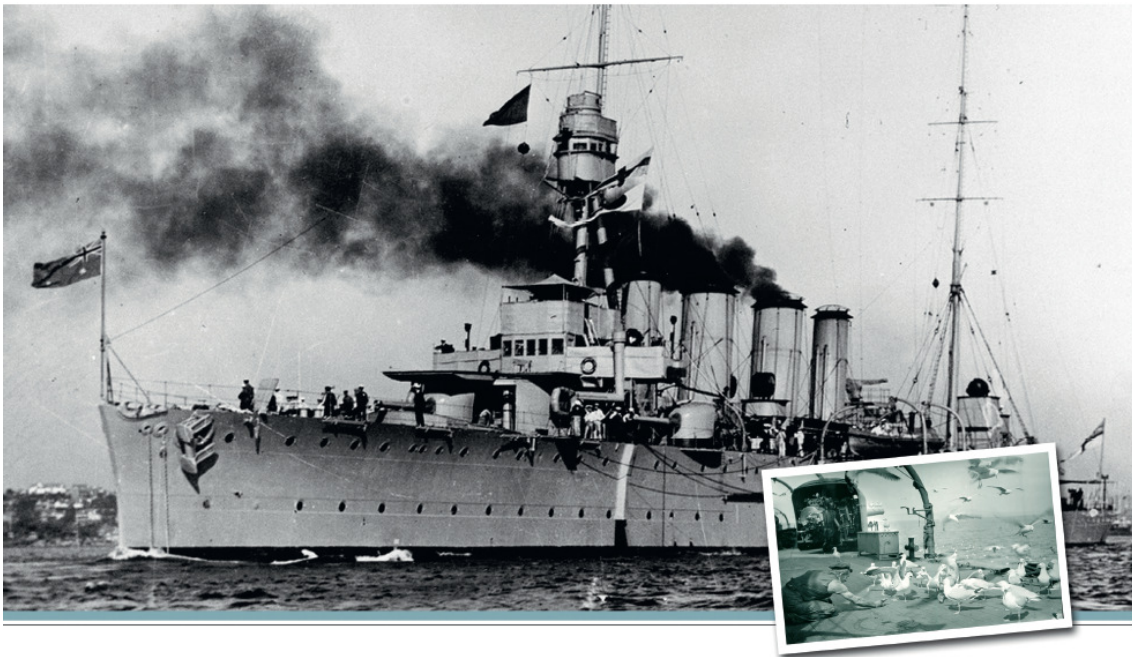


Fear God and Honour the King: Commemorating HMAS Melbourne (1912–1928)

Teacher Guide



This guide contains:

Page

- Background Information
 - The HMAS Melbourne exhibition 2
 - About Military History and Heritage Victoria 2
 - Using this Teacher Guide 2
 - Acknowledgements 2
 - Curriculum links 3
- Visiting the Exhibition 3
 - Making a Booking 4
 - Other excursion options 4
- Years 3 and 4 Education program 5
- Year 9 Education program 10
- Extra ideas, links and teacher resources 15



Port of Melbourne
Corporation



MILITARY HISTORY AND
HERITAGE VICTORIA INC.

About the exhibition

The Exhibition is being held to commemorate the centenary of the arrival of Australia's first light cruiser, HMAS *Melbourne*, in Port Phillip Bay on 26 March 1913, as part of the new Royal Australian Navy. HMAS *Melbourne* took the crest of the City of Melbourne and its credo: 'Gather Strength as She Goes'.

The *Melbourne*, a 5,600 ton ship with eight 6-inch guns, served the Royal Australian Navy from its commissioning in England in 1912 until its decommissioning, also in England in 1928. She saw war service in the operations against the German colonies in the South West Pacific in 1914, escorted the 1st AIF fleet from Albany, Western Australia, saw service with the West Indies Squadron in 1915-1916, then served with the North Sea Fleet in 1916-1918. In 1922 the *Melbourne* was involved in a dramatic rescue of the crew of an American schooner in the Tasman Sea, at the height of a hurricane.

