

A National Archives of Australia travelling exhibition



# SHELL-SHOCKED

AUSTRALIA AFTER ARMISTICE

Education Kit

Part 1



Australian Government  
Department of Veterans' Affairs



NATIONAL  
ARCHIVES  
OF AUSTRALIA

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## AUSTRALIA AFTER ARMISTICE



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## AUSTRALIA AFTER ARMISTICE



## Introduction

*Shell-shocked: Australia after Armistice* was developed by the National Archives of Australia, and funded by the Department of Veterans' Affairs, to mark the 90th anniversary of the signing of the Armistice at the end of World War I. The exhibition does not deal with the great battles and heroic acts, but with the nation's struggle to recover from the shell-shock of the war, a conflict that left more than 200,000 Australians dead, injured or maimed. It explores the effects of war and its aftermath on individuals and families, and the efforts of communities to remember those lost.

*Shell-shocked: Australia after Armistice* shows the enormous impact of the war on Australia and its people, and how they dealt with the lingering effects of the war over the next 20 years. It draws on the National Archives of Australia's rich collection to tell these stories, including the service records of individuals. These records – all 376,000 of them – have been digitised and serve as a link for many families to this now distant war.

Integral to the exhibition is a new web feature on the National Archives of Australia website – *Mapping our Anzacs*. This website was designed to show online the local towns and suburbs in which service personnel were born or enlisted. You can browse maps of Australia and the world to view individual service records.

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## Learning opportunities and curriculum connections

Students will discover the significance of the Armistice and the Treaty of Versailles. They will gain an understanding of the impact of World War I on Australia and Australians. Students will also develop skills in document investigation and online research.

*Shell-shocked: Australia after Armistice* addresses national curriculum outcomes for Studies of Society and the Environment, and History Education for Years 7 to 10 (see Appendix 1). It also has content relevant to post-compulsory students in the study of Social Sciences and History.

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## Program overview

### Small group

Group size: approximately 30 students

Allow 1 hour and 15 minutes

Deliver the introduction to the entire group, then divide students into two smaller groups of 15. Have one group complete Activities A and B, and the second group complete Activity C. Swap groups after 20 minutes. Then bring the groups back together for Activity D. Allow students free time to explore the exhibition before gathering together for the conclusion.

Who	Activity	Location	Time
Whole group	Introduction	Entry point to the exhibition	5 minutes
	Organisation of activity groups		5 minutes
Activity A	Shell-shocked and the Armistice	Opening panel of the exhibition	10 minutes
Activity B	The Treaty of Versailles	<i>The Signing of Peace in the Hall of Mirrors, Versailles, 28th June 1919</i> image	10 minutes
Activity C	Anzac lives after the Armistice	Arthur Cox's story and the tomb	20 minutes
Activity D	<i>Mapping our Anzacs</i> – explore a World War I service record	Computer interactive	10 minutes
Whole group	Free time	Exhibition space	10 minutes
Whole group	Conclusion	Exit point of the exhibition	5 minutes
			Total 75 minutes

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### Large group

Group size: approximately 60 students

Allow 1 hour and 20 minutes

Deliver the introduction to the entire group, then divide students into two equal groups. Split one of the groups into two smaller groups of 15 and instruct them to do Activities A, B and C as outlined below. The teacher/presenter will demonstrate Activity E to the second group in a separate predesignated room. At the conclusion of these activities, swap the groups. After both groups have finished all activities, bring them back together for the conclusion. If possible, allow students free time to explore the exhibition.

Who	Activity	Location	Time
Whole group	Introduction and organisation of Groups 1 and 2	Entry point to the exhibition	10 minutes
<b>First rotation</b>			
<b>Group 1</b>			
Activity A	Shell-shocked and the Armistice	Opening panel of the exhibition	10 minutes
Activity B	The Treaty of Versailles	<i>The Signing of Peace in the Hall of Mirrors, Versailles, 28th June 1919</i> image	5 minutes
Activity C	Anzac lives after the Armistice	Arthur Cox's story and the tomb	15 minutes
<b>Group 2</b>			
Activity E	<i>Mapping our Anzacs</i> – explore a scrapbook or tribute entry	Computer interactive or separate predesignated room, depending on group size	30 minutes
Changeover time 5 minutes			
<b>Second rotation</b>			
<b>Group 1</b>			
Activity E	<i>Mapping our Anzacs</i> – explore a scrapbook or tribute entry	Computer interactive or separate predesignated room, depending on group size	30 minutes
<b>Group 2</b>			
Activity A	Shell-shocked and the Armistice	Opening panel of the exhibition	10 minutes
Activity B	The Treaty of Versailles	<i>The Signing of Peace in the Hall of Mirrors, Versailles, 28th June 1919</i> image	5 minutes
Activity C	Anzac lives after the Armistice	Arthur Cox story and the tomb	15 minutes
Whole group	Conclusion	Exit point of the exhibition	5 minutes
Total 80 minutes			



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### Required resources

Activity	Resources required
<b>A</b> Shell-shocked and the Armistice	<ul style="list-style-type: none"> <li>• Trench images and situation cards at Appendix 3</li> <li>• Paper and pencils</li> <li>• <i>Optional:</i> clipboards</li> </ul>
<b>B</b> The Treaty of Versailles	<ul style="list-style-type: none"> <li>• Background notes at Appendix 2</li> <li>• Portrait of Prime Minister Hughes at Appendix 3</li> </ul>
<b>C</b> Anzac lives after the Armistice	<ul style="list-style-type: none"> <li>• Background notes at Appendix 2</li> <li>• Worksheets at Appendix 3</li> <li>• Clipboards and pencils</li> </ul>
<b>D</b> <i>Mapping our Anzacs</i> – explore World War I service records	<ul style="list-style-type: none"> <li>• Education Kit Part 2: Using <i>Mapping our Anzacs</i></li> <li>• Printout of Albert Facey's service file (Albert Facey SERN 1536) from National Archives of Australia's website</li> <li>• Computer with internet connection</li> <li>• Data projector and screen</li> <li>• A room</li> <li>• Copy of the book <i>A Fortunate Life</i> by Albert Facey</li> </ul>
<b>E</b> <i>Mapping our Anzacs</i> – explore a scrapbook or tribute entry	<ul style="list-style-type: none"> <li>• Education Kit Part 2: Using <i>Mapping our Anzacs</i></li> <li>• Computer with internet connection</li> <li>• Data projector and screen</li> <li>• A room</li> <li>• Copy of the book <i>A Fortunate Life</i> by Albert Facey (optional)</li> <li>• Image or pair of socks</li> </ul>



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## Activities

### Introductory activity

In this activity, students will be introduced to the *Shell-shocked: Australia after Armistice* exhibition.

