

RAILWAYS 1914 - 1918

THE ROLE OF RAILWAYS AT HOME AND ON THE FRONT IN THE WAR TO END ALL WARS

EDUCATION KIT

Year 9 Teacher Guide



THE WORKSHOPS RAIL MUSEUM
RAILWAYS 1914 - 1918
THE ROLE OF RAILWAYS AT HOME AND ON THE FRONT IN THE WAR TO END ALL WARS

This program has been produced and published by

The Workshops Rail Museum
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Australia

The Museum's Vision Statement is:

to be recognised as a creative, innovative and exciting journey of discovery into Australia's rail story.

The Mission Statement is:

to harness the significance of the Workshops precinct by delivering international standard cultural and tourism related activities, education and public programs associated with the interaction of rail on people's lives.

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INTRODUCTION

The Workshops Rail Museum recognises and commemorates the First World War Centenary. The exhibition, *Railways 1914-1918*, presents an engaging and informative investigation into the role of railways leading up to, during and after the First World War.

The grounds of the Ipswich Railway Workshops and Museum are themselves a part of this history, with a [memorial dedicated on the grounds following the armistice in 1919](#). More than 300 men from the Workshops enlisted in the Australian Imperial Force. The stories of several Ipswich Railway Workshops employees are recounted through this exhibition.

Railways 1914-1918 examines how the railway industry was a vital but often unrecognised part of the action, with impact on operations both on the home front and in combat zones (on both “sides” of the conflict). From troop trains to Australian Light Railway Operating Companies on the Western Front, or indentured prisoner of war labour to recruitment trains that travelled across the country, equipped to enlist and dispatch, the extent of this role is evident throughout the exhibition.

The contribution of railway workers went beyond active service as soldiers and seconded technicians and laborers. Workshops throughout the British Empire maintained production and servicing of rail networks, supplying troops, horses, goods, medical facilities, munitions and equipment, as well transporting nurses and those wounded for Australia’s war effort at home and overseas.

The stories present some of the hardships and challenges as well as the hope and camaraderie, experienced on the railways both on the battlefield and home front. This exhibition also recognises the resourcefulness applied to adapting technologies to suit a range of purposes.

These realities and events have been captured in the evidence provided through collections of photographs, documents and objects in *Railways 1914-1918*.

Images courtesy of:

State Library of Queensland
Queensland State Archives
Gold Coast City Council Library
State Library of South Australia
Australian War Memorial
National Library of Australia
National Library of Scotland
National Rail Museum, York
Publishers, F. Brudman, Munich



INFORMATION FOR TEACHERS

This education kit is written for students visiting the *Railways 1914-1918* exhibition.

Activities align with Australian Curriculum, primarily for Year 9 History and Year 9 English.

Links have been listed for Historical Knowledge and Understanding and Historical Skills strands, addressing Yr 9 achievement standards.

Links with English strands, Language, Literature and Literacy are also identified.

The *Railways 1914-1918* education kit is comprised of two documents:

- 1) Teacher Guide. This includes links to curriculum, pre-excursion and post-excursion ideas and a list of useful web resources.
Suggested responses to student activities are included (pg. 11).
- 2) A Workbook for students. This can be duplicated ahead of your visit. This document includes pre-, during- and post-excursion activities and tasks.
Activities may be done individually or collaboratively at the teacher's discretion. Also teachers may choose to assign all or only selected tasks.

Learning activities engage in historical inquiry by:

- investigating, interpreting and responding to specific sources and/or information,
- rationalising motives, actions and attitudes of people in a historical context,
- recognising the significance of “untold stories” in forming the bigger picture,
- applying personal responses through observations, comparisons and critical and creative thinking. These responses may be open-ended and can open discussion further for extended learning opportunities.

Group visit strategies

The Student Workbook includes pre-visit activities that can initiate the inquiry process. One of the options is a Photo Analysis activity. The findings from this activity could be brought with you on your visit for a broader commentary on sources and contestability.

