Australians at War: World War II

Applicable for use in Australian Curriculum: Year 10 and Stage 5 NSW History Syllabus – Australians at War (WWII)

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Shore School, New South Wales
This Unit has thirty lessons taught over a ten-week period.
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Aims and Objectives

Knowledge and Understanding

Key Inquiry Questions

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

Outcomes

A student:

- explains and assesses the historical forces and factors that shaped the modern world and Australia (HT5-1)
- sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia (HT5-2)
- explains and analyses the causes and effects of events and developments in the modern world and Australia (HT5-4)
- identifies and evaluates the usefulness of sources in the historical inquiry process (HT5-5)
- explains different contexts, perspectives and interpretations of the modern world and Australia (HT5-7)
- applies a range of relevant historical terms and concepts when communicating an understanding of the past (HT5-9)
- selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences (HT5-10).


Skills

Historical Skills

- Comprehension: chronology, terms and concepts.
- Analysis and use of sources.
- Perspectives and interpretations.
- Empathetic understanding.
- Research.
- Explanation and communication.
**Historical Concepts**

The following historical concepts are integrated into the lesson sequences:
- continuity and change
- cause and effect
- perspectives
- empathetic understanding
- significance
- contestability.

**Teachers Note**
- This unit is designed for classes with an interest in military history.
- It has strong focus on source work and student research. Teachers will provide an outline of the causes, course and impact of the war and students will engage in research on specific aspects of the war.
- Elements of the Overview Unit have been integrated into the unit but could be removed if a teacher has taught the Overview Unit separately.
- The Unit of Work is also designed to be used as a register with space provide for evaluation and modifications.
- A range of activities has been provided. Teachers should not expect to complete all activities and should select the activities and tasks that are most appropriate for their class.
- Technology is incorporated into most lessons with the use of interactive maps and online games and activities integrated where appropriate. There are also four PowerPoints that can be shown to classes. These are primarily visual and some contain embedded videos clips. Links to the sources for the photos are provided in the notes of the PowerPoint.
- Extension activities have generally been left open-ended in terms of the form to allow teachers to cater to the skills of those needing extension.
- There are teacher resources provided for most topics. These are generally electronic copies of journal articles provided by organisations such as the Australian War Memorial (AWM) and the BBC. They would be particularly useful for teachers who are new to teaching the topic. The AWM’s Recommended Reading List has also been provided.
- While relevant chapters of NSW *Retroactive 2* textbook (NSW Syllabus) have been provided the unit could be taught with most textbooks written for the NSW Syllabus.
# Course Overview

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| 1    | 1      | **The Interwar Years**<br>An Overview of the Causes of WWII<br>