Resource: Background notes at Appendix 2

- Bring students together at the opening exhibition panel.
- Draw their attention to the panel images and exhibition title, *Shell-shocked: Australia after Armistice*.
- Ask students what they think the terms 'shell-shock' and 'armistice' might mean. Briefly discuss their responses.
- Explain that the exhibition examines the effects of World War I and the Armistice on Australia. It looks at how Australia dealt with the return of over 250,000 service personnel, of whom 150,000 were significantly injured, and how the 60,000 who lost their lives were remembered. The exhibition examines how the Australian government and people re-established life in a postwar world.
- Discuss some of the statistics displayed on the 'Counting our costs' panel.

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### Activity A

#### Shell-shocked and the Armistice

In this activity students will explore the Armistice of World War I.

- Resources:
- Trench images and situation cards at Appendix 3
  - Paper and pencils
  - *Optional:* clipboards

Bring students together at the opening panel of the exhibition.

#### Set the scene

Use the following images to explore conditions on the Western Front.

*Image 1: A freshly dug trench*

- Describe and discuss the image with students. Possible student responses could include ‘a freshly dug trench’, ‘healthy clean-looking young men’ or ‘neatly placed sandbags’. Consider how these young men may have been feeling when they signed up to defend their country – perhaps patriotic or excited? How might they have felt when preparing for battle – perhaps afraid or apprehensive?

*Image 2: A trench after battle*

- Describe and discuss this image with students. Possible responses could include ‘the man has attempted to “go over the top”’, ‘many have tried before and have not made it’ or ‘this man has been shot and fallen back into the trench’. Consider the differences between the first and second images.

#### Distribute the situation cards

- Divide students into three groups. Distribute the situation cards, paper, pencils and clipboards. Explain that they have three minutes to imagine they are the leaders, soldiers or families at home (the people described on the situation cards). Ask the students to discuss and write a list of words describing the possible feelings of these people in response to the situation described on the cards.
- On completion of this task ask students to stay in their groups and stop working for a moment. Read the following extract in a dramatic tone:

*At 5.00 am Paris time on 11 November 1918, representatives of France, Britain and Germany met in a railway carriage parked in a French forest near the frontline and signed an armistice that ended World War I. The terms of the agreement called for the cessation of fighting along the entire Western Front to come into effect six hours later at 11.00 am.*

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*As the guns fell silent at 11.00 am and the news became known, rejoicing erupted from Paris and London to the cities and towns of Australia. After more than four years of bloody conflict and countless casualties, the Great War was at an end. At the frontline there was no celebration. Troops on active duty were surrounded by the devastation caused by the war and the memories of what they had been through.*

- Ask students to now imagine the feelings of the leaders, soldiers or families after realising the significance of the ceasefire. Ask them to write down some words describing these feelings.

### **Share responses**

- Bring the students together and have each group share their responses with the whole group.

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### Activity B

#### The Treaty of Versailles

In this activity students will find out about the Treaty of Versailles, the difference between an armistice and a peace treaty, and Australia's participation in the signing of the Treaty of Versailles.

- Resources:
- Background notes at Appendix 2
  - Photograph of Prime Minister Hughes at Appendix 3

Gather students in front of the photograph of the painting *The Signing of Peace in the Hall of Mirrors, Versailles, 28th June 1919* by Sir William Orpen. Investigate the painting. What is it about?

#### Background

- The painting depicts the signing of the Peace Treaty in France that brought an official end to World War I.
- Have students look at the panel and find the dates the Armistice and the Treaty of Versailles were signed.
- Ask them how long it was between the signing of the Armistice and the Peace Treaty.
- Explain why there was such a gap between the signing of the Armistice and the Peace Treaty.

#### Take a closer look at the painting

- Ask students why they think there are so many people on one side of the table and only two people on the other side.
- Who is the man sitting down to sign the treaty?
- Look at his posture. Why is he sitting in a stooped position?

#### Show students the photograph of Prime Minister Hughes

- Who is this man?
- Can you locate him in this painting?
- What did Hughes do at the Paris Peace Conference that was so important for Australia?
- Who else is in the painting?



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### **Show students Australia's copy of the Treaty of Versailles**

- Point out the signatures of Prime Minister Hughes and Deputy Prime Minister Cook.
- Compare the book that the German signatory is signing in the painting with the one on display.

### **Show the cablegram to the students**

- Ask a student to read the cablegram to the group.
- Talk about the significance of this message.

### **Point out and discuss the following photographs in the exhibition**

- Celebrations in Brisbane after hearing the news of the signing of the Armistice.
- Prime Minister Hughes at the meeting of the British Empire delegation in Paris.
- The ship bringing troops home.

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### Activity C

#### Anzac lives after the Armistice

In this activity students will explore what happened to Australian service personnel and their families after the Armistice, as well as how Australians mourned, remembered and cared for those lost or injured. Students will also practise investigating archival and service records.

- Resources:
- Background notes at Appendix 2
  - Worksheets at Appendix 3
  - Clipboards and pencils

Gather students at the case study of the records and story of Arthur Cox.

#### Set the scene

- Draw the students' attention to the records about Arthur Cox.
- Show them the photo album, the embroidered postcard and the size of the repatriation file. Explain that the exhibition display panels and cases contain government records along with family records, which provide a greater insight into the experiences of Australians after World War I.
- Orientate students to the case studies about other Anzacs and their personal stories as told through government and family records.

#### Define the task

- Show students one of the worksheets. Explain that they will be working in groups to explore and investigate a serviceman or woman's records in the exhibition. They will need to locate the relevant records by matching the image at the top of the worksheet with the exhibition panel. Point out the diagram at the top of the worksheet, which will also give clues as to where the required document is located.

#### Complete the investigation

- Divide the students into small groups or pairs.
- Ask them to find the relevant display and answer the questions using the records on display and the information on the exhibition panel.
- When students have completed their worksheets, ask them to find out about some of the other Anzacs. Have them note some of the different types of records on display.
- Allow at least 10 minutes for this part of the activity.

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### Share investigative findings

- On completion of the task, gather students together. Ask a student from each group to summarise what they have discovered.
- What did these Anzacs have in common after the Armistice?

### A nation grieves and remembers

- Gather students together near the tomb, the cenotaph with the changing display of images of memorials, the large wall map of the Somme where each flag represents a battleground, and the Fothergill quote and large photograph of the cemetery at Villers-Bretonneux in France.
- What words are written on the tomb? What do the items placed on the tomb represent?.
- Who is remembered in these memorials? How did Australians mourn their losses? How would families and others left behind have felt? How would they have been able to remember their lost loved ones?
- Look at the photographs on the 'In Foreign Fields' panel. What impressions do they make?