These events and other cruises of the *Melbourne* will be highlighted with artefacts of the ship and crew memorabilia drawn from the Australian War Memorial, the Australian National Maritime Museum, Museum Victoria, Monash University, the Museum of HMAS Cerberus, and from individual donations.

About Military History and Heritage Victoria (MHHV)

MHHV Inc. aims to encourage interest in Australian and especially Victorian military history and heritage in all of its forms; to develop and engage in activities related to its research, preservation, promotion, education and commemoration. MHHV also aims to promote the interests of its member organisations in the community at large and to promote communication and cooperation within the military history and heritage community. To find out more, visit http://mhhv.org.au/?page_id=673&event_id=284

Using this Teacher Guide

This Teacher guide has been developed as an aid to teachers bringing students to the HMAS Melbourne exhibition. It provides extensive links to the Australian Curriculum, pre and post visit activities as well as suggestions for activities that can be completed during a visit to the exhibition. The guide also serves as a useful starting point for teachers to explore the comprehensive material developed by other organisations on this issue. Please note, the inclusion of links to third party materials in no way implies third party endorsement of the exhibition or the education materials. The pre- and post-visit activities can also be used as stand-alone exercises in the classroom as part of a Unit on the First World War.

Acknowledgements

The MMHV wishes to acknowledge the generous support of the HMAS Melbourne exhibition education programs by the Port of Melbourne Corporation, and Cathy Mulcahy for her work in developing the programs.

Curriculum Links

The programs have been developed to link to AUSVELS History curriculum at Years 3 and 9. However, the program also supports English, and Civics and Citizenship at Level 3 and 4, and 9 and 10.

Year 3

- **History / Year 3 / Historical Knowledge and Understanding / Community and Remembrance**

Days and weeks celebrated or commemorated in Australia (including Australia Day, ANZAC Day, Harmony Week, National Reconciliation Week, NAIDOC week and National Sorry Day) and the importance of symbols and emblems.

- **History / Year 3 / Historical Skills**

Year 9

- **History / Year 9 / Historical Knowledge and understanding / Depth Study: 3 World War I**

Students investigate key aspects of World War I and the Australian experience of the war, including the nature and significance of the war in world and Australian history.

- World War I (1914-1918)
- An overview of the causes of World War I and the reasons why men enlisted to fight in the war
- The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign)
- The impact of World War I, with a particular emphasis on Australia (such as the use of propaganda to influence the civilian population, the changing role of women, the conscription debate)
- The commemoration of World War I, including debates about the nature and significance of the Anzac legend

History / Year 9 / Historical Skills

This material has been taken from <http://ausvels.vcaa.vic.edu.au> (accessed 23 December 2013)

Visiting the Exhibition

Self-guided programs to support the exhibition are available for primary and secondary students. The programs will assist teachers and students to explore a range of curriculum-related content, concepts and issues. This include commemoration, the key aspects of the First World War, as well as a range of historical skills.

When:

The Self-guided program is available weekdays from 10am until 4pm from Monday 15 April until Wednesday 1 May.

Time required: suggested exhibition viewing and activity time is 30 minutes. Activities for the self-guided program for Level 3 can be found on page 6 of this teacher guide and for Level 9 on page 12.

We recommend no more than 30 students visit the exhibition at any one time, with a teacher student ratio of 1:12. Please note: students need to be accompanied by a teacher during their visit. If you have a group larger than 30, we suggest splitting your class into smaller groups and incorporating a visit to one of the other excursion options listed on page 4 of this guide.

Where:

The Royal Historical Society of Victoria (RHSV), 239 A'Beckett Street Melbourne. For directions to the RHSV please visit <http://www.historyvictoria.org.au>

Due to the size of the exhibition space and to make sure each school group has space to explore the displays **BOOKINGS ARE ESSENTIAL**. Bookings can be made by emailing office@historyvictoria.org.au preferably at least 15 days prior to the session date.

