**Levels 9/10 History Activity**

**Lesson Plan: Australia, World War I, and the Spanish Flu – Counting the Human Costs**

**Introduction to Numeracy in History**

The Victorian Curriculum and Assessment Authority (VCAA, n.d.-f) explains that “awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others,” clarifying that historical knowledge is developed through use of “evidence derived from remains of the past.” While few would dispute these statements, the inclusion of numeracy in history requires a broader definition of the term *evidence* than the common definition of “artefacts, visual, written, audio” (VCAA, n.d.-a, VCHHC099). To incorporate numeracy in history, teachers need to embrace the often-overlooked sources of numbers and symbols, and demonstrate how each can be located within curriculum documents. Additionally, teachers need to demonstrate that numbers and symbols can be sources of evidence as potent as history’s widely-accepted written word.

Six historical thinking concepts, defined by the Canadian Historical Thinking Project (Centre for the Study of Historical Consciousness [CSHC], n.d.), have found acceptance in Australia: historical significance, primary source evidence, continuity and change, cause and consequence, historical perspectives, and ethical dimensions. Only minimally adapted for use in Australia, ‘thinking historically’ refers to looking beyond the past, connecting with the present, and considering a selection of possible futures. Although each concept has distinctive elements, the six are interrelated, and numeracy can be found within each.

A history education rich in historical thinking equips students with the knowledge, skills, and dispositions for lifelong learning: to communicate clearly and ask informed questions about evidence. Teachers and students of history are expected to think historically and establish historical significance. CSHC (n.d.) explains that “significant events [and outcomes] include those that resulted in great change over long periods of time for large numbers of people… [if able to be linked] to larger trends and stories.” In terms of identifying cause and consequence, teachers and students need to understand “the actions, beliefs, and circumstances” that had consequences, as well as to see consequences as “multiple and layered, involving both long-term ideologies, institutions, and conditions, and short-term motivations, actions and events” (CSHC, n.d.).

The development of numeracy can be related to human agency and the gamut of positive and negative outcomes for humans, other life forms, and artificial environments. The disciplines of mathematics and history, often considered distant, sit comfortably together. Each can illuminate the other and engage teachers as well as students who might not otherwise have been so engaged, prompting deeper thinking and, ideally, informed, positive, and active global citizenship in the present, based on knowledge of the past and the skills developed in acquiring that knowledge.

**Developing Numeracy Understanding in History**

Studying history helps students to appreciate how the world and its people have changed, as well as the significant continuities through to the present day. In achieving and implementing these understandings, the study of the past “provides opportunities to develop transferable skills of critical and creative thinking, such as the ability to explore questions, imagine possibilities and construct arguments” (VCAA, n.d.-f).

VCAA actively promotes the use of primary source evidence: “Primary sources are the building blocks of historical thinking and are fundamental to students’ understanding and interpretation of the past” (VCAA, n.d.-d). However, the primary sources are not ‘stuck in the past’; VCAA prompts students to understand them and determine historical significance.

At Levels 7 and 8, in terms of Historical Concepts and Skills, specifically Cause and Effect, students “analyse the causes and effects of significant events that caused change and/or a decline over the period” (VCAA, n.d.-b, VCHHC103). A teacher of history is encouraged to infuse their teaching with numeracy across the multiple history strands, sub-strands, content descriptions, and context choices. For example, opportunities arise in the sub-strand of   
the Ancient World and Early Civilisations 60 000 BC (BCE) – c. 650 AD (CE), and within the context choices of Europe and the Mediterranean World, namely Rome. Students can understand that the scale of Roman agency across time, with both positive and negative outcomes for Rome and for other peoples and environments, would not have occurred without the Romans developing a form of mathematics. Per the Levels 7 and 8 achievement standard, by the end of Level 8, students should be able to “locate and select historical sources and identify their origin, content features and purpose… They compare and contrast historical sources and ask questions about their accuracy, usefulness and reliability”   
(VCAA, n.d.-e).