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### Activity D

#### *Mapping our Anzacs* – explore a World War I service record

##### Before visiting the *Shell-shocked* exhibition

In this activity, students will discover and explore a World War I service record using the *Mapping our Anzacs* web feature.

To prepare for it, the following will be needed.

- Resources:
- Computer with internet connection
  - Data projector and screen
  - A room
  - Copy of the book *A Fortunate Life* by Albert Facey
  - Printout of Albert Facey's service file (to obtain the printout, follow the steps below)

- 1 Go to the National Archives of Australia home page ([naa.gov.au](http://naa.gov.au)).
- 2 Find the *Mapping our Anzacs* home page and click on the header 'Add a note or photograph to the scrapbook'.
- 3 On the 'Add to the scrapbook' page, click on the link that says 'Whole scrapbook'.
- 4 In the search field type in the name 'Albert Facey' and click on 'Search'. You may need to scroll down to find Albert Facey.
- 5 This will bring up the scrapbook page for Albert Facey, which includes an image of him.
- 6 Click on the link 'Facey, Albert Barnet'.
- 7 On the details page, click on the image of the service record – this will bring up the first page of the record.
- 8 Click on 'Print' and this will print a copy of the whole record.

##### Meet an Anzac

- Go to the *Mapping our Anzacs* computer display in the exhibition.
- On the *Mapping our Anzacs* home page, click on the header that says, 'Add a note or photograph to the scrapbook'.
- On the new page, click on the link that says 'Whole scrapbook'.
- In the search field on the new page, type in the name 'Albert Facey' and click on 'Search' and you may need to scroll down to find Albert Facey.



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- Tell students that the man in the scrapbook image is Albert Facey.
- Show students a copy of *A Fortunate Life* and tell them that Albert was the author of the book.

### Explore the service record

- Click on the red hyperlink next to the image of Albert in the scrapbook. This will show the details page for his service record, including an image of the first page of his attestation paper.
- Show the hardcopy of Albert's record (which has been accessed and printed out before hand). Explain that the National Archives of Australia holds 376,000 files that belonged to each man and woman who served during World War I. A total of 12 million pages have been individually scanned and uploaded to the National Archives of Australia's website. Tell students that this is a printout of the digital copy of Albert's service record.
- Each heading on the details page is hyperlinked. Click on the place of birth, place of enlistment or next of kin links to explore connections with other records. Click on the World War I file link for more information about this record from the RecordSearch database.
- Click on the image of the attestation paper. Read some of the details on the digital copy of the first page of the paper. Look at the writing and signature on the second page of the paper. Ask if students think the same person wrote them. Albert had no formal schooling and taught himself to read and write. Does this show in the way his signature is written?
- Alternatively, refer to How to find servicemen and women on page 1, Education Kit Part 2.

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### Activity E

#### **Mapping our Anzacs – explore a scrapbook or tribute entry in the classroom**

In this activity, students will explore and discover service records at the National Archives of Australia using the *Mapping our Anzacs* web feature. They will see a scrapbook entry or tribute for a local service person.

- Resources:
- Appendix 4
  - Computer with internet connection
  - Data projector and screen
  - A room
  - Copy of the book *A Fortunate Life* by Albert Facey
  - Image or pair of socks

*Hint:* Bookmark the URLs in advance of the learning activity

#### **Meet an Anzac**

- On the *Mapping our Anzacs* home page, click on the header that says, 'Add a note or photograph to the scrapbook'.
- On the new page, click on the link that says 'Whole scrapbook'.
- In the search field on the new page, type in the name 'Albert Facey' and click on 'Search'. You may need to scroll down to find Albert Facey.
- Tell students that the man in the scrapbook image is Albert Facey.
- Show students a copy of *A Fortunate Life* and tell them that Albert was the author of the book.

#### **Discover**

- Show students the pair of socks and ask them to look at the face in the picture. Explain that there is a connection between this man, a pair of socks and Gallipoli. Ask them what they think that connection might be.
- Show students a copy of *A Fortunate Life* and tell them that Albert was the author of the book. Relate the following story from the book to explain the connection:

*A few days after the armistice [the armistice for the soldiers in the trenches to bury their dead in May 1915], we received some trench comfort parcels from home. Everything was very quiet this day, and a sergeant major and several men with bags of parcels came along our line and threw each of us a parcel. I got a pair of socks in my parcel ... strange as it*

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*seems I was the only person in my section to get socks. I found a note rolled up in my socks and it read: 'We wish the soldier that gets this parcel the best of luck and health and a safe return home to his loved ones when the war is over.' It was signed 'Evelyn Gibson, Hon. Secretary, Girl Guides, Bunbury, W.A.'*

Albert tried on the socks and they fit perfectly. Early in 1916 Albert returned home from serving in the AIF and spent some time in hospital recovering from his injuries and poor health. While in hospital he was permitted leave each day from 11.00 am to 11.00 pm. It was on one of these days, when he was walking down the street that he and his mates:

*... saw two girls coming towards us. We were in uniform ... to our surprise the girls stopped us ... they asked if we were returned from the 11th battalion ... I asked the girl who had spoken to me her name. Now what a shock I got. She said, 'My name is Evelyn Gibson'. Straight away my mind went back to Gallipoli, and the pair of socks I had received ... Although I had never had any real schooling, I knew what the word providence meant and that here it was now ... After that Evelyn and I often met, and when I had to stay in hospital she used to visit me as often as she could.*

Later in 1916 Albert and Evelyn were married.

- Now ask students how Albert, the socks and Gallipoli were connected.

*A Fortunate Life* was written by Albert after his children encouraged him to write the story of his life. He wrote his memories in notebooks as he remembered them, and eventually they were published.

This is just one of many stories found in Albert's book. Connections between Albert and his service during World War I can be accessed by looking at the *Mapping our Anzacs* website.

### Explore the service record

- Click on the red hyperlink next to the image of Albert in the scrapbook. This will show the details page for his service record, including an image of the first page of his attestation paper.
- Click on the place of birth, place of enlistment or next of kin links to explore connections with other records. Click on the World War I file link for more information about this record from the RecordSearch database.
- Show students the copy of Albert's record. Explain that the National Archives of Australia holds 376,000 files that belonged to each man and woman who served during World War I. A total of 12 million pages have been individually scanned and uploaded to the National Archives of Australia's website. Tell students that this is a digital copy of Albert's record.
- Click on the image of the attestation paper and read some of the details. Look at the writing and signature. Ask if students think the same person wrote them. Albert had no schooling and taught himself to read and write. Does this show in the way his signature is written?