Other Excursion Ideas

There are many other nearby excursion options that would complement a visit to the HMAS *Melbourne* exhibition. These include:

The Shrine of Remembrance offers a range of activities for students, with teaching resources for all levels from prep to adult education. For more information, visit www.shrine.org.au

Contact the Shrine: education enquiries 9661 8113 or email education@shrine.org.au

The Port Education Centre

Classes at the Port Education Centre (Port Ed) are free and cover a vast range of subjects. Lessons are planned in consultation with the booking teacher. For more information visit <http://www.portofmelbourne.com/education/teachers.aspx>

Education Programs for Years 3 and 4

Learning outcomes.

At the end of this program, students will be able to:

- Discuss the meaning and values reflected in the concepts of 'commemoration', remembrance, and symbols, by investigating the story of H.M.A.S Melbourne and ANZAC Day
- Understand why we choose to remember significant events of the past and the concepts of continuity and change
- develop empathy for those on H.M.A.S. Melbourne and be able to develop a short narrative from a sailor's point of view

Pre-visit activities

1. Remembrance.

Key Enquiry Question: How and why do people remember significant events of the past?

Introduce students to the concept of 'war', values and emotions (e.g. courage, loyalty, mateship, obedience, love of country) and why remembrance is important.

Read *My Grandad Marches On Anzac Day* by Catroina Hoy and Benjamin Johnson in class to give students an opportunity to discuss ANZAC Day and its significance for families. Students can rewrite or discuss the story from the Grandfather's point of view. This book is on the Premier's Reading Challenge list and easily available from libraries.

Follow this link for suggested activities before and during the reading of the book
<http://www1.curriculum.edu.au/rel/values/book.php?catrelid=1835>

2. Family Histories

Key Enquiry Question: How has our community changed?

Students investigate where their family lived in 1913 and plot their findings on a world map. What was different about life back then? Do they have any family members who played a part in a war, as a soldier, nurse, doctor or support role? Students could also discuss the role of those who did not go to war but supported the war effort back home – e.g. sending food and clothes parcels, doing the jobs the soldiers had to leave, radio operators, code cracking and other support roles.

Students can bring photos, medals, letters or other memorabilia to class and create a class display.

See The Australian War Memorial education activities for more ideas and activities

http://www.awm.gov.au/education/resources/family_tree/

3. Animals in War

Key Enquiry Question – What is the nature of the contribution made by different groups?

H.M.A.S. Melbourne had at least 2 mascots – one a billy goat named William and the dog in this photo. Vocabulary: What is a mascot? Why did sailors like to have a mascot on board? Investigate what other roles animals played in war.



Stoker F.K. Gorham with mascot 'Peggy' during last cruise of HMAS Melbourne, 1928

Vic Cassell Collection

Self guided visit

Before you start, please make sure:

- Students and teachers keep personal items with them at all times. There is no storage space for bags, so please asks students to avoid bring school bags where possible.
- Students have a pen, paper and, if possible, a clipboard.

The following questions could form the basis of a self-guided tour of the exhibition. Please note: as space in the exhibition is limited, total group size should be no more than 30 students. Please divide students into small groups of two or three to work together in

exhibition. They can be given x number of questions from the following list to work on. Mix the questions up so that each group has a different but overlapping set of questions and so all questions are covered.

About H.M.A.S Melbourne

1. What date did H.M.A.S. Melbourne first sail into Port Melbourne?
2. What does H.M.A.S. stand for?
3. There is a model of H.M.A.S. Melbourne in the centre of the exhibition, in a glass case. Write down:
 - a How many white lifeboats the ship has on board.
 - b How many propellers are there under the ship?
 - c How many funnels are there on top of the ship?
 - d Which flag is being flown at the front of H.M.A.S. Melbourne?