At Levels 9 and 10, the opportunities to develop numeracy through studying history are rich. In terms of the strands Historical Concepts and Skills, and Historical Sources as Evidence, students are prompted to “analyse and corroborate sources and evaluate their accuracy, usefulness and reliability” (VCAA, n.d.-a, VCHHC099). Teachers and students can ‘find the numbers’ when working with the sub-strand of The Making of the Modern World. Per the Levels 9 and 10 achievement standard, by the end of Level 10, students should be able to “compare and contrast historical sources and evaluate their accuracy, usefulness and reliability” (VCAA, n.d.-c, VCHHK111). Students achieve this standard when they, for instance, perform calculations related to Australian and other nations’ staggering numbers of casualties as the consequence of World War I, with the war being an event that contributed to the spread of the Spanish flu.

**Lesson Plan: Australia, World War I, and the Spanish Flu – Counting the Human Costs**

The purpose of this lesson plan is for students to become familiar with the casualties of World War 1 (WWI) and the Spanish flu. Students will use percentages to develop deeper understandings of the impact of WWI and the Spanish flu.

At the end of the lesson plan, background information is provided (Appendix A, B, and C).   
It is recommended that the teacher familiarise themselves with these overviews before teaching the lesson.

**Prerequisite/Co-requisite Knowledge: History**

* Rates of enlistment, death, imprisonment as prisoners of war, wounding, and disease of Australian men aged 18–40 years during WWI (1914–1918), and explanations for these rates
* Rates of enlistment by Australian state, with a focus on Victoria
* Rates of death and infection in Australia and Victoria from the Spanish flu (1918–1920), and explanations for these rates
* Short-term and long-term consequences of overseas war service and the Spanish flu for individuals who returned to Australia
* Short-term and long-term consequences of WWI and the Spanish flu for local communities and Australian society overall: socially, economically, and politically
* Rates of death and infection in Australia and Victoria from COVID-19

**Background Mathematical Skills and Understandings**

Teachers of History are not expected to teach the mathematical knowledge and skills that students will draw on when engaging with this activity. The students will have learnt and should be adept with the required mathematical knowledge and skills to complete the activity. According to the Victorian Curriculum: Mathematics, the required mathematical knowledge and skills should have been developed in earlier years of schooling, that is, by the end of Level 8.

For this activity, the background mathematical skills and knowledge are:

* Knowledge of large numbers
* Knowledge of percentages
* Conduct basic mathematical operations (add, subtract, multiply, and divide), with and without technology
* Compare and order numbers (e.g., from largest to smallest)
* Express one quantity as a percentage of another (with and without technology)
* Identify, interpret, and extract data presented in various formats: graphs, tables, etc.
* Tabulate data

N.B. With the large numbers involved in this activity, it would be preferable for students to use calculators.

**Lesson Description**

In this lesson plan, core historical background information is provided on WWI and the Spanish flu as simple summaries or easily accessible online resources. It is assumed that the causes of WWI, along with the countries involved, have been discussed in a class prior to the introduction of the statistical sources. Through a series of scaffolded activities using the sources, students’ numeracy capabilities will be developed within the two related contexts of WWI and the Spanish flu.

In preparation, teachers should determine if they wish to discuss statistics of WWI, the Spanish flu, or both. Teachers should read the preliminary overviews, consult the online tables and figures, perform the activities for themselves, and then offer their choices of selected resources and activities to their students. For support and convenience, answers and sample responses based on historical realities and interpretations are provided (Appendix D). If choosing to discuss both WWI and the Spanish flu, teachers and students should work in chronological order. General background information is provided (Appendix A), as well as specific information about WWI and Australia (Appendix B), and about Australia, Victoria, and the Spanish flu (Appendix C). It is recommended that the teacher familiarise themselves with these overviews before teaching the lesson.

It is important to consider the problems inherent in using data recorded at times when record keeping was less precise, particularly at the overwhelming and traumatic times of war and pandemic. Students and teachers who choose to use data sets from different sources will observe how figures and descriptions vary. There should be discussion about these discrepancies (e.g., the terms *approximate* and *estimate* are used often as reminders of the likely statistical inaccuracies, even if small).

**Activity 1: Australia and World War I**

Present students with the following brief overview, as well as the table ‘Enlistments by year’ from <https://www.awm.gov.au/articles/encyclopedia/enlistment/ww1>. Then, have students to work in pairs to answer the following questions.

