

Year 10 History

Assessment Task 1 - 2014

World War 1 - Conscription

Name.....

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Date Due: 19/3/2014 (Wednesday, Week 8, Term 1)

Weighting: 25%

Submission: Hand in Assessment Task

Syllabus Outcomes:

5.2	assesses the impact of international events and relationships on Australia's history
5.5	identifies, comprehends and evaluates historical sources
5.6	uses sources appropriately in an historical inquiry
5.7	explains different contexts, perspectives and interpretations of the past

Topic: Australia and WW1

Task:

Part 1 (source analysis):

For each of the sources presented here, answer the questions in the spaces provided. These questions will test your ability to understand the reliability and usefulness of a source.

Part 2 (extended response):

Using the sources provided and your own research, explain why the issue of conscription was such a problem in Australia for WW1.

Source A



AUSTRALIAN WAR MEMORIAL

RC00319

Pro conscription Referendum leaflet targeting the female vote. An appeal by the council of Women and authorised by Atta McInerny, Vice-President Council of Women of Victoria. 1917.

1. How is this poster trying to convince people to vote 'Yes' for conscription in the upcoming referendum? (3 marks)

The big thing about this question is that it is asking for 'how'... therefore you need to answer by referring to the way in which, or the methods used to convince people to vote 'Yes'. So things that you could have said include:

By trying to associate the previous 'No' vote with negative words. Things like being a 'blot' on Australia and if the 'Yes' vote is associated with loyalty then the 'No' vote is associated with disloyalty.

The word 'Loyalty' on the side of the bucket suggests that people who are loyal will vote 'yes'

Having a woman cleaning it appeals to women (as the poster was aimed at women) at that time period and suggests that this is a part they can play in helping Australia and being loyal to Britain

Even the way 'NO' is written on the page is quite ugly and really does look like a negative blot. This associates people minds with a no vote being a negative thing.

2. How reliable is this source as evidence for what all of Australia thought about conscription? Explain your answer. (2 Marks)

The source is not at all reliable for what all of Australia thought. As a piece of propaganda it was aiming to influence peoples view which clearly suggests that only some people felt this way. We also know that many people wanted to vote 'No' and that, in fact, the no vote won which shows that many people in Australia did not feel the way the people who wrote this poster felt. Some people answered that this was reliable for showing us that many voted no and that others wanted to vote 'yes'. I paid that even though it was looking at the source a different way, because you can glean that fairly clearly from the source (it's a bit vague though).

- 3. How would source A be useful to a Historian who was studying the issue of conscription during WW1 in Australia? (You should think through questions such as (but not limited to):**
- a. What does this show us about what some people were thinking at the time?**
 - b. What does it show us about the feelings people had about the conscription issue?**
 - c. What does it tell us about the methods used to convince people to a certain point of view?**

(5 Marks)

The big struggle here was making sure you answered the question. The question was focusing on how useful the source would be to a Historian. Many people summarised the source again or talked about methods without focusing on usefulness.

Answers regarding the usefulness of this source could include some of the following

Usefulness:

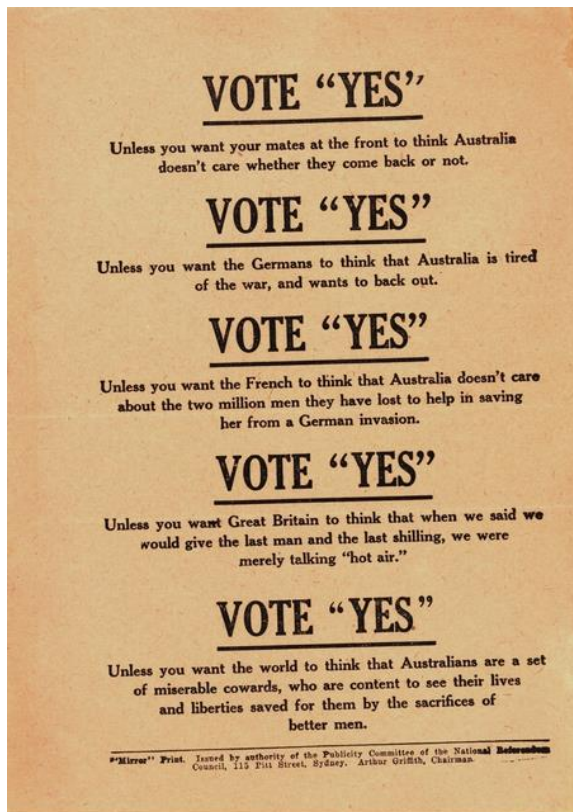
The fact that propaganda like this exists is useful to show that there was a lot of debate going on about the pros and cons of conscription.