Change and Continuity

4. Find the photo of the sailor washing his clothes. How do you think sailors wash their clothes now? What other chores would have to be done on a ship?
5. In this exhibition there is an example of a sailor's uniform and a diving helmet. Can you find them? How have uniforms and diving equipment changed?
6. There is a life buoy in the exhibition. Can you find it? What would it be used for? Are they still used today?

Values and Emotions

7. Can you find the photo of the ship's clown called 'Dinkum'? He is also in a photo with a 'hobo' band. Why would there be a clown on board the ship?
8. Can you find a photo with an animal in it? Clue – look up high in the section named 1916-1919. Why would there be a pet animal on a navy ship? What word starting with 'm' is a pet on a navy ship called?
9. In the section '1922 Post War': find the painting of H.M.A.S. Melbourne rescuing people from a sinking ship during a hurricane. Can you find the name of the ship that is sinking? Have a close look at the sailors rowing in the small boat and the people waiting to be rescued. Describe their feelings and emotions.

Looking closely at the exhibits

10. Find the section of the exhibition with the title 1915-1916.

In front of the panel the ship's crest is displayed.

What four things are represented on the crest?

11. Can you see any female sailors or officers in the exhibition? Is this different to the navy today? What has changed and why?

General Discussion

Students can discuss their impressions of the exhibition and explore how stories are told through photos, objects, posters and other exhibits.

- What was your favourite exhibit at the H.M.A.S. Melbourne exhibition?
- Would you have liked being a sailor on H.M.A.S. Melbourne?
- What is courage at sea? When would sailors need to show courage in war? Can you talk about a time when you have been courageous, or seen someone do something brave?

Post visit activities

1. Commemoration

Key Enquiry Question: How and why do people remember significant events of the past?

Follow the link to The Department of Veteran's Affairs kit *We Remember* which includes a story *Remembering Charlie Cooper*, about a young boy called Charlie Cooper and his quest to discover how his name came to be on the town's war memorial.

http://www.dva.gov.au/commems_oawg/commemorations/education/Documents/we_remember.pdf

Students can devise and hold a commemoration ceremony in class or as part of a whole school activity

The following websites will be useful in helping plan your commemorative activities.

- The Australian War Memorial has educational resources for teachers.
<http://www.awm.gov.au/commemoration/customs/poppies/>
- Make a poppy
http://www.awm.gov.au/education/programs/prepost/PRIM_makePoppy.pdf
- Make a wreath:
<http://www.anzacday.org.au/education/childhood/wreath.htm>

2. H.M.A.S. Melbourne Exhibition 'Fear God and Honour the King'

Civics and Citizenship: 'Students learn about some key events which contributed to the development of the Australian nation'.

Discuss the exhibition visit in class. What did students learn about the sailors?

Points for discussion: clothes/uniforms, medals, doing their washing, recreation, crossing the equator.

Activity: Students imagine they are a sailor on H.M.A.S *Melbourne* on their way to war for the first time. Discuss what this would feel like and concepts of courage, loneliness, mateship, and loyalty. Students follow up this discussion by writing a postcard home to their family, or creating a collage picture of H.M.A.S. *Melbourne* at sea.

3. What became of H.M.A.S. *Melbourne*?

Historical Skills – Pose a range of questions about the past.

Discuss what happens to navy ships when they are outdated, followed by a discussion about H.M.A.S. *Melbourne*. Students can follow up with a newspaper article and create a picture of their idea.

H.M.A.S. *Melbourne* was decommissioned (broken up) in 1929 and her hull was made ‘into safety razor blades, saucepans, and other domestic utensils’. What suggestions do you have for recycling H.M.A.S. *Melbourne* – what would you have done if you were in charge?

Education Programs for Year 9

Learning outcomes

At the end of this program, students will be able to:

- Understand the places Australian fought during the First World War.
- Examine the changing relationship between Australia and Britain, and Australia and the Asia-Pacific region
- Understand how new technological developments shaped changes in Australia's military capability.
- Show the Royal Australian Navy can be seen within the context of Australian self government.
- Examine exhibitions and displays and understand how they contribute to our understanding of the past.