**Textbook**<br>The Interwar Years (Integration of Overview)<br>Retroactive 2, Chapter OV1:5.<br>• Roaring Twenties<br>• Great Depression<br>**An Overview of the Causes of WWII**<br>Retroactive 2, Chapter 3b:1.<br>• Causes of WWII in Europe<br>  – The Treaty of Versailles and the rise of the Nazi Party (Integration of Overview)<br>  – German aggressive nationalism (Integration of Overview)<br>  – Appeasement<br>  – Invasion of Poland<br>• Causes of WWII in Asia<br>  – Asian nationalism especially Japan (Integration of Overview)<br>  – Bombing of Pearl Harbor<br>**Learning Activities**<br>• Give students a sense of what life was like in Australia between the wars by listening to excerpts of the podcast “The Years That Made Us” by Chris Masters about the nature of Australia Between the Wars.<br>http://mpegmedia.abc.net.au/rn/podcast/2013/06/sea_20130622_0820.mp3<br>• Check students prior knowledge – Get students brainstorm what they think are the causes of WWII.<br>• Watch the BBC’s interactive video (about 10 minutes) on the Causes of WWII.<br>www.bbc.co.uk/schools/gcsebitesize/history/mwh/ir1/war2act.shtml. As they watch they should add to their initial ideas about the causes of the war.<br>• Discuss the causes of the war in the Pacific especially Asian nationalism and the bombing of Pearl Harbor.<br>• Discuss the similarities and the differences between the outbreak of war in Europe and the Pacific. | Integration of the Overview<br>• The emergence and nature of significant economic, social and political ideas in the period including nationalism<br>• The inter-war years between World War I and World War II, including the Treaty of Versailles, the Roaring Twenties and the Great Depression<br>• An overview of the causes of WWII, why men enlisted and where Australians fought (ACDSEH021) (ACDSEH095) (ACDSEH024)<br>  – Outline the main causes WWII<br>  – Locate and sequence the places where Australians fought in WWII<br>  – Explain why Australians enlisted to fight in WWII |
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<td>Why Australia Became Involved in WWII</td>
<td><strong>Extension</strong>&lt;br&gt;• Research the impact of the Great Depression on children and then read an historical fiction novel set in this period. To what degree does the novel accurately reflect life in Australia during the 1930s? The link below is a starting point for novels set in this period. <a href="http://www.downersgrovelibrary.org/kids/books/historical_fiction/great_depression.php">www.downersgrovelibrary.org/kids/books/historical_fiction/great_depression.php</a>&lt;br&gt;• Research the policy of appeasement. Was it an appropriate response to Nazi aggression in the 1930s? Why/why not?&lt;br&gt;&lt;br&gt;<strong>Textbook</strong>&lt;br&gt;<em>Retroactive 2</em>, Chapter 3b:1.&lt;br&gt;• Australia’s declaration of war on Germany and Japan.&lt;br&gt;• Reasons for the declarations of war.&lt;br&gt;• Reasons for the early enlistment and enthusiasm of Australians.&lt;br&gt;&lt;br&gt;<strong>Learning Activities</strong>&lt;br&gt;• Listen to Menzies’ declaration of war on Germany. Students write down the reasons Menzies gives for declaring war on Germany. What does the declaration of war show about Australia’s place in the world in 1939? What does it suggest about her relationship with Britain? <a href="http://aso.gov.au/titles/radio/menzies-speech-declaration-war/clip1">http://aso.gov.au/titles/radio/menzies-speech-declaration-war/clip1</a> (Audio clip of Menzies declaring war with transcript.)&lt;br&gt;• Outline other reasons for the declaration of war. Link back to causes of WWII.&lt;br&gt;• Discuss why men enlisted in the early years of the war – links to Britain, sense of duty, financial motivations, etc.&lt;br&gt;• Discuss why Australia declared war on Japan in 1941.&lt;br&gt;&lt;br&gt;<strong>Skills</strong>&lt;br&gt;<em>Writing</em>&lt;br&gt;• Students write a structured paragraph accounting for Australia’s declaration of war on Germany. Focus on the integration of source material (e.g. quotes from Menzies).</td>
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| 3    | Places Australians Fought/Were Held in WWII | **Textbook**  
*Retroactive 2, Chapter 3*  
- Armed forces – Infantry, Navy, Air Force (Australian and British).  
- Europe, Asia-Pacific, Middle East/North Africa.  
**Learning Activities**  
- Give students an unordered list of important dates in Australia’s military engagement in WWII and get the students to create a timeline of significant battles in WWII (from all theatres) in their exercise books or using Timetoast – an online tool to create timelines ([www.timetoast.com](http://www.timetoast.com)).  
- Once students have created their timeline, they will locate significant places where Australians fought/were held as Prisoners of War on a map using the “Mapping Activity Sheet”. Mark the map with the years that Australia was involved in that location. Students will need to use these maps later in the unit. | | |
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<td><strong>Textbook</strong>&lt;br&gt;Work through a broad narrative of the course of WWII using the animated maps and focussing on the scope and nature of warfare through sources. Spend approximately two lessons on each type of warfare and four lessons on the New Guinea Campaign and the Battles of Kokoda.&lt;br&gt;• Blitzkrieg (Fall of France and Evacuation from Dunkirk).&lt;br&gt;• Air warfare (Battle of Britain).&lt;br&gt;• Siege and desert warfare (North African Campaign).&lt;br&gt;• Jungle warfare: (Burma, New Guinea and Guadalcanal) including specific campaign (New Guinea) and specific battle (Kokoda).&lt;br&gt;• Holocaust and siege warfare on the Eastern Front (Stalingrad and the Holocaust).&lt;br&gt;• End of the war (Western Front and Pacific).&lt;br&gt;&lt;br&gt;<strong>Skills</strong>&lt;br&gt;<em>Source: How do historians use sources?</em>&lt;br&gt;• Using a variety of sources, reinforce from Stage 4 the ways that primary and secondary sources can be useful.&lt;br&gt;• Look at a variety of types of sources and how they can be useful to an historian — photos, diary entries, newspapers articles, etc.&lt;br&gt;• What are limitations of different types of sources?&lt;br&gt;• Students will produce a source book on one of the types of warfare (“Warfare Source Book Task”) as the course of the war is being studied. Give out about mid-way through the unit.</td>
<td><strong>The scope and nature of warfare (ACDSEH095)</strong> <em>(ACDSEH107)</em>&lt;br&gt;– Outline and sequence the changing scope and nature of warfare from trenches in World War I to the Holocaust and the use of the atomic bombs to end World War II&lt;br&gt;• Significant events and the experiences of Australians at war (ACDSEH108)&lt;br&gt;Using sources, students investigate the following features of WWII:&lt;br&gt;– a specific campaign (the New Guinea campaign 1942)&lt;br&gt;– a specific event/incident (Battles for Kokoda)</td>
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<td><strong>Blitzkrieg (Poland, Fall of France and Low Countries) and Evacuation from Dunkirk</strong>&lt;br&gt;<strong>Textbook</strong>&lt;br&gt;&lt;em&gt;Retroactive 2, Chapter 3b:2.&lt;/em&gt;</td>
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<td><strong>Learning Activities</strong>&lt;br&gt;• Teachers may wish to start the study of war in Europe with this time lapse animated map of war in Europe and North Africa (7 minutes) <a href="http://www.openculture.com/2013/10/watch-world-war-ii-rage-across-europe-in-a-7-minute-time-lapse-film.html">www.openculture.com/2013/10/watch-world-war-ii-rage-across-europe-in-a-7-minute-time-lapse-film.html</a> or the Interactive Timeline <a href="http://www.worldology.com/Europe/world_war_2_1940.htm">www.worldology.com/Europe/world_war_2_1940.htm</a>.&lt;br&gt;• If not, go straight to “Germany Advances PowerPoint” to give an overview of the 1939–1940 period. There are links to three short video clips in the PowerPoint.&lt;br&gt;• Students to write down the definition of Blitzkrieg.&lt;br&gt;• Use the BBC animated map of the Fall of France and evacuation from Dunkirk to give students an overview of the speed of the tactic. <a href="http://www.bbc.co.uk/history/worldwars/wwtwo/launch_ani_fall_france_campaign.shtml">www.bbc.co.uk/history/worldwars/wwtwo/launch_ani_fall_france_campaign.shtml</a>&lt;br&gt;&lt;br&gt;<strong>Skills</strong>&lt;br&gt;&lt;em&gt;Writing&lt;/em&gt;&lt;br&gt;• Students to write a structured paragraph explaining why Blitzkrieg was a successful tactic for the Germans in 1939 and 1940.&lt;br&gt;&lt;br&gt;<strong>Source</strong>&lt;br&gt;• Listen to the audio clips of soldiers and civilians involved in the evacuations from Dunkirk <a href="http://www.bbc.co.uk/history/worldwars/wwtwo/dunkirk_audio.shtml">www.bbc.co.uk/history/worldwars/wwtwo/dunkirk_audio.shtml</a> and then complete the “Dunkirk Audio Clips Source” worksheet focusing on the usefulness of primary sources.</td>