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- Click through the pages to find the page with the medical examination details. Explore some of the things for which potential soldiers were examined. Ask students if they know what these conditions are and why potential soldiers might need to be examined for them.
- Click through to the casualty form. Discuss some of the entries such as the locations and events.
- Continue to explore the 21 pages of information in this record.

### Read the tribute

- Type in the following URL for the *Mapping our Anzacs* tribute page for Albert Facey: <http://mappingouranzacs.naa.gov.au/tribute.aspx?ID=1262610027>
- Read the tribute to find out more information about Albert.
- Explain to students that the *Mapping our Anzacs* tribute page, like scrapbook posts, is a place where other information not held by the National Archives of Australia has been added. This information has come from family members, friends or community members who may have relatives who served in the same battalion. Notice the list of names at the bottom of the page. These are Albert's brothers. Connections can be made to the records of other service personnel held by the National Archives of Australia by including details of their service record within the tribute (see Appendix D – Tribute).

### Connect with a local Anzac

- Click on the *Mapping our Anzacs* header at the top of the page to return to the home page and find your state and town (see Appendix 4 – Navigating).
- Click on one of the names on the list, perhaps a familiar name from your town or suburb.
- Now explore the service file along with other headings in the same way you explored Albert's file. See if there are any scrapbook entries.
- The skills developed can now be used to find an Anzac significant to students. Ask students to locate an honour roll from your local cenotaph, memorial hall, school or RSL club. They may be able to interview people from your local community who have memories or stories to tell about the service personnel on the honour roll. They could choose a specific serviceman or woman to research and create scrapbook entries and a tribute for them.



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### Conclusion: was it the war to end all wars?

Gather students at the 'War to end all wars' panel and ask, 'Was this war the war to end all wars?'

Relate the following information:

- There was renewed hope in Australia as the news of the Armistice broke that perhaps it had been, after all, 'the war to end all wars'.
- Yet we know as we look back over the last 90 years that it was the beginning of a century of conflict. Many consider that following World War I, conditions imposed under the Treaty of Versailles precipitated World War II. We are still seeking connection with war graves, battlefields and places of significance on the other side of the world because our ancestors fought and died there. Those sites remain highly significant.
- The government files of service personnel, whether they survived or not, show that thousands of Australians lived after the Armistice in grief, in pain and in loneliness. The war had changed almost everything about Australia. After the Armistice it was a nation in shock.

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## Appendixes

### Appendix 1 State curriculum requirements

#### ACT – Essential Learning Achievements

- ELA 2: The student understands and applies the inquiry process.  
ELA 21: The student understands about Australia and Australians.  
ELA 23: The student understands world issues and events

#### New South Wales – History

- At Stage 3: Students can explain the significance of particular people, groups, places, actions and events in the past in developing Australian identities and heritage.
- At Stage 5: Students have examined the major developments in Australia's political, social and cultural history and the changing relationship between Australia and the rest of the world during the 20th century.

#### Victoria – Humanities (History)

- Level 4: Students demonstrate their knowledge and understanding of significant events in Australian history, including ... World War I.
- Level 6: Students analyse events which contributed to Australia's social, political and cultural development.
- Students analyse the impact of some key wars and conflicts in the twentieth and twenty-first centuries.

#### Queensland – Studies of Society and the Environment (Time, Continuity and Change)

- Stage 3: Students organise information about the causes and effects of specific historical events.
- Students investigate family ancestors to determine cultural, political and social reasons for their life experiences.
- Stage 4: Students use primary sources to investigate situations before and after a change in Australian or global settings.
- Stage 5: Students summarise the short- and long-term effects of a particular change on a group.

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### Tasmania – Society and History (Historical Inquiry)

Standard 3: Students use primary and secondary sources to investigate key events in Australian history.

Students identify primary and secondary sources relevant to local and Australian history.

Standard 4: Students recognize that there can be short, medium and long term consequences of past actions and decisions.

### South Australia – Society and Environment (Time, Continuity and Change)

Key Idea: Students gather, research, analyse, evaluate and present information from a variety of sources to show understanding of particular times and events, from a range of perspectives.

Identifying, gathering, documenting and analysing information sources relevant to local, regional and/or family history in order to report on a topic and discuss with others (e.g. stories, photographs, artefacts, newspaper clippings, websites, biographies, published histories, oral histories ...).

### Northern Territory – Studies of Society and Environment (Time, Continuity and Change)

Band 4: Students explain how the Constitution affects the lives of Australians and describe the responses of some groups. Students investigate and report on key themes in the history of the modern period, e.g. growth of democracy, revolution, and international conflict, effects of industrial and technological changes. Students' research and report on significant events and ideas which have shaped Australian society.

Band 5: Students research on significant events and ideas which have shaped Australian society.

### Western Australia – Society and Environment (Time, Continuity and Change)

Years 8–10: Students understand that people's actions and values are shaped by their understanding and interpretation of the past. E.g., that community life reflects heritage.

Students understand that personal perspectives and actions are shaped by past beliefs, values and experiences that in turn are shaped by social, political and economic factors.

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## Appendix 2 Background notes

### Introductory activity

#### Exhibition terms

- Shell-shock is now known as post-traumatic stress disorder. World War I was the first war that was dominated by the use of artillery, which resulted in thousands experiencing 'shell-shock'.
- An armistice is 'a temporary suspension of hostilities by agreement of the parties, as to discuss peace; a truce' (*The Macquarie Dictionary*). In the context of this exhibition, it is the ceasefire declared at the end of World War I on 11 November 1918.
- A treaty is 'a formal contract or agreement negotiated between countries or other political entities' (*The Macquarie Dictionary*). In this context, it is the conditions that were negotiated between Germany and the Allies of Britain and France to end World War I.

#### About the exhibition

- *Shell-shocked: Australia after Armistice* was produced by the National Archives of Australia and was funded by the Department of Veterans' Affairs to mark the 90th anniversary of the signing of the Armistice at 11.00 am on 11 November 1918.
- The term 'archive' can be used to refer to a record, a collection of records or a building where records are kept. These records are important because they help us to remember, learn about and understand the past. The National Archives of Australia keeps records associated with the activity of the Australian government since 1901.
- The exhibition displays a selection of the 376,000 World War I service records held by the National Archives of Australia. It presents archival records relating to the Armistice, repatriation of service personnel, and the efforts of families, communities and governments to remember those who served.