Pre-visit Activities

1. Australia at War

Depth Study World War 1: Key questions. What were the main causes of the war? Why did men enlist to fight?

It is important to seeing HMAS *Melbourne's* service within the context of Australia's involvement in the First World War. Familiarise your students with HMAS *Melbourne's* service. For an overview, see

<http://www.navy.gov.au/hmas-melbourne-i>

In addition, a copy of *HMAS Melbourne (1913-1928): The Forgotten Cruiser*, by Andrew Kilsby and Greg Swinden is available to purchase online at <http://www.coeehistory.com/index.php/publications/119-hmas-melbourne> or at the exhibition.

For an overview of the origins of the First World War, see the following annotated historical map:

<http://www.the-map-as-history.com/demos/tome06/index.php>

The AWM has extensive resources that can be tailored to your class. An overview of the First World War can be found at

<http://www.awm.gov.au/atwar/ww1.asp>

C.E. Bean's Official History of Australia in the War of 1914-1918. Volume I – The Story of ANZAC from the outbreak of war to the end of the first phase of the Gallipoli Campaign, May 4, 1915 can be found at:

http://www.awm.gov.au/histories/first_world_war/volume.asp?levelID=67887

Ken Inglis's Preface is especially useful for setting the scene and exploring some of Bean's motivations.

Statistics on enlistments can be found at

<http://www.awm.gov.au/encyclopedia/enlistment/ww1.asp>

2. Researching the First World War

Focus - Analysis and use of Sources. How do we find out about those that served on HMAS Melbourne? There are a number of useful resources relating to Australia's involvement in the First World War. Many of the service records and unit histories have been digitized and are readily accessible. These include:

Mapping Our Anzacs

<http://mappingouranzacs.naa.gov.au/>

Individual towns and suburbs are listed. Search for the area where your school is located. How many men and women from your area served in the army the First World War?

Naval Records

Although the Naval Records are not as comprehensive as those of the Army, the service records of those that served on HMAS Melbourne can be viewed online via:

<http://www.naa.gov.au/collection/explore/defence/service-records/navy.aspx> and scroll down to name search.

Search for names of the crew. These might include:

- Captain Mortimer L'Estrange Silver (first Commanding Officer of HMAS Melbourne)
- Seaman C. D. Lawson
- Seamen Frank Brown
- Leading Signaller S.A. Gedling

Other names can be found in Andrew Kilsby and Greg Swinden (2013) 'HMAS Melbourne (1913-1928): The Forgotten Cruiser'

Compare this with records from the Army in your local area? What are the key differences? How might this impact on our understanding of the experiences of those who joined the navy? Where else might we go to get information?

3. Personal Memories of the First World War.

Focus - Perspectives and Interpretations.

Keeping a diary was against regulations in the navy and few are known. One, by James Dixon a sailor serving in HMAS *Australia* and extracts, along with annotations by Mackenzie J Gregory, can be found at

<http://ahoy.tk-jk.net/macsllog/ExtractsfromJamesDixonsDi.html>

Although it uses US documents, a useful guide to examining diaries and letters can be found at:

<http://www.pbs.org/opb/historydetectives/educators/technique-guide/document-this/>

- What information about HMAS Australia are you able to discover from these entries?
- Are you able to describe what Dixon was like from these diary entries?
- What can we learn about war time conditions on the ship?
- Is the diary helpful in just exploring Dixon's experiences, or can it be used to generalise about the experience of others or broader subjects?

Self guided visit

Before you start, please make sure:

- Students and teachers keep personal items with them at all times. There is no storage space for bags, so please asks students to avoid bring school bags where possible.
- Students have a pen, paper and, if possible, a clipboard.
- If you are asking students to map the voyages of HMAS Melbourne, please print out sufficient copies of the map (see Further Resources).