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<td><strong>Blitzkrieg (Poland, Fall of France and Low Countries) and Evacuation from Dunkirk</strong></td>
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| 8    | Air Warfare (Battle of Britain) | **Textbook**  
Retroactive 2 Textbook Chapter 3b:2.  
**Learning Activities**  
- Listen to Churchill’s “We shall fight on the beaches” speech as an audio clip.  
  [www.bbc.co.uk/history/worldwars/wwtwo/churchill_audio_01.shtml](http://www.bbc.co.uk/history/worldwars/wwtwo/churchill_audio_01.shtml)  
- Complete the “Fight on the Beaches Source” worksheet, which focuses on the nature of speeches and demonstrates the differences between an audio clip of a speech and a transcript of that speech.  
- Show the BBC interactive animation on the Battle of Britain.  
  [www.bbc.co.uk/history/worldwars/wwtwo/launch_ani_wwtwo_movies_bombers.shtml](http://www.bbc.co.uk/history/worldwars/wwtwo/launch_ani_wwtwo_movies_bombers.shtml)  
- Students to brainstorm about why Germany might have bombed Britain. Discuss bombing targets – military areas, infrastructure, industrial areas, civilian populations, etc. Discuss the positives and negatives of each type of target.  
- Watch an episode on Battle of Britain from Battlefield Detectives, Battlefield Britain, World at War, etc.  
- Students try and defend Britain using the BBC Game “Battlefield Academy”  
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<td><strong>Siege and Desert Warfare (North African Campaign)</strong></td>
<td>Textbook <em>Retroactive 2</em>, Chapter 3b:3.</td>
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<td><strong>Learning Activities</strong></td>
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<td><strong>Siege and Desert Warfare (North African Campaign)</strong></td>
<td>Use the animated maps to give students an overview of the North African Campaign and the Battle of El Alamein. <a href="http://www.bbc.co.uk/history/worldwars/wwtwo/launch_ani_north_africa_campaign.shtml">www.bbc.co.uk/history/worldwars/wwtwo/launch_ani_north_africa_campaign.shtml</a> <a href="http://www.bbc.co.uk/history/worldwars/wwtwo/launch_ani_el_alamein.shtml">www.bbc.co.uk/history/worldwars/wwtwo/launch_ani_el_alamein.shtml</a></td>
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<td>Complete the “North Africa Campaign Map” worksheet based on the chronology of the North Africa Campaign.</td>
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<td>Students can have a look at the nature of Panzer tanks used in North Africa. The activity covers many other aspects of WWII and so could be used to compare different weapons across different theatres. <a href="http://www.history.com/interactives/inside-wwii-interactive">www.history.com/interactives/inside-wwii-interactive</a></td>
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<td>This activity <a href="http://www.history.com/topics/nazi-party/interactives/wwii-experience">www.history.com/topics/nazi-party/interactives/wwii-experience</a> gives students a sense of what the fighting was like in North Africa.</td>
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<td><strong>Note:</strong> students will need to download the game onto their computer.</td>
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<td>Two-minute clip on the fighting in North Africa with original footage. <a href="http://www.history.com/topics/nazi-party/videos#north-africa-campaign">www.history.com/topics/nazi-party/videos#north-africa-campaign</a></td>
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<td>Students to compare and contrast the nature of the warfare in North Africa in 1941/1942 with the nature of warfare on the Western Front in 1940.</td>
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<td>Learning Activities</td>
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<td>• Using the map the students have from the start of the unit, have them hypothesise about why Singapore would be strategically important.</td>
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<td>• Give a brief overview of the invasion of Malaya and the Fall of Singapore or let students read about it at <a href="http://www.ww2australia.gov.au/japadvance/singapore.html">www.ww2australia.gov.au/japadvance/singapore.html</a>.</td>
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<td>• Why did Singapore fall? What would this mean for Australia?</td>
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<td>• Listen the Curtin’s “Australia now looks to America” speech <a href="http://john.curtin.edu.au/audio/00434.html">http://john.curtin.edu.au/audio/00434.html</a>. As they listen, students to jot down the reasons Curtin gives for the shift in policy. Afterwards students work out how the speech would have affected Australia’s relationship with Britain and America.</td>
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<td>• Conduct a class debate on whether Britain should have sent troops to help defend Australia.</td>
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<td>• Complete the “Malaya Photos” worksheet on the usefulness of photos to historians studying the Invasion of Malaya and the Fall of Singapore.</td>
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<td>• Watch and take notes on Episode 5 of “Australians at War”, which gives an overview of the nature of jungle warfare, the role of nurses, experiences of POWs.</td>
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<td>13</td>
<td>Jungle Warfare (Malaya, New Guinea and Guadalcanal)</td>
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| 14   | New Guinea Campaign and the Battle for Kokoda (Specific Campaign and Specific Battle) | Textbook *Retroactive* 2, Chapter 3b:7.  
Learning Activities:  
- Students to locate the Owen Stanley Ranges, Port Moresby, the Coral Sea, Kokoda, Buna, Gona, and Milne Bay on “New Guinea Map”.  
- Using this map and their map of the world from the start of the unit, explain why New Guinea was thought to be strategically important and why its invasion would have been seen as threatening to Australia.  
- Use the animated map to give students an overview of the New Guinea Campaign. [www.pacificwaranimated.com/NewGuinea.html](http://www.pacificwaranimated.com/NewGuinea.html)  
- Look at the use of conscripted troops:  
  - What was National Service?  
  - Why was it implemented?  
  - Parameters.  
- Compare its attempted introduction in WWI to its introduction in WWII.  
- Why was the reaction different? (Focus on the threat to Australia and “land based service”.)  
- Controversy regarding the Militia’s (conscripts) use and effectiveness in New Guinea.  
- Study a variety of significant battles including:  
  - Battle of the Coral Sea  
  - Battles for the Kokoda Trail  
  - Battle of Milne Bay  
  - Battle of Buna-Gona  
  - Wau-Salamaua Campaign  
  - air campaign in New Guinea.  
- Divide the class into five groups. Each group will investigate one of the above battles and create a documentary on it (“New Guinea Campaign Documentaries”). Teachers should teach the Battles for Kokoda Track to model the depth required.  
- Read “The Digger of Kokoda” newspaper article about a Japanese soldier’s quest to find the bodies of his friends. How does this perspective fit with the students’ understanding of Japanese soldiers?  
- Look at contribution of others to the campaign e.g. the US and “Fuzzy Wuzzy” Angels. [www.kokodatrackfoundation.org/fuzzy-wuzzy-angels.aspx](http://www.kokodatrackfoundation.org/fuzzy-wuzzy-angels.aspx) |                                           |            |
<p>| 15   | New Guinea Campaign and the Battle for Kokoda (Specific Campaign and Specific Battle) |                                                                                                                                            |                                           |            |</p>
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<td><strong>Extension</strong></td>
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<td>• Investigate the Battle of Guadalcanal. Account for Allied victory and/or assess its significance to the outcome of the war.</td>
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<td>• Investigate Damien Parer’s contributions to the war effort as a filmmaker and photographer. Create a virtual exhibition of his photos and/or films that demonstrates the nature and purpose of war photography.</td>
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<td>• With specific reference to two historians, how have historians’ assessments of the nature and importance of Kokoda changed over time?</td>
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<td>• Study the nature of warfare and the experiences of soldiers through the use of primary sources, especially photos and videos clips. How did the nature of jungle warfare differ from other types of warfare? What are the issues with primary sources for topics like the nature of warfare and soldier experiences?</td>
