | Learn about the various medals presented to Defence Force members today and in the past. What do they represent / symbolise?  
- The mothers, sisters and wives left behind during World War I sent ANZAC biscuits made of oats, sugar, flour, coconut, butter and golden syrup to their sons, brothers and husbands at Gallipoli. ANZAC biscuits were hard and long-lasting, designed to survive the long journey to the troops. They were eaten instead of bread (*which went stale quickly*). Some men crushed them, mixed them with water and ate them like porridge. Find a recipe and make your own ANZAC biscuits. |
| Returning Home | Video: *When peace was declared in November 1918, 167,000 Australians were desperate to get home. In memory of the Australians that died at war, A South Australian Alexandrine Seager made Violet Day badges.*  
1. On which date was Violet Day held?  
2. Talk to your partner and discuss some of the significant days that Australian’s still celebrate today. Record a video response. | When peace was declared in November 1918, 167,000 Australians were desperate to get home. Spanish influenza sailed with the returning soldiers. It killed 12-15,000 Australians. In December 1918, SS *Boonah* reported 300 cases on the voyage to Fremantle. Unsure how to handle the crisis, authorities confined the troops on the ship for nine days. Between Albany and Adelaide, 17 more cases were diagnosed and 112 South Australian soldiers were quarantined on Torrens Island. | Students to make their own badges for a significant day recognised by Australians today. |
On the home front - The role of women in World War I

Women were not involved as fighting personnel during the War. However, they served as members of the Australian Army Nursing Service dealing with injuries and immense suffering in the field. The first draft of nursing sisters left Australia in September 1914. Throughout the war they served wherever Australian troops were sent. In total, 2,139 served overseas, 423 served in Australia, 25 died and 388 were decorated for their service. (Teacher and student resource: http://www.anzacday.org.au/). Women worked in Australia through organisations such as the Red Cross and the Wounded and Missing Enquiry Bureau and contributed to the morale of the fighting forces by organising and packing supplies. The huge toll of dead and wounded meant that frequently women were left with the sole responsibility for supporting their families.

Women’s contribution to the workforce increased from 24 per cent in 1914 to 37 per cent in 1918, but the increase tended to be in what were already traditional areas of women’s work - in the clothing and footwear, food and printing sectors. There was some increase also in the clerical, shop assistant and teaching areas. Unions were unwilling to let women join the workforce in greater numbers in traditional male areas as they feared that this would lower wages. Many women sought to become more involved in war-related activities - such as cooks, stretcher bearers, motor car drivers, interpreters, and munitions workers - but the government did not allow this participation.

A number of women’s organisations did become very active during the War - including the Australian Women’s National League, the Australian Red Cross, the Country Women’s Association, the Voluntary Aid Detachment, the Australian Women’s Service Corps, and the Women’s Peace Army.

Many women were also actively involved in encouraging men to enlist, and were often used in recruiting and pro- and anti-conscription propaganda leaflets such as the ones below:
Statistics and significant events:

World War One
1914–1918

Population passed 5 Million

World War One meant a virtual cessation of immigration. 65,000 Australian men died in the fighting.

During the War antagonism towards ‘Aliens’ developed. In response, the Federal Government amended the Commonwealth Naturalisation Act 1903. This meant that Naturalisation would not be granted unless applicants renounced their own nationality, had advertised their intention to become naturalised, and could read and write English.

The first significant Australian action of the war was the Australian Naval and Military Expeditionary Force's landing at Rabaul on 11 September 1914. It took possession of German New Guinea at Toma on 17 September 1914 and of the neighboring islands of the Bismarck Archipelago in October 1914. On 9 November 1914 the Royal Australian Navy made a major contribution when HMAS Sydney destroyed the German raider SMS Emden.

On 25 April 1915 members of the Australian Imperial Force (AIF) landed at Gallipoli with troops from New Zealand, Britain and France. This began a campaign that ended with the evacuation of troops on 19 and 20 December 1915. Following Gallipoli, Australian forces fought campaigns on the Western Front and in the Middle East.

Throughout 1916 and 1917 losses on the Western Front were heavy and gains were small. In 1918 the Australians reached the peak of their fighting performance in the battle of Hamel on 4 July. From 8 August they then took part in a series of decisive advances until Germany surrendered on 11 November.

The Middle East campaign began in 1916 with Australian troops participating in the defence of the Suez Canal and the Allied reconquest of the Sinai Peninsula. In the following year Australian and other Allied troops advanced into Palestine and captured Gaza and Jerusalem; by 1918 they had occupied Lebanon and Syria.

For Australia, as for many nations, the First World War remains the most costly conflict in terms of deaths and casualties. From a population of fewer than five million, 416,809 men enlisted, of which over 60,000 were killed and 156,000 wounded, gassed, or taken prisoner.

The outbreak of war was greeted in Australia, as in many other places, with great public enthusiasm. In response to the overwhelming number of volunteers, the authorities set exacting physical standards for recruits. Yet, most of the men accepted into the army in August 1914 were sent first to Egypt, not Europe, to meet the threat which a new belligerent, the Ottoman Empire (Turkey), posed to British interests in the Middle East and the Suez Canal.

Australians also served at sea and in the newly formed Flying Corps. The Royal Australian Navy (RAN), under the command of the Royal Navy, made a significant contribution early in the war, when HMAS Sydney destroyed the German raider Emden near the Cocos Islands in November 1914. The Great War was the first armed conflict in which aircraft were used; about 3,000 Australian airmen served in the Middle East and France with the Australian Flying Corps, mainly in observation capacities or providing infantry support.

1915

In 1915, Australia had just 4.9 million people.

Halve that and you have about 2.45 million men from which to choose.

Slice that to about 850,000 men of "fighting age", and halve it again to find those willing and able and fit enough to enlist.

You have now almost 40 per cent of the entire male population of Australia aged between 18 and 44.

Send them all off on ships to the other side of the Earth.

Then begin imagining what it might have meant when 60,000 of them died on those battlefields between April 25, 1915 and November 11, 1918.

There were, in World War I, another 155,133 Australian men wounded in battle, including those gassed and crippled by "shell shock". Many of them were maimed for life, which often enough didn't last long after the war.

Today, that would convert to more than 750,000 wounded: three-quarters of a million.

It got worse, and within two or three years of the War ending, another 60,000 Australian veterans had died; a slice of the population that would translate to another 300,000 today

Between World War One and the Great Depression
1919–1929

Population passed 6 Million

The 1920s was a successful decade in terms of net migration gain. More than 300,000 immigrants arrived, two thirds of whom were ‘Assisted’. The majority came from Britain but there was growing interest from Italians and Greeks.
Enlistment age was 21, or 18 with a parent’s permission. But many, like James Charles Martin, lied about their age. Eager "to have our share of the Turks", as he wrote to his parents, the farm hand from Tocumwal, NSW, James reached the trenches of Gallipoli.

There, he fell ill and was evacuated to a hospital ship, the Glenart Castle. He did not recover. James was buried at sea, aged 14 years and nine months.