

ACTIVITY	INSTRUCTIONS	TARGETED OUTCOMES	SYLLABUS LINKS (STUDENTS...)
ANNOTATED TIMELINE	Students work through the documents in sequence to develop an annotated timeline of Captain Linklater's wartime service.	5.4, 5.6	<ul style="list-style-type: none"> identify the places where Australians fought in World War I describe the experiences of Australians in the Gallipoli campaign using a variety of sources, including a database or website
HISTORY MYSTERY	Students use document 19 ("A fine chap, one of the best") to solve the mystery of what happened to Captain Linklater when he went missing. They present their findings in either a letter to Dorothy Linklater from the Red Cross or a newspaper obituary.	5.5, 5.6	<ul style="list-style-type: none"> identify the places where Australians fought in World War I identify, comprehend and use historical sources as part of an historical inquiry
DIARY	Students examine the documents to create a series of diary entries that Captain Linklater may have kept. They should research further afield to add detail and supplement what he would have experienced but didn't write to Dorothy about.	5.4, 5.5, 5.6, 5.10	<ul style="list-style-type: none"> describe Australia's relationship with Britain in 1914 identify the places where Australians fought in World War I describe the experiences....
JIGSAW	In pairs, students each take on one document. They analyse it thoroughly (using the source analysis rubric on the 'Students' page and/or the questions accompanying each source) and perhaps do some additional research into the document's context. Each pair presents their findings to the class in a five-minute oral presentation. Their objective is to answer the question: 'How is this source useful to a historian studying Australia's involvement in the First World War?'	5.5, 5.6, 5.7, 5.10	<ul style="list-style-type: none"> identify, comprehend and use historical sources, including a database/website, as part of a historical inquiry. interpret history within the context of the actions, values, attitudes and motives of people from the past
NARRATIVE	Students write a biography of Linklater based on a sequential study of the documents. The teacher can nominate a text type (historical narrative/ recount, newspaper article or obituary, Anzac Day speech etc.) and assess the work both according to its content and style.	5.5, 5.6, 5.10	<ul style="list-style-type: none"> identify the places... describe the experiences.... identify, comprehend and....
MUSEUM EXHIBITION	The class discusses and identifies the purposes of a museum in interpreting history and commemorating events of national importance. Students design an exhibition on Charles Linklater's war, determining which sources and photographs they would display and how they would use space in a room to tell his story. This activity could be linked to a visit to the Australian War Memorial. Students can use digital cameras to photograph relics they would include in their exhibition. Alternatively, the AWM's website includes images of many items.	5.5, 5.6, 5.10	<ul style="list-style-type: none"> identify, comprehend and use historical sources.... outline the ways that Australia has commemorated World War I over time