- Post-visit activities are also suggested for extended learning. Most can be followed up in the classroom but those visiting The Workshops Rail Museum are advised to visit the memorial on the grounds, following their exhibition experience.
- Excursion activities can be done in any order.
Each activity allows you to examine, respond and record findings from the historical sources used in this exhibition. Some activities ask you to express your own feelings or opinions as part of this learning process.



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Key themes of exhibition:

- The importance of railways in the theatre of war
- Effects felt both on the front and at home
- The sense of community (“brotherhood”) of rail
- The resourcefulness of rail – adapting technologies and services to meet a range of needs

Types of experiences on offer:

- 2D & 3D artifacts
- Interactive Visual and Audio Visual media
- Primary and secondary Sources: Stories, photographs, archival documents, artworks and film footage
- Opportunities to apply General Capabilities through historical contexts.



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CURRICULUM LINKS – Year 9

Described in the Australian Curriculum, *historical inquiry* is the “process of investigation undertaken in order to understand the past”. This is achieved through the retrieval, comprehension and interpretation of sources – as well as exercising principles of judgment to inform decision-making.

YEAR 9 HISTORY	
Historical Understanding – World War I (1914-1918)	
<p>An overview of the causes of World War I and the reasons why men enlisted to fight in the war (ACDSEH021)</p>	<p>Elaboration:</p> <ul style="list-style-type: none"> investigating the rise of nationalist sentiment as well as the values and attitudes towards war in the period 1750 – 1918 (for example idealistic notions of war; sense of adventure)
<p>The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign (ACDSEH095)</p>	<p>Elaborations:</p> <ul style="list-style-type: none"> identifying the places where Australians fought, including Fromelles, the Somme, Gallipoli, Sinai and Palestine using sources to investigate the fighting at Gallipoli, the difficulties of trench warfare, and the use of tanks, aeroplanes and chemical weapons (gas)
<p>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) (ACDSEH096)</p>	<p>Elaborations:</p> <ul style="list-style-type: none"> investigating examples of the war’s impact on Australia’s economy and society (for example the development of the steel industry in Newcastle and the implementation of the War Precautions Act) identifying the groups who opposed conscription (for example trade unionists, Irish Catholics) and the grounds for their objections studying the first and second referenda on conscription, including the division within the Labor Party over this issue
<p>The commemoration of World War I, including debates about the nature and <u>significance</u> of the Anzac legend (ACDSEH097)</p>	<p>Elaboration:</p> <ul style="list-style-type: none"> investigating the ideals associated with the Anzac tradition and how and why World War I is commemorated within Australian society
Historical Skills	
<p><i>Chronology, terms and concepts:</i></p> <p>Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places (ACHHS164)</p>	<p>Elaboration:</p> <ul style="list-style-type: none"> placing key events in sequence (for example the Boer War, 1899-1902; World War I, 1914-1918), and identifying parts of the world that were involved in, or affected by, those events



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<p><i>Historical questions and research:</i></p> <p>Identify and select different kinds of questions about the past to inform historical inquiry (ACHHS166)</p>	<p>Elaboration:</p> <ul style="list-style-type: none"> assembling, as part of the planning process, a range of sources that would be useful for researching the causes of World War I
<p><i>Historical questions and research:</i></p> <p>Identify and locate relevant sources, using ICT and other methods (ACHHS168)</p>	<p>Elaboration:</p> <ul style="list-style-type: none"> Locating historical sources from archives, museums and online collections
<p><i>Analysis and use of sources:</i></p> <p>Identify the origin, purpose and context of primary and secondary sources (ACHHS169)</p>	<p>Elaboration:</p> <ul style="list-style-type: none"> Explaining the contextual significance of a source
<p><i>Perspectives and interpretations:</i></p> <p>Identify and analyse the perspectives of people from the past (ACHHS172)</p>	<p>Elaboration:</p> <ul style="list-style-type: none"> investigating the role of human agency in historical events and developments
<p><i>Perspectives and interpretations:</i></p> <p>Identify and analyse different historical interpretations (including their own) (ACHHS173)</p>	<p>Elaboration:</p> <ul style="list-style-type: none"> recognising that historical interpretations may be provisional
<p><i>Explanation and communication:</i></p> <p>Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced (ACHHS174)</p>	<p>Elaboration:</p> <ul style="list-style-type: none"> Developing a historical argument that identifies different possibilities in interpretation and argues a particular point of view with consistent reference to the evidence available