#### What students will see

- Australia's copy of the Treaty of Versailles
- The cablegram advising of the Armistice
- Service dossiers and repatriation files
- Files documenting the suffering of returned service personnel
- Photographs, postcards and memorabilia detailing how individuals, communities and the nation commemorated and remembered



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### Activity B: The Treaty of Versailles

#### Signing of the Treaty of Versailles

- The signed copy of the Treaty of Versailles seen in this exhibition is Australia's authenticated copy, issued to Australia as a signatory of the Treaty. The original is still kept in Paris.
- The initial Armistice lasted 36 days. It was renewed six times before the final treaty was agreed to and signed. It was seven months from the first signing of the Armistice to the Treaty of Versailles being finalised. The Paris Peace Conference began on 18 January 1919 and lasted until the Treaty of Versailles was signed on 28 June 1919.
- One of the reasons the Paris Peace Conference took so long was that Germany argued persistently that the conditions were too harsh and that it did not have the resources to pay the compensation. Some historians say that it was these conditions imposed on Germany under the Treaty of Versailles that planted the seeds of World War II. The weight of the harsh conditions of the Armistice on Germany bore heavily on the German signatory, Dr Johannes Bell.
- This was the first political treaty signed by Australian officials and the first negotiated with direct participation by Australian government delegates. It represented a major step in the recognition of Australia as an independent identity in international law. Before to 1919, political treaties were signed by Britain for its dominions. This was formally ended through the enactment of the *Statute of Westminster Adoption Act 1942*.
- Deputy Prime Minister and Minister for the Navy, Joseph Cook (a former Prime Minister), also signed the Treaty.
- By the end of the Paris Peace Conference, Australia was a full member of the League of Nations – the precursor to the United Nations.

#### Photograph of *The Signing of Peace in the Hall of Mirrors, Versailles, 28th June 1919*

- The painting is titled *The Signing of Peace in the Hall of Mirrors, Versailles, 28th June 1919* and is by Sir William Orpen. It was the most important British painting commissioned during World War I (the artist was paid £3000). The painting is held by the Imperial War Museum in London.
- The Germans are sitting with their backs to the viewer, signing the Treaty. The man signing is slumped in his chair with his head down. The way Germany was seen by the rest of the world is shown by the fact that there are only two German people in the picture: the signatory, Dr Johannes Bell, and his assistant. They are on their own on one side of the table with the representatives of the rest of the world looking at them.
- The man reflected in the mirror is the artist.

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- British Prime Minister David Lloyd George, US President Woodrow Wilson and French leader Georges Clemenceau are also represented in the painting. A number of representatives are not included, among them Joseph Cook (Deputy Prime Minister and Minister for the Navy).
- Prime Minister Hughes can be seen at the far right-hand side of the painting.

### Prime Minister Hughes

Hughes' presence and actions at the Paris Peace Conference and his signing of the Treaty of Versailles are considered the peak of his achievements as Prime Minister.

- Hughes believed that Britain would put its own interests ahead of Australia's.
- He blocked Japanese attempts to gain equality of nations and nationals in other countries. (This would have run counter to Australia's White Australia Policy and *Immigration Restriction Act 1901*).
- Hughes fought for Australia to gain control of the former German New Guinea in the face of US President Wilson's strong opposition. When asked by the US leader if he was prepared to defy the opinion of the whole civilised world, Hughes replied, 'That's about the size of it Mr. President'.
- When Hughes was reminded by President Wilson that he spoke for only 5 million Australians, he responded passionately, 'I represent sixty thousand dead'. Hughes achieved his aim.
- Hughes was a leading figure in the reparation commission (the 'payback' of money and goods from Germany). The war had cost Australia £275 million. However, the Treaty of Versailles did little to provide sufficient reparations for Australia.

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## AUSTRALIA AFTER ARMISTICE



### Activity C: Anzac lives after the Armistice

#### Remembrance

Although nearly 60,000 Australians died, thousands did come home. One of the most powerful features of the exhibition are the stories of individuals who were affected by the war. Some of these individuals fought as soldiers and one was a nurse. Some of them were listed as killed or missing in action, while some were injured. Some of the stories are of families who would spend their lifetime caring for their returned war-scarred family member.

Symbols of remembrance in the exhibition include:

- rosemary a symbol of remembrance
- poppies the first flowers that grew on the battlefields of Flanders after the fighting had ceased
- wattle Australia's national flower
- pine cones soldiers brought home pine cones representing the battle at Lone Pine
- heart's ease a wild pansy, traditionally believed to soothe the heart when someone is separated from a loved one and also in times of grief.

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## Appendix 3 Resources and worksheets

### Activity A: Shell-shocked and the Armistice

Image 1: A freshly dug trench



Courtesy of Australian War Memorial, C03420



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Image 2: A trench after battle



Courtesy of Australian War Memorial, A01566

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### Situation cards

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#### Group 1 – the leaders

Our armies have been fighting away from home in terrible conditions for four long years. Thousands have died and even more have been seriously wounded. The war has also cost us enormous amounts of money. The people of our countries are suffering.



#### Group 2 – the soldiers

Bombs and bullets pour down on us every day and we answer with our own guns. We live in the trenches, up to our knees in mud. We keep our gas masks around our necks in case of gas attacks. Rats eat our food and the bodies of the unburied dead. In summer the whole place stinks.



#### Group 3 – the families

Our husbands, sons and daughters have been away for up to four years. Some of the smaller children don't remember their fathers. We have been so worried and frightened for their safety. Many of us have heard that our loved one is dead. It is hard work keeping the family on our own.