It is useful to show the level of passion that some the 'Yes' vote believers had about trying to convince others.

It is useful to show some of the methods used by those trying to convince others of the arguments surrounding conscription.

It is useful to see that the concept of 'loyalty' was an important aspect of the argument for the yes vote.

It is useful to see how women were specifically targeted with certain forms of propaganda.



AUSTRALIAN WAR MEMORIAL

RC00300

Source B

To see a larger version you can go online to this URL:

<http://yr10history.weebly.com/source-for-assignmen-2014.html>

1. How is this poster trying to convince people to vote 'Yes' for conscription in the upcoming referendum? (3 marks)

This source is using guilt to try and get people to vote yes. By saying that those who vote no are selling out their mates, helping the Germans win the war, abandoning the French and not being true to our earlier promises.

It uses a lot of emotive language to build guilt. Words like, "miserable cowards", "talking hot air" and having our "lives and liberties saved for them by the sacrifices of better men"

The repetition of large size of 'Vote Yes' is also striving to put that idea into people's heads.

2. How reliable is this source as evidence for what all of Australia thought about conscription? Explain your answer. (2 Marks)

Similar to the last source it is not reliable at all for what all Australian's think as it is a piece of propaganda striving to convince people of an opinion. By it's very nature it is proof that there was a great deal of division within society regarding the issue of conscription.

- 3. How would source B be useful to a Historian who was studying the issue of conscription during WW1 in Australia? (You should think through questions such as (but not limited to):**
- a. What does this show us about what some people were thinking at the time?**
 - b. What does it show us about the feelings people had about the conscription issue?**
 - c. What does it tell us about the methods used to convince people to a certain point of view?**

(5 Marks)

Again the focus needed to be on usefulness and this was a struggle similar to the last source.

Some of the following answers and possibly other could be used when considering the usefulness of this source:

It is useful to show how guilt was used to try and convince people to vote 'Yes'

It shows what a divisive issue this was through it's use of highly inflammatory language.

It is further evidence that loyalty to Britain was a big part of the conscription debate.

It is clear evidence that the people on the 'Yes' side felt there was a big need to engage in a propaganda campaign to try and more votes.

Albert Jacka VC and the 1916 Conscription Debate

Source C

I, Nathaniel Jacka of Wedderburn in the State of Victoria labourer, solemnly and sincerely declare as follows:

1. That I am the father of Lieutenant Albert Jacka V.C. of Lieutenant William Jacka and Private Sidney Jacka.
2. That I have received several letters from my sons Lieutenant Albert Jacka V.C. and Lieutenant William Jacka who are in France. They have never complained of the want of reinforcements. On the other hand they have stated that the conditions in France are much better than in Gallipoli as they are more frequently relieved. Lieutenant Albert Jacka V.C. in one letter said that while out of the trenches they almost forget the rattle of the guns and 'we have plenty of fun'. Never in any letter have any of my sons supported conscription and in my belief they are all still opposed to it. My wife and daughter are working against conscription believing as I do that we should keep free the land for which our sons went out freely to fight.
3. That I have read what appears to be a letter to the 'Argus' of today from Reg. W. Turnbull of Linda Cottage Wedderburn. I have lived in Wedderburn for about thirty years and know all the people in and around the town. There is no such person as Reg. W. Turnbull living in Wedderburn. I know each and every Turnbull in the whole district. The only Turnbull in Wedderburn is Walter Turnbull, a butcher who is childless. I believe the letter said to have been received by Reg. W. Turnbull to be a fabrication made for the purpose of improperly influencing votes in favour of Conscription.