Key Inquiry Questions

- What were the changing features of the movements of people from 1750 to 1918?
- How did new ideas and technological developments contribute to change in this period?
- What was the origin, development, significance and long-term impact of imperialism in this period?
- What was the significance of World War I



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YEAR 9 ENGLISH	
English - Language	
<p><i>Language for interaction</i></p> <p>Investigate how evaluation can be expressed directly and indirectly using devices, for example allusion, evocative vocabulary and metaphor (ACELA1552)</p>	<p>Elaboration:</p> <ul style="list-style-type: none"> Comparing texts that use evaluative language in different ways – print advertisements, editorials, talkback radio and poetry – and identifying wordings that appraise things indirectly, through evocative language, similes and metaphors that direct the views of the readers in particular ways
<p><i>Text structure and organisation</i></p> <p>Compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas (ACELA1770)</p>	<p>Elaboration:</p> <ul style="list-style-type: none"> Sequencing and developing an argument using basic language structures that suggest conclusions ('therefore', 'thus' and 'so') or give reasons ('since', 'because') or suggest conditionals ('if... then')
<p><i>Expressing and developing ideas</i></p> <p>Analyse and explain the use of symbols, icons and myth in still and moving images and how these augment meaning (ACELA1560)</p>	<p>Elaboration:</p> <ul style="list-style-type: none"> Investigating the use of symbols, for example the flag, the digger's hat and the Southern Cross in images, films and picture books, and evaluating their contribution to viewers' understanding of issues, for example national identity, recognising that visual and verbal symbols have different meanings for different groups
English - Literature	
<p><i>Literature and context</i></p> <p>Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts (ACELT1633)</p>	<p>Elaborations:</p> <ul style="list-style-type: none"> Exploring and reflecting on representations of values (for example love, freedom, integrity) in literature drawn from cultures and times different from the students' own Exploring and reflecting on personal understanding of the world and human experience, interpreted in literature drawn from cultures and times different from the students' own
<p><i>Responding to literature</i></p> <p>Reflect on, discuss and explore notions of literary value and how and why such notions vary according to context (ACELT1634)</p>	<p>Elaboration:</p> <ul style="list-style-type: none"> exploring the ways that context has shaped the representation of particular cultures, such as through the analysis of differing viewpoints in texts about different cultures or by comparing the ways texts from different periods reveal differences in viewpoints (for example differences in the portrayal of migrants in traditional and more contemporary literature)



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English – Literacy

<p><i>Texts in context</i></p> <p>Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts (ACELY1739)</p>	<p>Elaboration:</p> <ul style="list-style-type: none"> analysing and interpreting assumptions about groups that have shaped or influenced representations of people, places, events and things and identifying how listeners and readers are positioned by these representations
<p><i>Interpreting, analysing, evaluating</i></p> <p>Interpret, analyse and evaluate how different perspectives of issue, event, situation, individuals or groups are constructed to serve specific purposes in texts (ACELY1742)</p> <p>Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts (ACELY1745)</p>	<p>Elaboration:</p> <ul style="list-style-type: none"> constructing questions to frame an analysis of differing representations on moral issues in texts, and including a critical analysis of a personal view in the overall analysis of the issue identifying or commenting on the author's approaches and use of techniques, design, form and style

General Capabilities and Cross-Curricular Priorities

- **Literacy:** Comprehending texts through listening, reading and viewing
- **Critical and creative thinking:** Inquiring – identifying, exploring and organising information and ideas
- **Ethical understanding:** Exploring values, rights and responsibilities; reasoning in decision-making and actions
- **Intercultural understanding:** Recognising culture and developing respect
- **Sustainability:** Students will develop an understanding of the developments of the Industrial Revolution and the growth of population



EXCURSION ACTIVITIES AND IDEAS

Pre-excursion Activities

The Student Workbook includes pre-excursion activity suggestions.