*The years 1914 to 1918 were years of enormous tragedy for millions of people world-wide due to World War I (WWI). In Australia, 416,809 Australian men aged between 18 and 44 years enlisted to serve, which represented a staggering 38.7% of the male population aged 18–44. Of that total, approximately 334,792 Australian men embarked for active service overseas. Women could not enlist in the armed services at this time, although some served as nurses and physiotherapists. The data for them is incomplete.*

1. What was the Australian overseas embarkation figure as a percentage of the Australian male population, aged 18*–*40 years?
2. Calculate each year’s enlistment figure as a percentage of Australia’s total enlistment.
3. In which year of the war was there the highest Australian enlistment rate?
4. How might that year’s enlistment rate be described in mathematical terms compared to the year preceding it?
5. What military event and campaign overseas involving Australian soldiers prompted many Australian men to enlist?
6. What might a high volunteer enlistment indicate about a society’s beliefs and values at a time of war?
7. What personal beliefs and values associated with the event and campaign might have motivated so many men to enlist?
8. Which year had the second highest enlistment rate? Suggest why.
9. Which year had the lowest enlistment rate? Suggest why.
10. Why might Australian data about women’s involvement in WWI be incomplete?

**Activity 2: Australia and World War I**

Present students with the table ‘Enlistments by state’ from <https://www.awm.gov.au/articles/encyclopedia/enlistment/ww1>.

1. Calculate each state’s enlistment figure as a percentage of Australia’s total enlistment.
2. Which Australian state had the highest enlistment rate of males aged 18*–*40?
3. Which had the second highest?
4. Which had the least?
5. Suggest a reason why each rate was so high/low.

**Activity 3: Australia and World War I**

Present students with the table ‘At end of war’ from <https://www.awm.gov.au/articles/encyclopedia/enlistment/ww1>.

1. Of the 334,792 Australian men who served overseas, 61,514 died. What was the mortality (death) rate as a percentage of overseas service?
2. The number of Australian men wounded in action (including gassing and shell shock) is 155,133. The number to have suffered disease or non-battle injuries is 431,448.
3. What was the rate of wounding as a percentage of overseas service?
4. The number of men who suffered disease or non-battle injuries is 431,448. Yet, only 416,809 men enlisted. What could be possible explanations for the larger number?
5. Why should statistics generated during times of war be questioned for their accuracy?
6. The number of Australian men recorded to have been taken as prisoners of war was 4,044. Of these, 397 died in captivity.
7. What was the prisoner of war rate as a percentage of Australian overseas service?
8. What could be possible explanations for this low figure?
9. What was the death rate for Australian prisoners of war?
10. What could be possible explanations for this death rate figure?
11. The Shrine of Remembrance was built to provide a place for Victorians to grieve and remember Victorians killed in WWI, since soldiers who died overseas were buried where they died. Furthermore, transport methods and costs in the early 20th century meant that most Victorians could not travel overseas easily. In total, 89,000 Victorians embarked for overseas service, and 19,000 died (the Shrine of Remembrance, 2020).
12. What was Victoria’s embarkation rate of 89,000 as a percentage of Australia’s total national embarkation rate of 334,792 men?
13. What was Victoria’s mortality rate of 19,000 as a percentage of the 61,514 men who died?
14. Approximately what percentage of Victorian men must have returned to Victoria?
15. The Melbourne Cricket Ground on Australian Football League (AFL) Grand Final Day can hold 100,000 people and is a convenient comparison point for understanding the figures involved.
16. How full would the MCG be as a percentage representation of the number of Victorian men who served overseas in WWI?
17. How full would the MCG be as a percentage representation of the number of Victorian men who died?
18. How many MCGs would be necessary to hold the number of Australian men who served overseas in WWI?
19. How many MCGs would be necessary to hold the number of Australian men who died?
20. From what you know about WWI, what could have been some of the physical and psychological health consequences for the returned men?
21. What could have been longer-term consequences of the war for local communities and Australia overall from the deaths, woundings, diseases, and imprisonment of such large numbers of men?
22. Think about the raw numbers, percentages, and historical information you have now considered. What is your most significant new understanding about WWI?