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<td>• Listen to the ““Angels Poem” <a href="http://www.ww2australia.gov.au/asfaras/angels.html">www.ww2australia.gov.au/asfaras/angels.html</a>. Discuss how the nature of a poem may affect its usefulness as a source. How could an historian use it? What would be its limitations?</td>
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<td>6</td>
<td>16</td>
<td>Holocaust and Siege Warfare on the Eastern Front: (Stalingrad and the Holocaust)</td>
<td>Textbook&lt;br&gt;<em>Retroactive 2, Chapter 3b:4 and 3b:5.</em>&lt;br&gt;&lt;br&gt;Note: The Holocaust will be done as a Depth Study in Year 10.</td>
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<td>17</td>
<td>Holocaust and Siege Warfare on the Eastern Front: (Stalingrad and the Holocaust)</td>
<td>Learning Activities&lt;br&gt;• Watch a documentary on the nature of the warfare at Stalingrad (e.g. an episode on Stalingrad from Line of Fire or Battlefield Detectives).&lt;br&gt;2½ minute clip on the fighting at Stalingrad: <a href="http://www.history.com/topics/nazi-party/videos#world-war-ii-battle-of-stalingrad">www.history.com/topics/nazi-party/videos#world-war-ii-battle-of-stalingrad</a>&lt;br&gt;• Students to write notes as they watch on the nature of siege warfare and Rattenkrieg. How did the nature of the warfare affect the eventual outcomes? How does the nature of the fighting differ from the fighting on the Western Front?&lt;br&gt;• Use the interactive timeline to give students an overview of the Holocaust, focussing on the Holocaust as an aspect of the war. Interactive timeline on the Holocaust that also shows students about the gradual increase in persecution: <a href="http://www.bbc.co.uk/history/interactive/timelines/nazi_genocide_timeline/index_embed.shtml">www.bbc.co.uk/history/interactive/timelines/nazi_genocide_timeline/index_embed.shtml</a>&lt;br&gt;• Use the “Holocaust” PowerPoint to give students a sense of nature ghettos, concentration camps and extermination centres.&lt;br&gt;• Students to find a source written by a teenaged survivor of the Holocaust. Try to find a source that describes their treatment by the Germans (or their allies).&lt;br&gt;&lt;br&gt;Skills&lt;br&gt;<em>Source</em>&lt;br&gt;• The “Source Task” on Stalingrad could be used as an assessment task for source skills.</td>
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<td>End of the War (Western Front and Pacific)</td>
<td><strong>Textbook</strong>&lt;br&gt; <em>Retroactive 2, Chapter 3b:8.</em></td>
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<td><strong>Learning Activities</strong>&lt;br&gt; <em>The Western Front</em></td>
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<td>• Use the animated map of Operation Overlord to give students an overview of the operation. <a href="http://www.bbc.co.uk/history/worldwars/wwtwo/launch_ani_overlord_campaign.shtml">www.bbc.co.uk/history/worldwars/wwtwo/launch_ani_overlord_campaign.shtml</a></td>
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<td>• The interactive clips also show aspects D-Day (it also has clips on Dunkirk, the Blitz, etc.) <a href="http://www.bbc.co.uk/history/worldwars/wwtwo/launch_ani_wwtwo_movies_dday.shtml">www.bbc.co.uk/history/worldwars/wwtwo/launch_ani_wwtwo_movies_dday.shtml</a></td>
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<td>• Listen to a selection of audio clips from those involved in the D-Day Landings. What would make each of these sources useful to an historian? <a href="http://www.bbc.co.uk/history/worldwars/wwtwo/dday_audio.shtml">www.bbc.co.uk/history/worldwars/wwtwo/dday_audio.shtml</a></td>
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<td>• Practice summarising skills using the “Normandy Web Activity”. Focus on helping the students to pick the important information in a text. (You may choose to use a different journal article or a chapter of a book.) Listen to Churchill’s victory speech. Why does Churchill suggest the Allies were victorious? <a href="http://www.bbc.co.uk/history/worldwars/wwtwo/churchill_audio_01.shtml">www.bbc.co.uk/history/worldwars/wwtwo/churchill_audio_01.shtml</a></td>
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<td><strong>Pacific</strong></td>
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<td>• Explain how atomic weapons work.</td>
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<td>• Discuss the ethical issues associated with the use of atomic weapons. Why were they used on Japan and not on Germany? Why is the use of atomic weapons different to, say, the firebombing of Tokyo?</td>
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<td>• Investigate the collection of Primary Sources on the decision the drop atomic bombs on Japan. Visit <a href="http://www.dannen.com/decision/index.html">www.dannen.com/decision/index.html</a> or go through the simpler summary of the use of atomic weapons in WWII at <a href="http://www.ducksters.com/history/world_war_ii/ww2_atomic_bomb.php">www.ducksters.com/history/world_war_ii/ww2_atomic_bomb.php</a>. The second link also has 10 multiple-choice questions at the end.</td>
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<td>• Watch the 12-minute clip on YouTube from the 1946 film showing the destruction of Hiroshima. (<a href="http://www.youtube.com/watch?v=d3oSS_Fp-ca">www.youtube.com/watch?v=d3oSS_Fp-ca</a>)</td>
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<td>• Show the “After the Bomb” PowerPoint, which has 20 photos from Time magazine of the aftermath of the bombing.</td>
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<td>• As a class or individually, students complete the interactive activity on the use of atomic weapons at <a href="http://www.bbc.co.uk/bitesize/ks3/history/20th_century/hiroshima/activity">www.bbc.co.uk/bitesize/ks3/history/20th_century/hiroshima/activity</a>.</td>
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| 19   |        | • Many aspects (from justification to long term effects) of the bombing are covered at [http://atomicbombmuseum.org/index.shtml](http://atomicbombmuseum.org/index.shtml).  
  **Note:** Use with caution – there are some graphic images that may be disturbing to some students  
  • Conduct a class debate on whether the bombs should have been dropped on Hiroshima and Nagasaki. |  |  |
| 20   | Prisoners of War | Textbook *Retroactive 2, Chapter 3b:7.*  
  • Nature of POWs.  
  • Overview of the experiences of European and Japanese POWs.  
  • How and why did they differ?  
  • Focus on the experiences of a group of POWs in Asia (e.g. Thai-Burma Railway, Sandakan, etc.).  
  • Role of POWs in the Anzac legend?  
  **Learning Activities**  
  • Go through a general overview of how POWs were captured and why it was a bigger issue in WWII than in WWI. Cover POWs of the Japanese and the Germans/Italians. Discuss the reasons why conditions in the Japanese camps were generally worse than the German camps, including the role of the Geneva Convention, access to Red Cross Parcels, the role of officers, etc.  
  • Outline some notorious Japanese camps, including camps on the Thai-Burma Railway (including Hellfire Pass) and Sandakan. Get students to mark them on their maps from the beginning of the unit. |  | • Significant events and the experiences of Australians at war (ACDSEH108)  
  Using sources, students investigate the following features of WWII:  
  − prisoners of war  
  − the role of women  
  − participation of Aboriginal Australians and Torres Strait Islanders  
  • Impact of WWII on Australia (ACDSEH096) (ACDSEH109)  
  − Changing roles of women |  |
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<td>• Use the Australian “POWs” PowerPoint to give student a sense of what life was life in the camps. Most photos are from the Thai-Burma Railway and come from the AWM and DVA.</td>
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<td>• Contact your local RSL to see if there are any local POWs who might come to speak with your class about their experiences.</td>
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<td><strong>Skills</strong>&lt;br&gt;<strong>Research</strong>&lt;br&gt;• In pairs students will research the experiences of POW of the Germans and a POW of the Japanese. Present the research as two biographical entries in an anthology of POWs experiences (“POW Research Task”).&lt;br&gt;• This task could easily be altered to research the experiences of Australian service women/civilian internees.</td>
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| 8    | 22     | **Role of Women**  | **Textbook** Retroactive 2, Chapter 3b:10.  
- Overview of the contribution of women to the war effort on the home front and in the military (e.g. nursing, employment, fundraising, caring for returning soldiers, Land Army, WAAAF, WRANS, AWAS).  
- Differences between women’s involvement in WWII and WWII including the scale of and nature of involvement.  
- Reasons for the differences – historical context, scale and location of the conflict, building on WWI.  
- Long term effects of women’s involvement WWII – Link to women’s liberation, equal pay, etc.  