Rather than opening a generic discussion about the First World War, these activities encourage students to anticipate the rationale behind the historical inquiry process that becomes a museum exhibition.

Railways 1914-1918 depicts a largely untold story, which will help students connect information and form a more comprehensive picture of events, attitudes, actions and technologies of that time in our history.

By considering fundamental questions, students may engage with the exhibition discourse more effectively.

NOTE: A pre-excursion photo analysis activity can be used as an extension activity. Visiting students can bring their analyses with them, to compare those same photos when captioned.

Excursion Activities

Distribute the Student Workbook for students to complete during their visit to the *Railways 1914-1918* exhibition. Teachers may select or assign activities at their discretion. Answers to the activities are located at the end of this document (pg. 11).

Post-excursion Activities

These activities are provided as optional ideas for extending learning, particularly exploring cross-curricular applications.



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Additional post-excursion activities ideas to extend learning:

THEN and NOW COMPARISON

- Compare the conditions of the First World War with a tour of duty, today.
Investigate:
 - Transportation
 - Communication
 - Arms and other forms of assault Weaponry
 - Surveillance equipment
 - Camp life
 - Duration and frequency of front-line service

ROLE PLAY

- Research, plan and deliver the creative re-telling of a personal story using media of your choice. Devise an original storyline, basing your fiction on facts
Protagonist (main character):
 - Nurse: Has to accompany wounded troops returning to port on a hospital train
 - Widowed Mother: Has both sons enlisted
 - Recruit: Usual job as a railway porter. Now a stretcher-bearer on the battle front.
 - Fettler: Has to repair track continually damaged by grenade fire
 - Train Driver: Has to drive through devastated area with supplies
 - Prisoner of war (P.O.W.): Indentured with strangers to build a railway in Turkey

CASE STUDY

- “The First World War was truly a railway war. For the first time in history, the railways allowed war to be fought on an industrialised scale, transporting vast numbers of men, and the ammunition which would kill so many of them”
National Railway Museum, U.K.
(<http://www.nrm.org.uk/NRM/RailwayStories/WW1/main.aspx>)

Choose one area of conflict in WW1 and investigate further, marking it on a map and identifying geographical features, local towns, nearest stations and ports. Consider the service provided by rail and railway workers.

COMPARE TWO ARTISTS

- The *Railways 1914-1918* exhibition uses artwork and photos to capture scenes from the First World War.
The Australian War Memorial lists a number of official war artists.
(https://www.awm.gov.au/encyclopedia/war_artists/ww1.asp)



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BUILD YOUR OWN CLASS BLOG

Contribute to the Shrine's Remembrance Box blog at www.shrine.globalstudent.org.au.

Posting to this blog involves registration (for a username and password) at

<http://globalstudent.org.au/>.

This site recommends posting at least one photograph and encourage the students to comment on other school's posts. You may be able to establish partnerships with schools in places where Australians have served overseas such as Villers-Bretonneux, Ypres, Flanders Fields and Turkey.

WEB RESOURCES:

QUEENSLAND RAIL HISTORY

The Workshops Rail Museum

<http://www.theworkshops.qm.qld.gov.au/Find+out+about/Histories+of+Queensland/Transport+Road+and+rail#.VW5i56wcSUK>

HOMEFRONT-WARFRONT EXPERIENCE

State Library, Qld *Distant Lines - Queensland voices of the First World War* exhibition
(4 Apr – 15 Nov 2015):

<http://qanzac100.slq.qld.gov.au/events/distant-lines>

Qld State Archives Historical Essayy

At home - during WWI

http://www.archives.qld.gov.au/Researchers/History/HistoricalEssays/Pages/qld_home_frontend.aspx

The Queensland home front during the First World War

It would not be unreasonable to imagine that, as Australian soldiers marched off to war, they left behind them a home front which was politically homogeneous and uniformly resolute in its support of the troops it was sending to war. Yet this was not the case and Queensland in particular was in a state of political flux.