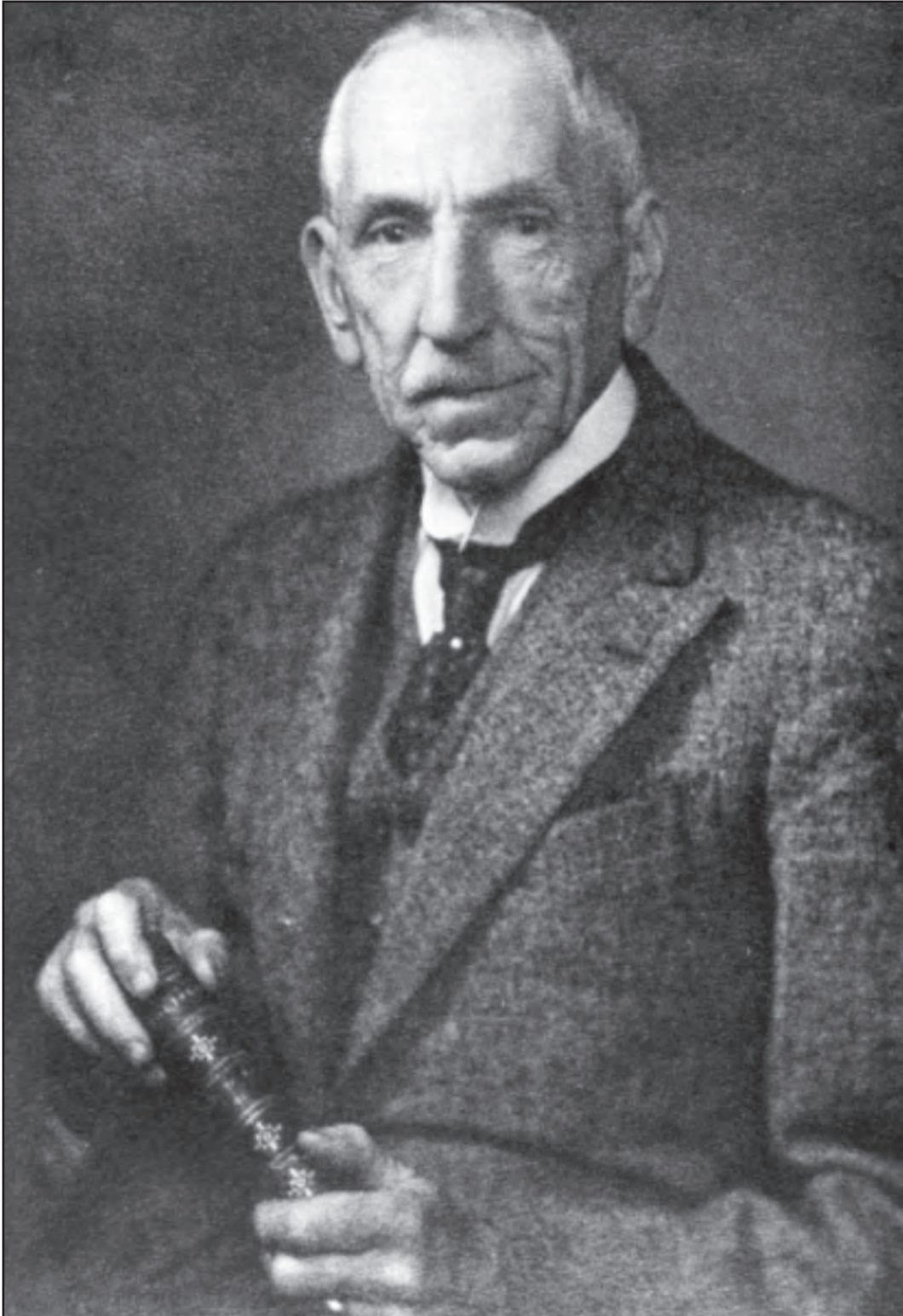
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## Activity B: The Treaty of Versailles

William Morris Hughes, Prime Minister of Australia, 1915–23



NAA: A5954, 1299/2 PHOTO PL251/4



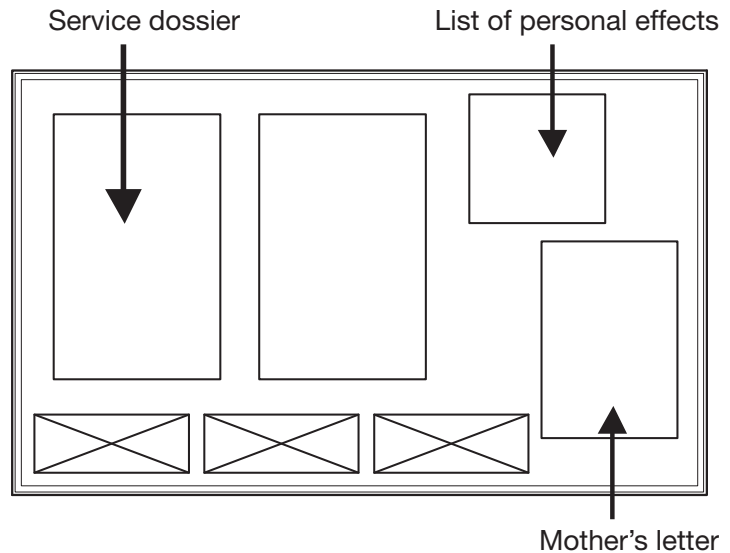
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## AUSTRALIA AFTER ARMISTICE



### Activity C: Anzac lives after the Armistice

#### Worksheet 1



**Find the story about this serviceman.**

What was his name?

What does it say about him at the top of the dossier next to the heading 'Casualty'?

Why did his mother write to the Department of Defence? (Read the first sentence.)  
What was she looking for? On what date was the letter sent?

What personal 'effects' (property) were returned to his family?

What did this serviceman's family do every year for the next 30 years?



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### Worksheet 2



Courtesy of Beatrice Fincher

Service dossier

Who was this serviceman?

Look at his service dossier. What can you learn about his war service?

Date of enlistment:

Age at enlistment:

Battalion:

What happened to his family after the war?

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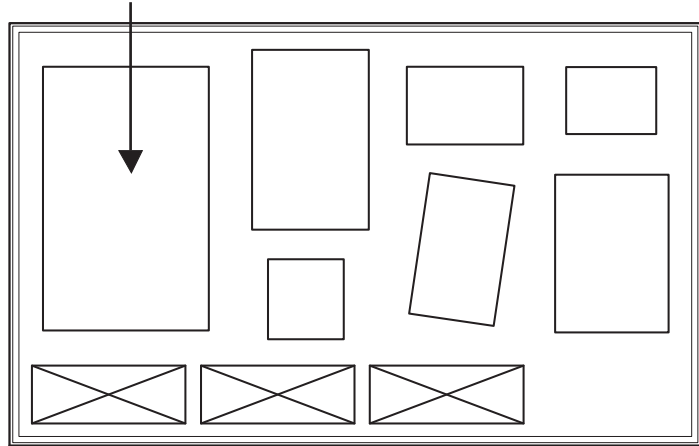


### Worksheet 3



Courtesy of Richard Stanton

Relatives' service dossiers



**Find out about the war service of this man's family.**

Which of his relatives served?

What were their family names?

What did this man do to find out more about his relatives' war service? Which records tell you the answer?

What other types of documents are in the display case?