**Learning Activities**  
- Students read an overview of women’s role in WWII in a textbook.  
- Conduct a class discussion comparing and contrasting the experiences of women in WWI and WWII. Create a Venn diagram that shows what was similar and what was different.  
- Look at one area in which women made a significant contribution (e.g. Land Army).  
  - What did they do?  
  - Why was it essential?  
  - Why was it significant?  
  - How did it differ from women’s experiences prior to WWII?  
- The task on POWs could be altered to be done on the experiences of Australian nurses/civilian internees in WWII.  

**Skills**  
**Source**  
- Look at the sources on Women’s Role in WWII at the website below. Each source has information on how historians would find the content of the sources useful, which is helpful for modelling.  
  https://fuse.education.vic.gov.au/content/7d429164-402a-49b4-9742-a9bbc454b799/p/index.html# |
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| 24   | Participation of Aboriginal Australians and Torres Strait Islanders | **Textbook**  
*Retroactive 2, 3b:1.*  
- How Aboriginal Australians and Torres Strait Islanders contributed to WWII – scale and nature.  
- Involvement in the Armed Forces and on the Home Front.  
- Limitations placed on Aboriginal Australians and Torres Strait Islanders.  
- Treatment post-WWII, including by the RSL.  

**Learning Activities**  
- Summarise the contributions Aboriginal and Torres Strait Islander Peoples made to WWII and why these were important during WWII especially in the north of Australia.  
- As a class discuss why the government limited Aboriginal Australians’ contributions.  
  - How did it compare to WWI?  
  - Why were they treated so poorly when they returned?  
- Watch presentation by Angus Houston on Indigenous War Service.  
  www.youtube.com/watch?v=Ycgkhl8q2y8&feature=g-upl&context=G2778a31AUAAAAAAAAAA  
- Visit the online exhibition of the contribution of Indigenous soldiers to WWII.  
- Create a Facebook fan page or a biography suitable for publication in a children’s encyclopaedia for Reg Saunders. Ensure your page/biography focuses on his contribution to WWII.  