And I make this solemn declaration conscientiously believing the same to be true and by virtue of the provisions of an Act of the Parliament of Victoria rendering persons making a false declaration punishable for wilful and corrupt perjury.

Declared at Melbourne in the State of Victoria this twenty seventh day of October 1916.

N Jacka

Before me Chas Grey J.P.

1. How is Nathaniel Jacka trying to influence the debate on conscription? (3 Marks)

Nathaniel Jacka is trying to influence the debate by providing evidence to directly contradict one of the strong 'pro' conscription arguments. Those arguing for conscription often claimed that there was a desperate need for men to relieve the men already fighting. Nathaniel Jacka is saying that his sons have written to him saying that this is simply not the case.

He makes the point that conscription is not in the spirit of freedom, something Australians hold dear and something that his sons went to fight to protect in the first place.

He also states that one piece of 'pro' conscription propaganda is a lie falsified to try and strengthen the 'pro' conscription debate. By doing this he casts doubts over much of the arguments for conscription, by insinuating that they are making things up.

2. How reliable is this source and how convincing is it as an argument against conscription? Explain your answer. (2 Marks)

This is quite reliable as evidence for what he thought, made more so by the fact that he had it signed by a Justice of the Peace. His language is quite sincere which suggests he is striving to be as honest as possible. While it is possible that he making this all up, it is unlikely.

The argument is quite convincing as he is using evidence directly from the situation (messages from his boys in France) rather than just hearsay or suggestions about what is needed.

The fact that his sons are fighting the war also adds to his credibility because you would think that he would want people going over to help his boys rather than trying to stop them so he must be quite convinced of what he believes.

3. How would source C be useful to a Historian who was studying the issue of conscription during WW1 in Australia? (You should think through questions such as (but not limited to):

- a. What does this show us about what some people were thinking at the time?**
- b. What does it show us about the feelings people had about the conscription issue?**
- c. What does it tell us about the methods used to convince people to a certain point of view?**

(5 Marks)

Again, the focus needed to be on usefulness not just summarising what the source was saying.

Some of the following answers and possibly other could be used when considering the usefulness of this source:

This source is useful to show that there were those on the 'no' side of the debate who felt strongly that they needed to engage with the debate to try and convince people to vote 'no' to conscription.

It is useful to show that even those who were serving overseas were not entirely convinced of the merits of conscription even though it would benefit them.

It is useful to see the more formal method of a letter being used as a means of influencing the conscription debate.

Part 2 (20 Marks):

In the space provided, answer the following longer response question:

Using any of the previous sources and your own knowledge, explain why conscription was such a divisive issue in Australian society?

The essay was not done brilliantly on the whole. Most people explained the position held by both sides and then said, therefore it was divisive. While that gives one basic reason for the division, there was more to it.

It was divisive for many reasons – you could have mentioned and expanded on any of the following:

- It's a passionate and emotive issue where people felt issues of loyalty and commitment were on the line. People's lives were also on the line making the issue far more intense.
- It was seen as a debate between the rich and poor – where the rich (upper class) didn't have to face the sacrifice, while the poor (working class) shouldered most of the burden.
- It was also seen as a debate between the protestants and the Catholics who have had a great deal of angst between them for other issues.
- The issues itself brought up feelings of guilt which can create strong division between those who feel we should feel guilty and those who think we shouldn't take that responsibility.
- There was the accusation of deception from both sides which only added to the division as people felt the other side was being manipulative.