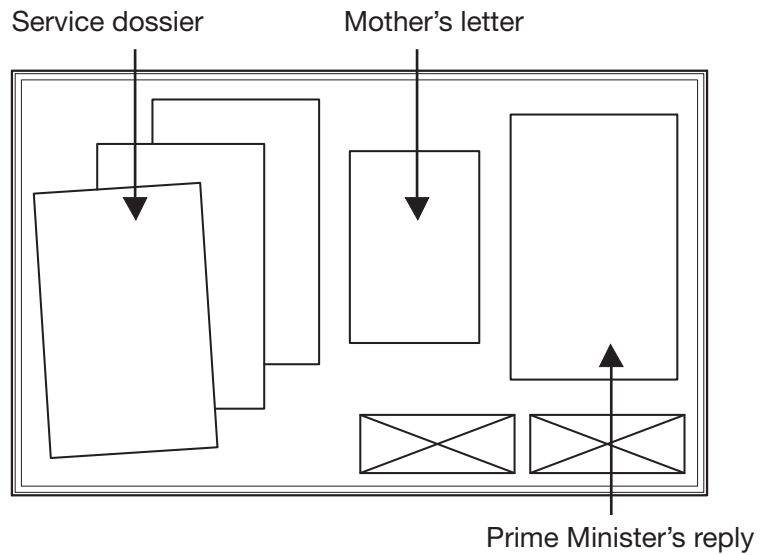
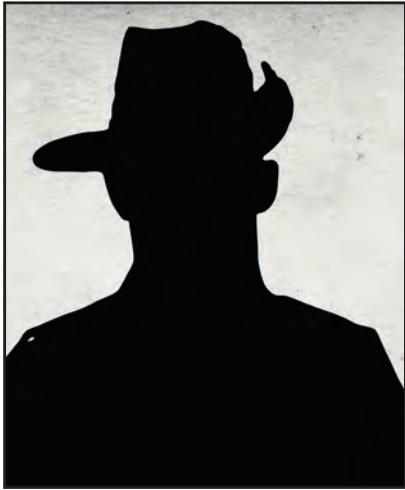
Why did he visit the Western Front?

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### Worksheet 4



**Read the service dossiers, the letter and the exhibition display panel to find the story about the war service of this family.**

Write down the names of the boys on the service dossiers in the display case.

What happened to the boys?

What did Mrs Munro request from the government?

Read the Prime Minister's reply. What was his reply and why?

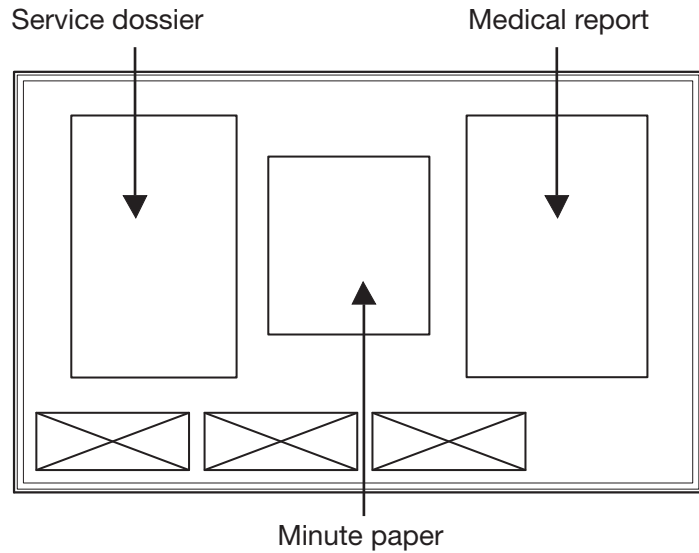
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## AUSTRALIA AFTER ARMISTICE



### Worksheet 5

Courtesy of Australian War Memorial, P05664001



Who was this nurse?

Read the minute paper, the service dossier and the medical report. What can you learn about her war service?

What medal did she receive and why?

Read the information on the exhibition display panel. What happened to her after the war?

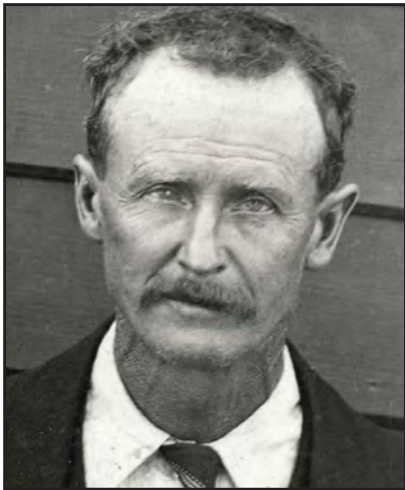


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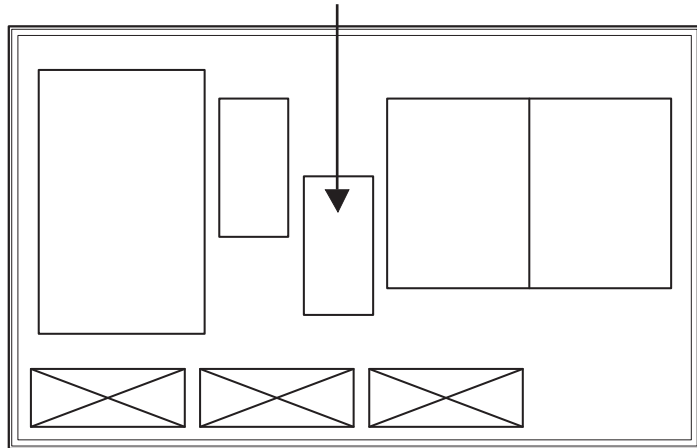


### Worksheet 6



NAA: P1, Album

Telegram to the Prime Minister from returned soldiers



Who was this man?

What happened to him and Herman Paech?

Whose service record is in the display cabinet and why?

What happened to him after the war?

Read the telegram from the returned soldiers to the Prime Minister. What were they telling him?

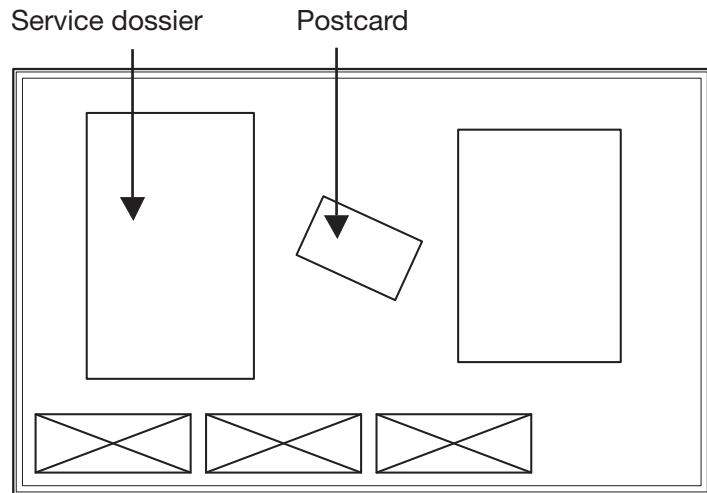
# SHELL-SHOCKED

## AUSTRALIA AFTER ARMISTICE



### Worksheet 7

Courtesy of Margaret Fleming



Who was this serviceman?

To whom is the postcard addressed? What is so significant about the postcard?

What do the two abbreviations written next to his name in red pen mean (written on the small panel)?

Read the letter from State Rivers. What does it say on the date 10/9/30?