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Enemy Aliens in Qld

<http://www.archives.qld.gov.au/Researchers/History/HistoricalEssays/Pages/Treatment-of-Enemy-Aliens-in-Queensland-1914-1920.aspx>

Treatment of Enemy Aliens in Queensland 1914-1920

Before the outbreak of the First World War in August 1914, German migrants were held in high esteem for their industriousness and agricultural skills. Successive Queensland governments actively encouraged German immigrants, who came to dominate rural communities in the Logan River district, Lockyer Valley, Darling Downs, Binjour Plateau in the Burnett, and centres in the far north. With the declaration of war, however, the strength of that admiration was soon to be tested..

RECRUITMENT AND ENLISTMENT

Qld State Archives Historical Essay

http://www.archives.qld.gov.au/Researchers/History/HistoricalEssays/Pages/recruitment_and_enlistment.aspx

'We must keep the fires of enthusiasm burning right throughout the State'

Approximately 417,000 Australians enlisted voluntarily between 1914 and 1918, of which more than 57,700 were Queenslanders. This figure constituted about 40 per cent of all men aged between 18 and 45 years of age.

CONSCRIPTION DEBATE

Qld State Archives Historical Essay

<http://www.archives.qld.gov.au/Researchers/History/HistoricalEssays/Pages/Conscription-debate.aspx>

'No place for rail sitters': the conscription debate in Queensland during the First World War

The number of men enlisting for active service at the outbreak of the First World War was high. However, by late 1915, as casualties rose and enlistments fell, the AIF faced a shortage of men.

GENERIC LEARNING RESOURCES about AUSTRALIA's MILITARY CAMPAIGNS

Department of Veteran's Affairs Australians at War project

<http://www.australiansatwar.gov.au/>



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FROMELLES DNA PROJECT

Department of Veteran's Affairs - Australian Remembrance Trail

<http://www.wv1westernfront.gov.au/fromelles/pheasant-wood/exhumation-and-identification.php>

Australian Defence Forces

<http://www.army.gov.au/our-work/unrecovered-war-casualties-army/fromelles/the-fromelles-project>

60 Minutes (video clip, "Finding Cobber" 13:33)

<http://www.9jumpin.com.au/show/60minutes/videos/4153839414001/>



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ANSWER SHEET FOR TEACHERS

Refers to Student Workbook. The answers provided in the following section are examples of appropriate responses to **content** that students may give. Several tasks require responses elicited from observations and label texts. Other questions ask for personal responses.

Thus, it is recommended that this answer sheet is used as guide only and that all reasonable responses should be considered and can be justified or contested as part of the inquiry process.