**Skills**  
**Research**  
- Students will research an Australian who served in WWII. This may be a relative, a neighbour, an ex-student, etc. Create a report on their involvement detailing background and reasons for enlistment, where they served, the nature of their involvement, any commendations, and experiences after being released from service.  

**Note:** You may elect not to do this if your class has already completed the “POW Research Task”.

Australian Government
Department of Veterans’ Affairs
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|      |        | • Resources that are helpful to do this:  
|      |        |   – [www.cwgc.org](http://www.cwgc.org) (Commonwealth War Graves)  
|      |        | • Impact of WWII on Australia (ACDSEH096) (ACDSEH109)  
|      |        |   Outline the Australian governments' control on the home front in WWII for each of the following:  
|      |        |   – conscription  
|      |        |   – use of government propaganda  
|      |        |   – enemy “aliens”  
|      |        |   – wartime controls/censorship |
|      |        | • Textbook  
|      |        | Students learn about the impact that WWII had on the Australian Home Front, including conscription, controls and censorship, propaganda and enemy aliens.  
|      |        | • Conscription (Retroactive 2, Chapter 3b:9)  
|      |        |   – Nature of conscription in WWII.  
|      |        |   – How and why it was introduced.  
|      |        |   – The impact that conscription had Australia’s involvement in WWII.  
|      |        |   – Link to the use of conscripted troops at Kokoda.  
|      |        | • Propaganda (Retroactive 2, Chapter 3b:9)  
|      |        |   – Nature of propaganda in WWII.  
|      |        |   – How and why it was used.  
|      |        |   – Impact of that propaganda had on the home front.  
|      |        | • Enemy “aliens” (Retroactive 2, Chapter 3b:9)  
|      |        |   – Definition.  
|      |        |   – Why they were interred.  
|      |        |   – How it differed from WWI.  
|      |        | • Controls and censorship (Retroactive 2, Chapter 3b:9)  
|      |        |   – Why controls were introduced.  
|      |        |   – Impact of controls on the war effort.  
|      |        |   – Rationing.  
|      |        |   – Censorship.  
|      |        | • Assessment  
|      |        | (ACDSEH096) (ACDSEH109)  
| 9    | 25     |  
| 26   |        |  
| 27   |        |  