What was the impact of the war on this serviceman?

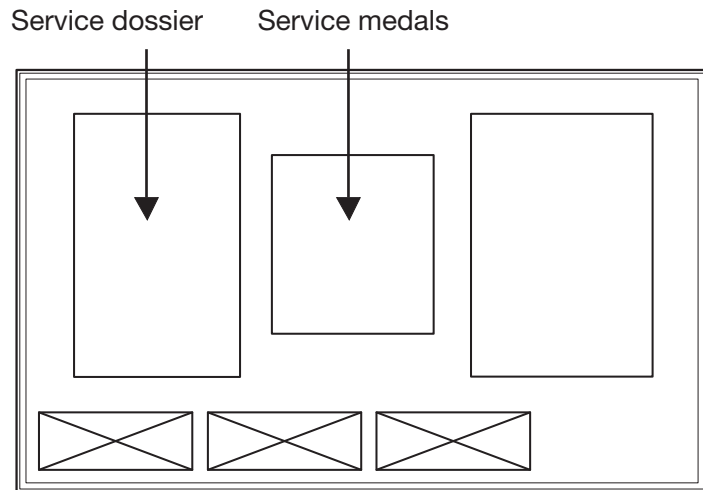
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## AUSTRALIA AFTER ARMISTICE



### Worksheet 8

Courtesy of Ian Richardson



Who was this serviceman?

What happened on 26.2.16? What wound did he receive in December 1917?

What are the large files on the right-hand side of the display case? Why do you think there are so many?

Describe one of the medals.

What do you think the abbreviation NOK means?

What can you learn about his war experience from the exhibition?

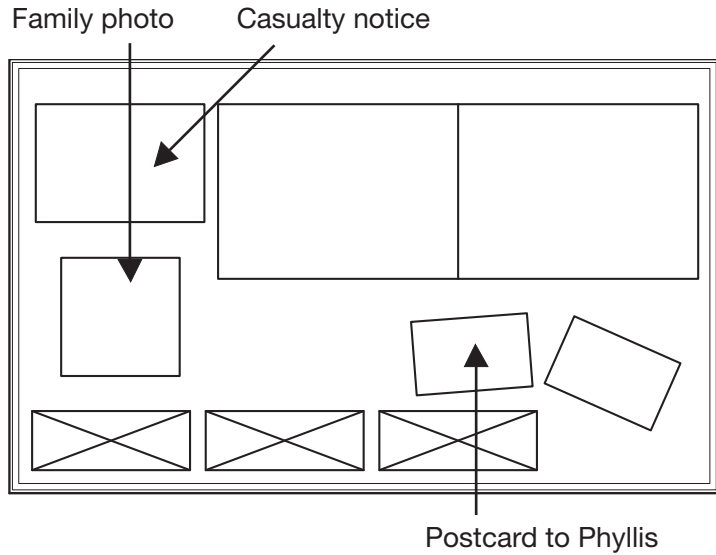
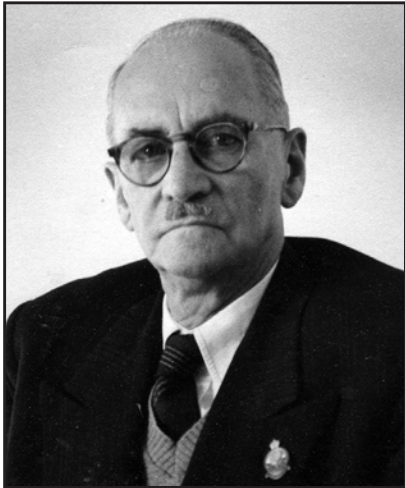
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## AUSTRALIA AFTER ARMISTICE



### Worksheet 9

Courtesy of Ian Richardson



Who was this serviceman?

Read the casualty notice. What information did his wife receive in January 1918? What words of comfort are given?

Read the postcard. Who was Phyllis and what did he send to her?

Study the information about the photograph taken in 1935 and read the account on the exhibition display panel given by his daughter Bessie Cox. What happened to him after the war? (Where did he live? What were his occupations? What was his state of health? Who did he talk to about his war experiences?)

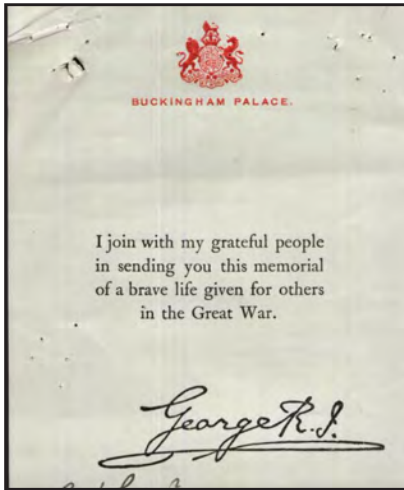


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## AUSTRALIA AFTER ARMISTICE



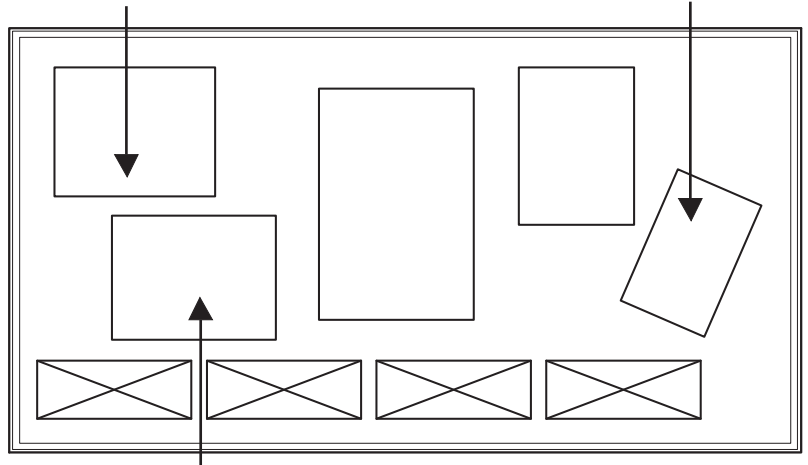
### Worksheet 10



NAA: B2455, Gorman CB

Charles Gorman's will

The King's memorial scroll



List of personal effects

#### Find the story of Charles and Owen Gorman.

What was the relationship between these two men?

What does Charles Gorman's will say?

What personal effects were sent home?

What did Owen Gorman do with the memorial scroll given by the King and why?

What words did he write on the memorial scroll?

Form 8-103-Rec'd

PURPORT.

in hospital

returning to Australia, Form 1  
ged 3rd M. D. (M.D.)

Returned to Unit 73rd Inf 11/10

Class M. D. 4/3/52  
in 52, 672 Page 968  
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