**Activity 4: Australia, Victoria, and the Spanish Flu, 1918–1920**

Present students with the following brief overview and line graph (Huf & Mclean, 2020, p. 11)

*The Spanish influenza (often shortened to ‘Spanish flu’) received its name in 1918 because one of the first people to suffer from it was the King of Spain. However, the flu seems to have begun in the United States of America and been transported with American soldiers to Europe’s battlefields of WWI, spreading rapidly in the crowded and unhygienic soldier camps. When the war ended and the soldiers, already weakened by war, began to return home, the flu was carried to all corners of the globe, arriving in Australia on troop transports from late 1918.*

<https://www.parliament.vic.gov.au/publications/research-papers/send/36-research-papers/13957-epidemics-and-pandemics-in-victoria-historical-perspectives>

1. Using only the graph of figures compiled in 1920, create a list of estimates for how many Australians died from the Spanish flu per month in 1919.
2. Estimate the total number of deaths.
3. Compare your estimates with the numbers reported. How accurate were you?
4. Generally speaking, historians prefer to say that 12,000–15,000 Australians died from the Spanish flu in 1919 than rely completely on the figures compiled in 1920. What might be some of the explanations offered by historians?
5. Australia’s population in 1919 was approximately 4,900,000.
6. What were the approximate death rates of 12,000–15,000 as percentages of the Australian population?
7. Approximately 2,000,000 Australians are believed to have become infected by the Spanish flu. What was the approximate infection rate as a percentage of the total Australian population?
8. In which 2 months did Australian deaths from Spanish flu peak?
9. What might be possible explanations for the peaks in those months?
10. According to statistics prepared by the Victorian government in September 1919, of the 3,224 deaths from Spanish flu at that time in Victoria, 2,327 were in Melbourne and 897 were in regional Victoria. What percentage of the total deaths occurred in Melbourne, and what percentage occurred in regional Victoria?
11. The Australian federal government in 1920 estimated the total number of deaths for Victoria to have been 3,561, of which 2,413 occurred in Melbourne and 1,148 occurred in regional Victoria. On the basis of federal government statistics, calculate the percentage of total deaths for Melbourne and for regional Victoria.
12. What is Australia’s current population? Visit the Australian Bureau of Statistics website: <https://www.abs.gov.au/>.
13. What are Australia’s current statistics for COVID-19? Visit the Australian Government Department of Health website: <https://www.health.gov.au/news/health-alerts/novel-coronavirus-2019-ncov-health-alert/coronavirus-covid-19-current-situation-and-case-numbers>.
14. What is the COVID-19 death rate as a percentage of Australia’s current population?
15. What is the COVID-19 infection rate as a percentage of the current population?
16. Describe in your own words how the Spanish flu and COVID-19 death rates compare as percentages of the Australian population.
17. Repeat for the infection rates.
18. Most Spanish flu deaths worldwide were of people aged between 20 and 40 years. Australia had just lost 18.37% of its men aged 18–40 in WWI. What could have been the (a) social, (b) economic, and (c) political consequences of such high rates of death, disease, and wounding on Victorian and Australian communities?
19. Considering the statistics and historical information that you have analysed regarding WWI, the Spanish flu, and COVID-19, which event would you say has had the most impact on Australia overall? Explain your thinking.

**Table 1: Links to the Victorian Curriculum – History**

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| Strand and Sub-Strand  (if applicable) | Content Description (Code) | Adapted Elaboration(s) |
| **Historical Concepts and Skills**   * Historical Sources as Evidence | Analyse and corroborate sources and evaluate their accuracy, usefulness and reliability (VCHHC123) | Recognising the role of Information and Communications Technology (ICT) in providing access to sources and the need to ask relevant questions of those sources  Understanding that the reliability and usefulness of a source depends on the questions asked of it  Corroborating a range of historical sources identifying similarities, differences and inconsistencies |
| **Historical Knowledge**   * The Making of the Modern World | Australia at war (1914–1945): World War I Effects of World War I, with a particular emphasis on the changes and continuities brought to the Australian home front and society  (VCHHK142) | Examining the effects of World War I… such as … Spanish flu…  Explaining the effects of World War I, with a particular emphasis on Australia, such as the use of propaganda to influence the civilian population |