Pre-excursion activities

ACTIVITY 1: Inventory Log

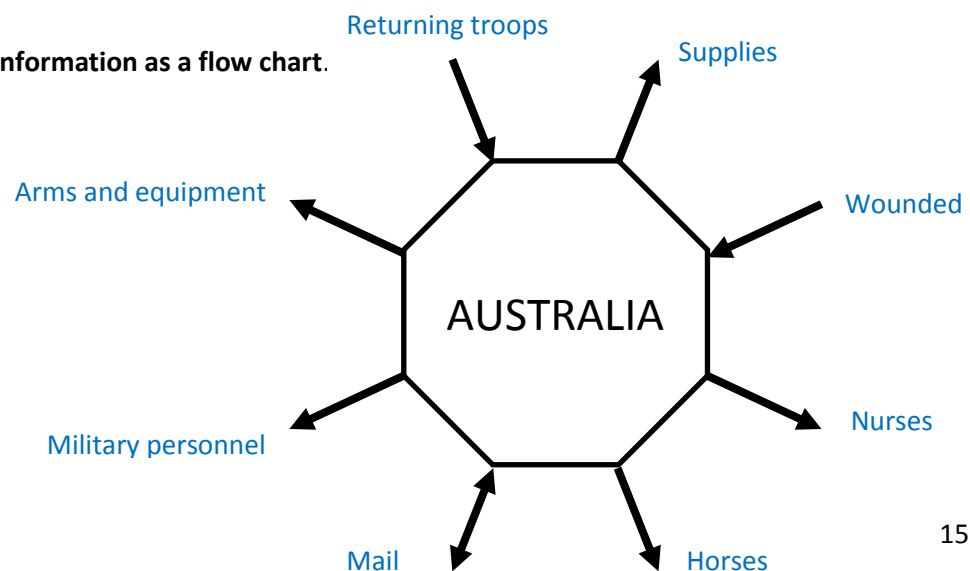
Consider the word “logistics” in the context of wartime.

TASK: Write a brief definition of this term: Activity organising the movement and accommodation of equipment and/or troops

TASK: Record a list of things that would need to be transported by rail during the war effort.

FROM:	
Country towns to cities	Recruits, livestock, goods for Red Cross parcels, primary produce
Towns and cities to ports	As above, nurses, manufactured goods
Australian ports to foreign ports	All of the above, mail
Ports to battle fields	Troops, horses, supplies, mail, Red Cross parcels
Battle fields to Ports	Wounded soldiers, messages, prisoners ,war trophies

TASK: Express this information as a flow chart.





ACTIVITY 2: Photo Analysis

Students' own observations and responses

Excursion activities

ACTIVITY 1: Get on Board

TASK:

1. Take a close look at the six posters. Find the relevance to railways in all of them.

Clue: Look at imagery, language and purpose.

2. Identify any tactics that were used to 'sell' the idea of enlisting. Tick all that apply.

	<i>Railways and Tramways Infantry Reinforcement Unit (1917)</i>	<i>Your King & Country Need You (1914)</i>	<i>Get into the right train of mind (1914-1918)</i>	<i>Keep 'em going! (1917)</i>	<i>War: Recruiting depot at Hornsby (c1914)</i>	<i>There's Room For You (c1916-17)</i>
a	✓	✓	✓	✓	✓	✓
b			✓			
c	✓		✓		✓	✓
d	✓	✓	✓		✓	✓
e		✓	✓	✓		✓

TASK: Marketing is big part of 21st century culture and consumerism. If you were an advertising agent, how could you get the same message across, today?

List the tactics you would use: web sites and pop-up ads, slogans, jingles, catchphrases, social media, posters, graffiti, advertisements, interviews, articles in print media, flash mobs, TV, celebrity endorsement, government grants or subsidies, etc

TASK: Find images and information about Recruiting Trains to answer:

- **Why** were trains and stations chosen as recruitment offices? They were visible, central, accessible, mobile and ran to a schedule which could be publicised. Recruits could be 'collected' and transported rapidly.
- **How many** Recruiting Trains were dispatched between Aug 15 and Aug 19, 1915? 5
- **Who** might have been in the Recruitment Team? Previously recruited troops and returned soldiers, Medics (doctors, nurses, dentists), Administrative staff
- **Why** were women and children awaiting the arrival of the Recruiting Train at Wallumbilla? To cheer on the recruits and say their goodbyes to members of their own and neighbouring communities
- **How** (with what) were Recruiting Trains decorated? Flags, bunting, portraits of the King, patriotic slogans