The following questions could form the basis of a self-guided tour of the exhibition. Please note: as space in the exhibition is limited, total group size should be no more than 30 students. Please divide students into small groups of two or three to work together in exhibition. They can be given a small number of questions from the following list to work on. Mix the questions up so that each group has a different but overlapping set of questions and so all questions are covered.

Suggested questions

1. Annotate a world map with the voyages of HMAS Melbourne. Mark the map with the locations of major events. How do these compare with the stories that are usually told about Australia's involvement in the First World War?
2. What evidence can you find about the experience of serving aboard HMAS Melbourne? What effect did this experience have on them?
3. Create a timeline of the key events in the life of HMAS Melbourne. How did its use change during its life?
4. What evidence can you find in the exhibition about the relationship between Australia and Britain?
5. What evidence can you find about the way death was commemorated in the exhibition?

Post visit activities

1. Make your own recruitment poster

In the exhibition you will see a recruitment poster for the Australian Navy from 1914. Who is it poster aimed at? Why is it telling us that they should enlist (or join up)? Now visit <http://www.defencejobs.gov.au/navy/>. Are the contemporary recruitment campaigns targeted at the same people? What are the reasons given for enlisting now? How have they changed since the First World War?

Make your own recruitment poster for the Frist World War at:

<http://billyhughes.moadoph.gov.au>

2. Diary Entries

Choose two people who served on HMAS Melbourne. One should be an officer, one should be a member of the crew who served 'below decks'. They can either be people you remember from the exhibition or made up. Now choose one day in the life of the ship. It could be the 'crossing the line' ceremony, a day when the ship saw action or perhaps it's a day when nothing happened and they had to deal with the monotony of life on the ship. Write a diary entry for this day from the perspective of each man. You should think about the style of writing, the language they might use and their possible different understandings and reaction to the same event.

3. Critiquing the exhibition: Write a review

Write a paragraph review of the exhibition. Imagine you are writing for a newspaper or a blog. You should refer to some of the aspects considered in the questions above. What do you think were the aims of the exhibition-makers? How well do you think they achieved these aims? Everyone will have a different response; this is your personal point of view. Be critical – was there something lacking? What perspectives were included? Was the exhibition obviously biased? Also think about what worked well.

Extra ideas, links and teacher resources

Books

Greenwood, M. (2008) *Simpson and His Donkey*, Walker Books

Vashti Farrer, V. (2001) *Walers Go To War*, ANZAC Day Commemoration Committee
Incorporated

Bell, K. *Lofty's Mission* by Krista Bell, Illustrated by David Miller (A story about a carrier pigeon in the Second World War) See teachers notes at:

<http://www.kristabell.com/docs/Lofty's%20Mission%20Teach%20Notes.pdf>

M is for Mates- Animals in Wartime from Ajax to Zep, DVA & AWM Education Book

http://www.dva.gov.au/commems_oawg/commemorations/education/pages/education%20resources.aspx

Please note: Due to the big file size the download of the publication may take some time. The site also contains excellent resources on a number of aspects of the First World War.

Websites

The following websites

Department of Veterans Affairs

http://www.dva.gov.au/commems_oawg/commemorations/education/Pages/education%20resources.aspx

Shrine of Remembrance

<http://www.shrine.org.au>

Australian War Memorial

www.awm.gov.au

Victorian Veterans Virtual Museum

<http://www.dpcd.vic.gov.au/veterans/veterans-heritage>

ACMI

<http://generator.acmi.net.au/education-themes/conflict-australians-war/world-war-i>

Maps

A blank world map showing the 1914 national borders is available from Wikipedia under a creative commons licence

[http://pt.wikipedia.org/wiki/Ficheiro:Map_of_the_World_\(1914\).PNG](http://pt.wikipedia.org/wiki/Ficheiro:Map_of_the_World_(1914).PNG) (accessed 14 February 2013)