**Table 2: Links to the 21st Century Numeracy Model (Goos et al., 2014)**

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| --- | --- |
| Aspect of the Model | How This Aspect is Addressed by the Lesson |
| **Attention to Real-Life Contexts**   * Citizenship * Work * Personal and Social Life | Students learn about the short-term and enduring consequences of war, primarily of the human suffering involved, as well as other social, economic, and political repercussions. Students, ideally, develop dispositions towards doing whatever possible across their lives to overcome international differences by means other than war. Students learn that a pandemic is not a new phenomenon, and that there are many similarities of experience between the Spanish flu and COVID-19, with lessons to be learned from the past, such as the need for restricted social interaction to prevent infection.  By understanding that the war- and flu-related statistics represent individual people with families, friends, and acquaintances, students learn how one death or tragic experience can have widespread consequences. By learning about the emotions and experiences of the people of 1914–1920, and through students’ explorations of their own emotions as the consequence, students are encouraged to develop empathy for others encountered in daily school, work, and leisure contexts, who might have experienced similar or other life challenges. |
| **Application of Mathematical Knowledge**   * Problem Solving * Estimation * Concepts * Skills | Students explore historical and mathematical concepts, and engage in problem-solving and critical thinking, including estimation. Understandings of perspective and scale are developed when individual experiences are grouped and connected to the local, the national, and the global, or vice versa. Specifically, students analyse raw data, as well as various forms of data presentation, such as graphs and tables, and numbers, such as percentages. |
| **Use of Tools**   * Physical * Representational * Digital | Students use representational tools, such as graphs and tables, and digital tools, such as calculators, to perform their calculations. |
| **Promotion of Positive Dispositions**   * Confidence * Flexibility * Initiative * Risk | Students become more confident in using numbers in the discipline of history, in which the written word and visual, oral, and aural sources are more often the historical sources. Students develop flexibility in making comparisons and connections across the data sets presented. Through the compelling social contexts of the data and on the basis of knowing the sources of the data, such as the leading institutions of the Australian War Memorial and Australian Bureau of Statistics, students might be inspired to take their own initiative in further historical and mathematical investigations. |
| **Critical Orientation**   * Interpreting Mathematical Results * Making Evidence-Based Judgements | Students are encouraged to perform mathematical calculations, but not only as an end in themselves; rather, students are encouraged to think about real world contexts associated with the data. By learning from the past, students are enabled to be more sensitive, informed, and positively active local and global citizens, through understanding that wars and disease transmission should be avoided at all costs. |

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**Appendix A: Teacher Background Information (General)**

Many teachers of WWI history, reference the enormous numbers related to the war’s enlistments, deaths, wounding, and disease, especially for the main countries and empires involved: Austro-Hungarian Empire, British Empire, France, Germany, New Zealand, Ottoman Empire, Russia, and Australia. Teachers, as well as students, need to recognise the scale of suffering referenced often on ANZAC Day and Remembrance Days. Yet, the alarm can be momentary and a learning opportunity of global importance lost, if facets of the human and environmental tolls of war are passed over and otherwise left unfathomable to a generation that has not lived through, or known others, to have experienced such events. Teachers and students will have a growing awareness that an outcome of WWI, the Spanish influenza (Spanish flu), killed more people than the war. Approximately 100 years later, the world is enduring a pandemic, with media often referencing similarities between COVID-19 and the Spanish flu, including why and how it spread. In short, references to WWI commemorations and the Spanish flu, retain significant currency beyond classroom walls.

History students and teachers best begin to understand human experiences, including from a century ago, when they investigate individual stories of people at different moments within any era being investigated, and from different locations and life contexts (e.g. socio-cultural, economic, and political contexts). Many history teachers make good use of individual stories to give a face to lived experiences. However, the scale of individual stories comprising the human experience in the era under investigation can be better understood if teachers provide students with strong visual reference points of another kind. For example, when dealing with numbers in the tens and hundreds of thousands, many history teachers ask their students to visualise the Melbourne Cricket Ground (MCG) on Australian Football League Grand Final Day and the spectacle of the MCG’s capacity to, conveniently, hold 100,000 people. Thus, for example, the number of Australian men aged 18–40 who embarked on overseas service in WWI can be visualised as one full MCG, alongside another full MCG, alongside another full MCG, alongside another one that is one-third full, which is a powerful, sobering realisation.

In terms of the Spanish flu within the Victorian and Australian contexts, teachers have easy access to current research (Huf & Mclean, 2020). Teachers not only have access to additional statistical data and historical information on the Spanish flu in this resource, but information on other global pandemic and epidemic experiences in Australia’s recorded history.

Providing students with scaffolded opportunities to work in rich, diverse, and authentic historical contexts, develops more than skills. Students develop deeper understandings of diverse human experiences, with lessons from past times to inform their current and future decisions.