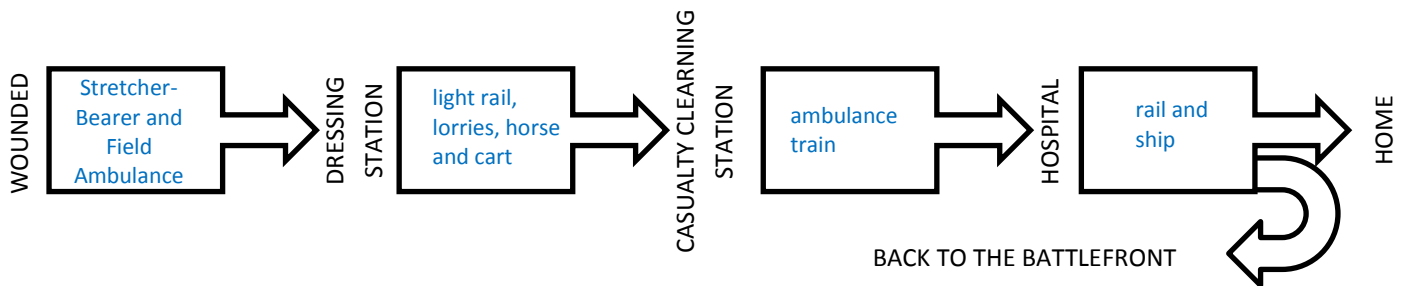


ACTIVITY 2: Evacuation station

TASK: Write a brief diary entry: [Students' own responses](#)

TASK: Fill in the 'T' chart: [Students' own responses](#)

TASK: Track the movement of war casualties and the modes of transport used.
Use the modes of transport from the list and place them in the boxes below:



ACTIVITY 3: Role of women

What were the women on horseback doing? [Collecting to buy comforts](#)

What are the women in this photo doing? [Knitting and sewing socks for troops](#)

Where was this photo taken? [London Bridge Station, UK](#)

Were roles for women different in Australia? [Yes - less inclination for women to adopt traditionally male roles in the workforce](#)

What could the reason/s be? Perhaps a higher percentage of [men were removed from the workforce due to enlistment/longer engagement in this and previous wars](#)

Why was Irene Edgar mentioned? [Irene was one of few Queensland women employed in the railway industry – although only in an administrative role](#)

TASK: Tick statements that indicate the attitudes of that era in Australia.

- Mothers should raise patriotic sons
- Women need the protection of men
- Women prefer to marry men in uniform
- Women should encourage men to enlist
- Women should perform all the jobs of men in their absence
- Mothers should vote no to conscription to prevent sons being killed [Both apply](#)



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TASK: Locate the panel, *A Women's Influence* and find reference to the White Feather Legion.

What did the white feather symbolise? [Cowardice](#)

[Critique of practice](#) are student's own responses

ACTIVITY 4: Give me a voice

[Students' own creative responses](#)

ACTIVITY 5: Language of objects

[Students' own creative responses](#) with the following identifications:

1. Brass shell casing (spent ammunition). Rail transported large quantities of ammunition and mounted guns of this calibre.
2. Cigarette case owned by Engine Driver Edward. Gilchrist Hope. He was carrying the case when hit by a bullet, saving his life.
3. Notice suggesting anti-German sentiment, 1916. Response to internal Queensland Rail memorandum. This memo requested all employees with German-sounding names to be identified.
4. Railway Service Badge (Great Britain). Worn by men on the home front to avoid being misinterpreted by White Feather League as a man who has deliberately avoided enlistment.

ACTIVITY 8: Salute to another "returned soldier" – meet the Hunslet

TASK: What were Hunslets used for after the war? Why are they part of Queensland's history?

[To freighting harvested sugar cane to the mills efficiently.](#)

[The sugar industry was widespread in Queensland \(also returned soldiers were used as farmers and labourers\).](#)

Post- Excursion activity

TASK: Find the monument in the grounds, outside. Transcribe the inscribed tribute by filling in the missing words

ERECTED TO THE GLORY OF GOD AND IN HONOUR OF THE OFFICERS, NON-COMMISSIONED
OFFICERS AND MEN WHO LEFT THESE WORKS TO FIGHT FOR KING AND EMPIRE IN THE
EUROPEAN WAR.