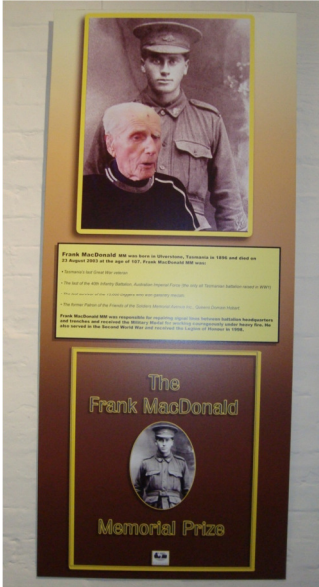


Army Museum of Tasmania

Student Name:.....

GROUND FLOOR



1. Who was Frank McDonald and which war did he fight in?.....

.....

.....

2. Do you know if any of your family members served in this War? Do you know any names?

.....

.....

3. What is the prize?

.....

4. Are you interested in trying for the prize?

.....

GROUND FLOOR



5. What can you learn from this map?
-
-
6. What countries are on this map?
-
-
7. Why do you think those towns are marked?.....
-
-
8. Which war does this map depict the towns of?.....
-

GROUND FLOOR



Cabinet of Trench Art.

1. Choose two pieces of trench art that you find interesting. Describe the pieces and where they are located in the cabinet. Which War did they come from?

.....

.....

.....

2. Why did you choose those two pieces?

.....

.....

3. You could not be blamed for thinking that these pieces were done by professional engravers or artists. Obviously, the person took quite some time as well as care and precision in creating these mementoes, what story could you imagine of a soldier working on one of the pieces that you chose? (just some dot points.)

.....

.....

.....

GROUND FLOOR



1. Name the person this model is supposed to represent.....
2. What era did he live in? Circle the correct answer.
 - a. World War I
 - b. World War II
 - c. Industrial Revolution (Eng)/Colonial Period (Aus)
 - d. The Vietnam War.
3. Why was he in prison?
4. What was his normal job before he was put in prison?
.....

Find this along the way.



5. What is this and what do you think it would have been used for?

.....

(Find the black handle and give it a gentle pull outwards – hear the bell ring!)

.

GROUND FLOOR



This building was used for many purposes and indeed this room that you are standing in was used for another purpose which involved young women and girls.

1. Why were girls were sent here to the Reformatory?

.....

2. Obviously this is a machine used to wring out washing. But what is it called?

.....

3. The Barracks were used as the Hobart Girls Industrial School from.....until.....

Fill in the spaces with the years.

4. Give three personal facts about Victoria May Floyd

.....

.....

.....

GROUND FLOOR



1. The uniform on this model was worn by which regiment?.....

What evidence on the uniform tells you this?.....

2. Find and name 4 other artefacts in this room.

i.....

ii.....

iii.....

iv.....



3. What was this item's name?.....

4. What was it commonly known as?.....

STUDENT NAME:.....

MID LEVEL FLOOR



1. What is the name of the exhibition that this photo appears in?

.....

2. Why do you think that the mother needed to be on a stretcher?

.....

3. Find and describe 3 other artefacts in this room.

i.

.....

ii.

.....

iii.

.....



4. What does UNTAG stand for and what date and country did it take place?

.....

MID LEVEL FLOOR



1. What is this nurse's name?
2. What war did she serve in?
3. Give 4 other facts about her life and service.
 - i.....
 - ii.....
 - iii.....
 - iv.....
4. Find the owners to these sets of medals. Identify their name and rank.



A.

.....



B.



C.



D.



E.



F.



5. What medal were all these Tasmanian soldiers awarded?.....

6. What is the medal awarded for?.....

.....

MID LEVEL FLOOR



1. The sons of this farming property south of Ross had distinguished military careers. What is the name of the property and what was the surname of the family that owned it?

.....



2. Brighton is a town north of Hobart. From 1914, on the northern outskirts of Brighton, the army established a training camp. Find out 3 interesting facts about Brighton camp from this board.

- a.
- b.
- c.



3. 1942 was a year of intense activity in Anglesea Barracks. Describe 3 actions that occurred in 1942 that impacted on the Barracks.

- a.
- b.
- c.

STUDENT NAME:.....

TOP FLOOR



- 1. When was this War?
- 2. What was the war called?
- 3. Give 3 other details that you can find out on this board.

.....

.....

.....



- 4. Who wore the three uniforms shown in this display?.....

.....



- 5. What is the correct name for this sword?.....

TOP FLOOR



1. Which War does this diorama show?
2. What was the name of this tunnel system?
3. What was this tunnel system used for?
.....
4. How many Tasmanians died in this conflict?
5. When did this war occur?