**Appendix B: Teacher Background Information (World War I and Australia)**

World War I (WWI), sometimes called the ‘Great War’, lasted four years, from 4 August 1914 until 11 November 1918. Initially it was a war between two sets of alliances: the Central Powers (Germany, Austria-Hungary and their allies) and the Triple Entente (Britain, France and Russia) and their allies, including the member countries of the British Empire, and the USA, which entered the war in 1917...

The war was fought on a number of fronts. In Europe, the Western Front was in France and Belgium. The Eastern Front involved Russia and Austria-Hungary. Africa was another front because of colonial possessions on that continent, and after Turkey entered the war on 1 November 1914, the Middle East became another theatre of war…

An estimated ten million lives were lost in the war and the dominance of trench warfare in Europe resulted in dreadful suffering for all troops... On 11 November 1918 the Armistice was signed, signalling the defeat of the Central Powers…

Although the theatres of war were very distant from Australia, its membership of the British Empire ensured that there was strong (although not universal) public support for involvement in the war. In 1914, Australia’s Prime Minister, Andrew Fisher, immediately promised Australian support for Britain ‘to the last man and the last shilling’.

The Australian population in 1914 was less than five million. A summary of the numbers of those who served and of the numbers of deaths and other casualties makes it clear that Australia made a major sacrifice for the Allied war effort.

**Australian numbers involved in WWI**Enlisted: 416,809

Served overseas: 334,792  
Dead: 61,514  
Wounded: 155,133 (all services, including medical, clerical, other official duties)  
Prisoners of war: 4,044 (397 died while captive).

(Education Services Australia, 2011)

**Appendix C: Teacher Background Information (Australia, Victoria, and the Spanish Flu, 1918–1920)**

The Spanish flu was one of the worst natural disasters in history and perhaps the worst pandemic since the fourteenth-century Black Death in terms of mortality and social impacts. Emerging in the final months of World War I, in just over a year, the pandemic was transported around the world by returning soldiers. It is not clear where or how the pandemic began, although some experts think it plausible that a milder form of influenza was carried to Europe by American troops in April 1918, transforming into a pandemic that spread westward across the world. It is clear the pandemic didn’t begin in Spain, but was given the name after the King of Spain became one of its earliest known victims.

An estimated 500 million people—or one third of the world’s population—were infected, with somewhere between 20 million and 50 million dying from the disease (some say as high as 100 million), three-fifths occurring in Asia. In terms of single events causing major loss of life, the Spanish flu surpassed the First World War (17 million dead) and the Second World War (60 million dead), and perhaps both combined. The pandemic was notorious for inflicting an unexplained high mortality on those aged between 20 and 40—a cruel underscore to the millions of young lives lost in four years of war.

(Adapted from Huf & Mclean, 2020, pp. 9–10).

