



DISTANT LINES

Queensland voices of the First World War



LEARNING NOTES Philip Bacon Heritage Gallery Guide script (secondary students)

Themes explored within the home front (1914–1918):

- Queensland pre-war
- Patriotism/Recruitment
- Racism/Anti-German sentiment
- T.J. Ryan Queensland Labor Government
- Conscription/Censorship
- Life on the home front
- Origins of ANZAC Day
- Repatriation/Aftermath

Student Resources

- Student Activity Book

SCRIPT

Welcome to the Philip Bacon Gallery. This space examines the impact the war had on everyday Queenslanders during and after the war. It examines what people in Queensland were feeling, seeing, and doing during this time.

Discuss layout of the room

This room is presented in chronological sections – in other words in a timeline of sorts. Each section is represented by a different text panel.

Point out these text panels and discuss the period they relate to (see box below)

Text Panel Titles	Period
The Coming of War To the Last Man Before the War	Before the war
God King and Country Your Country Needs You	Outbreak of the war
Anti-Germanism: The Beastly Hun Who Threw the Egg Will You Be Next Comforts from Home	During the war
Aftermath	After the war

Point out the bunting

Look up. What do you see? Bunting

When do we use bunting? Celebrations

If bunting is used for celebrations why do you think there was so much in Queensland at the outbreak of war?

Queenslanders saw a lot of bunting during the war. Bunting decorated meetings, concerts, street parades and public meetings. Look for bunting in the photos and images you see today.

Set the scene: Review what was going on in Queensland at the outbreak of the war

To understand what you're going to see in this room you need to know a bit about what was happening in Queensland when the war broke out. Here is a brief review.

Australia was very loyal to Britain: Australia had only really been 'Australia' for 14 years. Before federation in 1901 all the people living in the colony of Queensland were considered British. Because of this and the fact that Australia still relied very heavily upon Britain, Australians still largely viewed themselves as British rather than Australians. Therefore when Britain went to war, so did Australia.

Australia had recently begun implementing the White Australia Policy: Many Australians at that time wanted Australia to be a mainly white, British society. They were afraid that if they let non-white foreigners, such as Asians, into Australia, that white Australians would lose their jobs and that the Asians would bring their unwelcome political ideas with them. Many Australians were even afraid they would be invaded by non-British countries.

Queensland was largely a rural economy: In the early 1900s, Queensland made its money from farming. Cane farms, pineapple farms, other fruit and vegetable farms, cattle and sheep properties were spread throughout Queensland. Many of the young men who enlisted for service came from farming areas.

German immigrants were welcome: Germans were seen as hard working, polite and intelligent people. Most had farming skills needed in Queensland and they were white, therefore before the war they were welcome citizens who were generally well liked.

Indigenous Australians were treated poorly: For much of the 1800s and 1900s, Indigenous Australians were not recognised as Australian citizens and so were not awarded the same rights and freedoms as non-Indigenous Australians. Every aspect of their lives was tightly controlled. They had to ask permission to do almost anything – to move, to work, to marry and to access their wages. They were paid far less than non-Indigenous Australians if they were paid at all.

Explain how the text panels relate to the images and objects

Each section of the exhibition includes one large text panel and supporting images and objects. When moving through the exhibition, read the large text panel first. Next, look at the images and objects which support the panel. When looking at the images and objects, look for text labels which will explain what they are and sometimes provide some extra background information for you.

Explain what students need to complete and the amount of time they have to do so

- Complete the questions in your activity book
- Begin at allocated points etc.
- Tell students to begin

Conclude

Bring students back together and quickly review what they have learnt.

- What did they find interesting?
- What did they not know before?
- Is there anything they need clarifying?
- What would they like to know more about?

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