

Teacher Resource 8 Western Australia at War 1914

Inquiry task

Students are to:

1. use a series of inquiry questions to research one of the following aspects of the war:

- an individual soldier who travelled on the first troops ships from Fremantle, either the HMAT *Ascanius* or HMAT *Medic*,
OR
- A nurse or a doctor who cared for the soldiers at Gallipoli and/or on the hospital ships near the Gallipoli Peninsula in 1915
OR
- a person who enlisted at Blackboy Hill during August/September 1914, their training, voyage, experiences during the war, fate in the war,
OR
- the history during the war of either of the troop ships HMAT *Ascanius* or HMAT *Medic*. [age and characteristics of ship, captains, facilities, ports of call, range of cargo, use during and after the war],
Or
- the experiences of a family member who served in World War I.

2. decide on their research topic, then write out and refine questions under the key themes for research and share their questions with a group of peers and the teacher. The teacher's role is to check the questions and the availability of suitable resources.

3. locate resources (check links on the *Medic* postcard Student Resource 3 and Teachers' Handbook in this resource) and use these to answer their inquiry questions. The note-taking summary / reference template will be useful at this stage (Student Resource 4). Teacher can model use of note-taking template.

4. choose suitable primary sources to support their information, especially with evidence of feelings and attitudes of the soldiers towards the war.

5. organise evidence and information to provide answers to their inquiry questions.

6. plan and develop their presentation: a picture book, multi media display, digital story book, a series of letters, diary entries, a museum display, wiki or prezi. (see a suggested marking rubric below)

7. assist in the preparation of an event for parents or the whole school to commemorate the centenary of the departure of Western Australian troops from Fremantle. Or a special ANZAC Day, Remembrance Day or World War I Commemoration Day at school where the student research presentation will be displayed.

Marking criteria - possible marking rubric

Assessment Rubric for the Inquiry task based on Year 6 Achievement Standard.

Name _____

Very Good 8 - 10	Good 6 -7.5	Satisfactory 4.5 - 5.5	Unsatisfactory 0-4
clearly explains the significance of the individual or group on Western Australian/ Australian history	explains some of the reasons the individual or group are significant	provides limited information on the significance of an individual or group	provides no explicit information on the significance of an individual or group
develops a wide range of questions to frame an historical inquiry	develops a range of questions to frame an historical inquiry	develops several questions to frame an historical inquiry	develops few questions to frame an historical inquiry
locates information from a range of different types of primary and secondary sources	locates information from a range of sources	locates information from some sources	locates information from very few sources
careful note-taking with a focus on inquiry questions	note-taking which mostly focuses on inquiry questions	note-taking does not always focus on inquiry questions	note-taking does not focus on inquiry questions
communication which uses relevant source material and accurate use of a range of historical terms	communication which uses mainly relevant source material and a range of historical terms	communication which uses some relevant source material and a few historical terms	communication which uses limited source material and a few historical terms
clear, creative and engaging presentation	clear, well delivered presentation	satisfactory effort	more effort required

/60 **Comments** _____