The table is structured with headers for Week, Lesson, Content/Activities, State/Territory and ACARA curriculum links, and Assessment. Each row under Content/Activities lists resources and activities related to the Australian Home Front during WWII, with a focus on conscription, propaganda, enemy aliens, controls and censorship, and their impacts. The Assessment section outlines a task requiring students to outline the control on the home front in WWII for the given categories.
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<td></td>
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<td>• Depending on time constraints, other areas that teachers may wish to look are:</td>
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<td>– the impact of US Troops on the Australian Home Front</td>
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<td>– the bombing of the north of Australia</td>
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<td>– the bombing of Darwin</td>
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<td>– Japanese midget submarines in Sydney Harbour</td>
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<td>– the debate about whether Japan intended to invade Australia.</td>
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<td><strong>Learning Activities</strong></td>
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<td>• Divide the class into groups of four. Each member of the group is given one of the areas to summarise (censorship, propaganda, enemy aliens, conscription) using the scaffold provided – “Control of the Home Front” worksheet. Each student then teaches their area to the rest of their group. By the end of the activity each member of the group will have filled out the whole table.</td>
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<td>• Discuss the nature of oral testimonies with the students. Students to find someone who lived through WWII and interview him or her about the impact that WWII had on life in Australia. Write up a transcript of the interview.</td>
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<td>• As a class discuss the similarities and differences between the experiences of civilians during the war. Get students to try to account for the differences.</td>
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<td><strong>Skills</strong></td>
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<td><em>Writing</em></td>
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<td>• Students to write a structured essay that describes the impact of WWII on the Australian home front between 1939 and 1945.</td>
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<td>10</td>
<td>28–29</td>
<td><strong>Impact of WWII on Returned Soldiers and Civilians</strong>&lt;br&gt;<strong>Relationship Between Australia and Other Countries</strong>&lt;br&gt;&lt;br&gt;<em>Textbook</em>&lt;br&gt;Impact of WWII on Returned Soldiers and Civilians&lt;br&gt;Retroactive 2, Chapter 3b:11.&lt;br&gt;• RSL and Department of Veterans’ Affairs.&lt;br&gt;• Prisoners of war.&lt;br&gt;• Women’s Liberation movement.&lt;br&gt;&lt;br&gt;<em>Relationship between Australia and other countries</em>&lt;br&gt;Retroactive 2, Chapter 3b:12.&lt;br&gt;• Commonwealth.&lt;br&gt;• ANZUS and SEATO.&lt;br&gt;• Cold War.&lt;br&gt;&lt;br&gt;<em>Learning Activities</em>&lt;br&gt;• Discuss the issues for returning soldiers especially the difficulties with adjusting back into civilian life.&lt;br&gt;• Discuss the purpose and nature of the RSL and Department of Veterans’ Affairs.&lt;br&gt;• Students to find an interview with/testimony of a returned soldier/nurse about his or her life after war. As a class look for the similarities and differences in their experiences post-WWII.&lt;br&gt;• Watch the 2-minute clip on the return of former POWs (including Weary Dunlop) to the Thai Burma Railway.&lt;br&gt;<a href="http://dl.nfsa.gov.au/module/299">http://dl.nfsa.gov.au/module/299</a>&lt;br&gt;• Discuss how Australia’s involvement in WWII affected its relationship with other countries after WWII (e.g. Japan, Germany, Britain, USA, New Guinea).</td>
<td>• Significance of the wars to Australia <em>(ACDSEH110)</em>&lt;br&gt;– Explain the impact of WWII on returned soldiers/civilians&lt;br&gt;– Analyse the changing relationship of Australia with other countries after World War II</td>
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- Changing nature of commemoration – different types of memorials.  
- Links to Anzac legend – differences between WWI and WWII.  
- Impact of POWs on commemoration.  

**Learning Activities**  
- Give students an overview of the nature and purpose of war commemoration in Australia.  
- Students to find and photograph a war memorial in their local area. Students should record when the memorial was constructed. Print out the photo and bring it in to class.  
- Put the photographs of the memorials out for the students to look at in chronological order (by date of construction). Students to look for similarities and differences in the memorials. How are the WWII memorials different to the WWI memorials? Has the nature of the memorials changed over time?  
- Students to brainstorm about the ways that WWII may have impacted on the Anzac legend. Discuss as a class how issues such as women’s involvement, POWs, etc. fit with the Anzac legend. Has the legend changed or are some contributions ignored?  