**Appendix D: Answers for the Activities**

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| Activity 1: Australia and World War I | |
| **Question** | **Answer** |
| 1 | 80% |
| 2 | 1914: 12.61%  1915: 39.80%  1916: 29.83%  1917: 10.82%  1918: 6.92% |
| 3 | 1915  1915’s enlistment was more than 3 times that of 1914.  1915  Landing at Gallipoli, 25 April 1915 (ANZAC Day) commencing Gallipoli Campaign, with extensive positive Australian reporting.  The society has been taught to believe that some imperial and national causes are greater than an individual’s life; war is ‘necessary’; war is ‘glorious’; the nature of war, especially industrialised war, is not fully understood; men fear what others might think of them if they do not enlist; some individuals and groups are actively encouraging men to enlist.  Senses of duty and to avenge their empire, nation, local community, and family members, friends and others who are serving, wounded, diseased, or dead; sense of adventure; see world inexpensively; not miss out if the war is over by Christmas; personal guilt or fear of being called a coward if they did not go.  1916/as above; also, most Australian forces were known to be in real theatre of war: Western Front; war will surely now be over by Christmas 1916.  1918/The men who would and could go had largely gone; no more naivety about brutality of industrialised warfare; fatigue on home front contributing to wishes to end the war: no more lives sacrificed; increased pacifist opposition to compelling men to kill others; belief that sending men not willing or able to fight will dampen morale at front and risk lives of men there.  Women’s roles in WWI at battlefronts and on home fronts were not considered as important or worth recording as men’s roles. |
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| **Activity 2: Australia and World War I** | |
| **Question** | **Answer** |
| 1 | New South Wales: 39.35%  Queensland: 13.84%  South Australia: 8.38%  Tasmania: 3.72%  Victoria: 26.97%  Western Australia: 7.73% |
| 2 | 1. New South Wales 2. Victoria 3. Tasmania   New South Wales, with a large land area, had the largest population keen to support British Empire. Victoria had Australia’s second-largest population. Tasmania had smallest population and land area. |
|  | |
| **Activity 3: Australia and World War I** | |
| **Question** | **Answer** |
| 1 | 18.37% |
| 2 | 46.33%  Some men were gassed, wounded, sick, and/or injured due to non-battle reasons multiple times; hence, afflictions were counted multiple times.  As above, and confusions of war, diagnosis, and reporting along with scale of reporting; possible propaganda: experiences reported in different ways to achieve different ends. |
| 3 | 1.2%  Captured soldiers were often killed rather than taken prisoner; soldiers wounded or unlikely to escape capture took their own lives; proximity of opposing trenches meant men could return to trenches easily if unsuccessful in combat, and stretcher-bearers could often bravely reach wounded others.  9.81%  Lack of food and water, with unhygienic conditions in some camps; extreme heat and cold temperature conditions and hard labour in some locations; longevity of prisoner experience, especially for Gallipoli prisoners of war; depression. N.B. There is next to no evidence of torture. |
| 4 | 26.58%  30.88%  Approximately 69%  89% full  31% full  approximately 3 1/3 x full MCG  approximately 6/10 full |
| 5 | Serious disability; paraplegia, quadriplegia, amputations, and many mobility challenges; breathing problems; burns; post-traumatic stress disorder (shell shock); insomnia; consequences of deprivation and hard labour in imprisonment; excessive alcohol and tobacco consumption; violence towards self and others; shortened lives. N.B. Some men had no challenges; some reported being better citizens as a consequence of WWI, consciously kinder to other people as well as animals and environments in their communities. |
| 6 | Due to the above consequences, there was a staggering loss of Australian physical manpower as well as intellectual and artistic power in multiple sectors of the Australian workforce; huge government financial burdens in delivering care for decades to returnees, widows, and orphans; some increased opportunities for some women (unmarried or widowed) to enter some areas of the workforce, although minimal; however, vast improvements in medicine and automation as consequence of the ‘machinery of war’; increased confidence in and love of things Australian. |
|  | |
| Activity 4: Australia, Victoria, and the Spanish Flu, 1918–1920 | |
| **Question** | Answer |
| 1 | * 1. January: 79 February: 495 March: 352 April: 1,926 May: 1,610 June: 2,422 July: 2,745 August: 1,316 September: 597 October: 256 November: 126 December: 65   2. 11,989 deaths |
| 2 | Easier to round off the figures; record-keeping was less accurate in 1920 than in 2020; there were almost certainly some duplications but very likely omissions of reported infections and deaths between and within states due to returned soldier movements and some settlements far from capital cities; a more itinerant agricultural and industrial population overall with movement across state borders; Indigenous deaths almost certainly not recorded properly, if at all; confusion in nomenclature: some deaths reported as ‘Spanish flu’ with others reported as ‘Pneumonic flu’. |
| 3 | * 1. 0.2.4%–0.3%   2. 40.8%   3. June, July   4. Peaks occurred in winter months when flu outbreaks are ordinarily more common as a consequence of cold weather and people congregating indoors; many soldiers had returned in or before April, contributing to that peak; soldiers keen to renew contact with family and friends following delayed departures from England to Australia due to European flu outbreaks; communications and travel by returned men and loved ones were unable to be controlled sufficiently despite restrictions of movement due to too much desire for normality; some returned soldiers wanted to keep in close contact with fellow-soldiers because only those who had been there could understand. |
| 4 | Melbourne: 72%  Regional Victoria: 28% |
| 5 | Melbourne: 67.76%  Regional Victoria: 32.23% |
| 7 | Consequences in each category were near enough identical to what have been Australia’s experiences during the COVID-19 pandemic except that Australia was still dealing in 1919 with the social restrictions, straitened economic circumstances, political divisions, grief and enormous physical and psychological debilitation of WWI. |