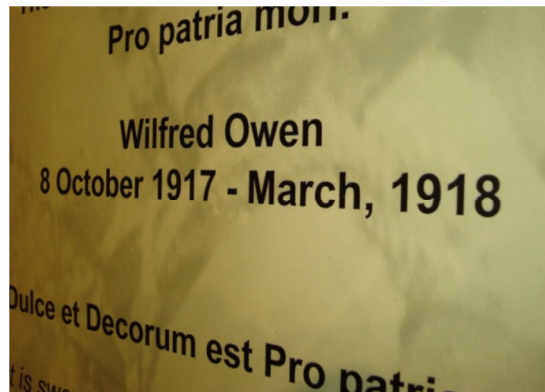


6. Identify the 2 **guns** in this display.....



8. What rifle is this soldier holding?.....

TOP FLOOR



We tend to identify weapons of mass destruction with the onset of the Iraqi conflict and ‘Operation Desert Storm’. However, the truth is that in any war, the idea is to inflict as many casualties on the enemy as possible, while preserving the lives of your own fighters. This leads to many ideas of biological and chemical warfare – most of which are outlawed. Wilfred Owen was a poet-soldier. The propaganda machine in England was inspiring young men to join up (or they were conscripted) to do ‘their bit for King and Country’ (pro patria mori – die for your country). It was seen as being honourable.

Read this poem and answer the following questions:

1. What is the chemical that is being described in this poem?
2. Which war was being fought at the time?
3. What part of the body was destroyed by the mustard gas?.....
4. Which words tell you that the going was hard on the men?.....
.....
.....
5. Wilfred Owen was killed in the war. How many months did he survive in the conflict?
6. This poem is called ‘the best known poem’ of WWI. Why do you think that it is so?
.....
.....
.....

TOP FLOOR



1. This is part of a photograph. What is the title on the board?

.....

2. What are the years of this war?

3. 19..... until 19.....



4. What is this weapon's name and how is it different to a rifle?

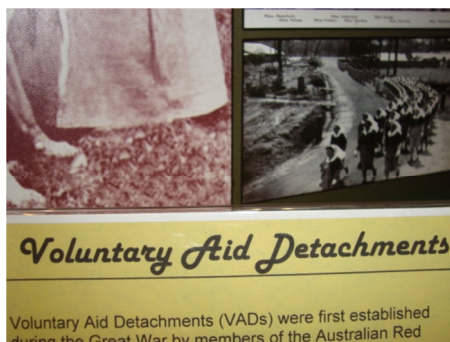
.....

5. When was it used?

6. Was this weapon use by the enemy or the allies?

.....

TOP FLOOR



1. What was the primary role of the V.A.D members and what tasks did they undertake?.....
.....
2. Which war did they serve in?
3. Who set up the V.A.Ds?



4. In which war was this uniform worn?.....



5. What war or period were these photos?.....

.....

.....

STUDENT NAME:.....

You will be taken to another area in the Museum. Here you will be invited to try on some of the Army uniform from the wars.

TASK 1: At Anglesea Barracks

1. Put on the uniform carefully.
2. Pose with friends in an army pose of the time. Consider how people behaved in front of a camera in those days (you weren't allowed to smile, or move because the shot could take up to 30 seconds to imprint on the frame.)
3. Think about what you are leaving behind and that once you have gone, there will be no holidays home until the end of the War – if you survive!

TASK 2: At school, or on a computer at home

1. Create a collage of photos with your friends of your time at Anglesea Barracks. What memories have you created?
2. Put the printed sheet of your collage on top of all your answer sheets. Put the answer sheets into chronological order of army history from the colonial period to today. Here is your souvenir of your visit.

NOTES TO THE TEACHER:

The Army Museum Tasmania welcomes you and your students to this trove of colonial and war time artefacts and memorabilia. These sheets have been designed for Grade 9 and Grade 10 History students in line with the ACARA Curriculum document.

Our aim is to provide students with a small unit of work about the Tasmanian contribution to the Australian Army's commitment and arenas of engagement throughout History since Federation; with some understanding of early policing in Van Diemen's Land and responsibilities post-1856 in colonial Tasmania.

Teachers need to photocopy enough booklets, one for each student. As the 2nd task asks the students to place the sheets in chronological order, the booklets need to be single sided, unless you wish not to do that task.

The Museum is compact in size and therefore it is advised that you arrange your students in small groups and then each group can visit a floor level and rotate around them. Students will need pencils/pens and a photo taking device. Unlike most museums, taking photographs is allowed. Photographs actually form part of the finishing tasks. The booklet is designed to become your students' souvenir of their visit to the Army Museum Tasmania.

Please request your students to respect the Museum space as the individual rooms are small and there may be members of the public also visiting at the same time. There will be a volunteer guide to assist you at the Museum with any difficulties. There is one small toilet on-site. As there are original wooden stairs in place, the museum is not geared for those with limited mobility, although there are things to see and do on the ground floor. Even mobile students need to take care on the stairs.

We hope you and your students enjoy your experience of discovery and learning at AMT!