**Extension**  
- Read *Zombie Myths of Australian Military History* especially Chapters 5–8. |  
- Commemorations and the nature of the Anzac legend *(ACDSEH097)*  
  - Explain how and why Australians have commemorated the wars  
  - Explain different perspectives on the Anzac legend |  |
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<th>Week</th>
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| 1    | 1      | **Websites**  
  Professor Jeffrey Record reconsidering the policy of appeasement  
  Dr Susan Townsend writing on Japan’s Quest for Empire 1931–1945  
  [www.bbc.co.uk/history/worldwars/wwtwo/japan_quest_empire_01.shtml](http://www.bbc.co.uk/history/worldwars/wwtwo/japan_quest_empire_01.shtml) |
| 1    | 2      | **Websites**  
  Official History of the Australia’s Involvement in the Second World War  
  Article by Mark Johnston on enlistment patterns  
| 2    | 3      | **Websites**  
  Brief timeline and overview – focussed on Europe  
  [www.bbc.co.uk/history/worldwars/wwtwo/ww2_summary_01.shtml](http://www.bbc.co.uk/history/worldwars/wwtwo/ww2_summary_01.shtml)  
  Peter Hart on the Changing Nature of Warfare  
  [www.bbc.co.uk/history/worldwars/wwtwo/gallipoli_dday_01.shtml](http://www.bbc.co.uk/history/worldwars/wwtwo/gallipoli_dday_01.shtml) |
| 2    | 4–5    | **Websites**  
  BBC Website on the Battle of Britain based on the Documentary Series  
  [www.bbc.co.uk/history/battle_of_britain](http://www.bbc.co.uk/history/battle_of_britain)  
  BBC Website on the impact of the German bombing campaign – The Blitz  
  [www.bbc.co.uk/programmes/p01h9d10](http://www.bbc.co.uk/programmes/p01h9d10) |
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| 4    | 10     | **Websites**  
  Article by Professor David Horner on Strategy and Command in 1941  
  Greece and Crete  
  Article by Dr Niall Barr on Rommel and the Middle East  
  [www.bbc.co.uk/history/worldwars/wwtwo/rommel_desert_01.shtml](http://www.bbc.co.uk/history/worldwars/wwtwo/rommel_desert_01.shtml)  
  Article by Prof Richard Holmes on El Alamein  
  [www.bbc.co.uk/history/worldwars/wwtwo/battle_el_alamein_01.shtml](http://www.bbc.co.uk/history/worldwars/wwtwo/battle_el_alamein_01.shtml)  
  Article in *Wartime* by Mark Johnston on El Alamein  
| 11   | 13     | **Websites**  
  Article by Bruce Robinson on the bombing of Pearl Harbor  
  [www.bbc.co.uk/history/worldwars/wwtwo/pearl_harbour_01.shtml](http://www.bbc.co.uk/history/worldwars/wwtwo/pearl_harbour_01.shtml)  
  Dr Chris Coulthard-Clark on the Fall of Singapore  
  Article by Michael Hickey on the Burma Campaign  
  [www.bbc.co.uk/history/worldwars/wwtwo/burma_campaign_01.shtml](http://www.bbc.co.uk/history/worldwars/wwtwo/burma_campaign_01.shtml) | |
| 5    | 14     | **Websites**  
  Useful website for the nature of warfare in New Guinea  
  Article in *Wartime* by Peter Stanley on the New Guinea Campaign  
  Comprehensive overview of Kokoda by Dr Karl James  
  Article by Hiroyuki Ahindo on Japanese Air Operations over New Guinea  
  Kokoda  
| 6    | 16     | **Websites**  
  Article by Professor David Horner on Strategy and Command in 1941  
  Greece and Crete  
  Article by Dr Niall Barr on Rommel and the Middle East  
  [www.bbc.co.uk/history/worldwars/wwtwo/rommel_desert_01.shtml](http://www.bbc.co.uk/history/worldwars/wwtwo/rommel_desert_01.shtml)  
  Article by Prof Richard Holmes on El Alamein  
  [www.bbc.co.uk/history/worldwars/wwtwo/battle_el_alamein_01.shtml](http://www.bbc.co.uk/history/worldwars/wwtwo/battle_el_alamein_01.shtml)  
  Article in *Wartime* by Mark Johnston on El Alamein  
<table>
<thead>
<tr>
<th>Week</th>
<th>Lesson</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td></td>
<td><strong>Websites</strong>&lt;br&gt;Western Front&lt;br&gt;Professor Richard Ovary writing on why the Allies won&lt;br&gt;<a href="http://www.bbc.co.uk/history/worldwars/wwtwo/how_the_allies_won_01.shtml">www.bbc.co.uk/history/worldwars/wwtwo/how_the_allies_won_01.shtml</a>&lt;br&gt;Brief overview of Operation Overlord&lt;br&gt;<a href="http://www.bbc.co.uk/history/worldwars/wwtwo/ff7_overlord.shtml">www.bbc.co.uk/history/worldwars/wwtwo/ff7_overlord.shtml</a>&lt;br&gt;Prof Duncan Anderson on the D-Day Landing&lt;br&gt;<a href="http://www.bbc.co.uk/history/worldwars/wwtwo/dday_beachhead_01.shtml">www.bbc.co.uk/history/worldwars/wwtwo/dday_beachhead_01.shtml</a>&lt;br&gt;<strong>Pacific</strong>&lt;br&gt;Article by Professor Duncan Anderson on the use of Atomic Weapons&lt;br&gt;<a href="http://www.bbc.co.uk/history/worldwars/wwtwo/nuclear_01.shtml">www.bbc.co.uk/history/worldwars/wwtwo/nuclear_01.shtml</a></td>
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<tr>
<td>Week</td>
<td>Lesson</td>
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<td></td>
<td>29–30</td>
<td><strong>Websites</strong>&lt;br&gt;Department of Veterans’ Affairs on the nature of War Memorials&lt;br&gt;www.dva.gov.au/commems_oawg/OAWG/war_memorials/Pages/what war memorial.aspx&lt;br&gt;Department of Veterans’ Affairs on Regional Memorial&lt;br&gt;www.dva.gov.au/commems_oawg/OAWG/war_memorials/Pages/regional_memorials.aspx#forms</td>
</tr>
</tbody>
</table>
Places Where Australian Fought in WWII

Locate and label places where Australians fought during WWII. Mark with the name of the country (during WWII) and the years Australians fought there.

Source: www.freeusandworldmaps.com/html/World_Projections/WorldPrint.html
Warfare Source Book

Targeted Outcomes

- Identifies and evaluates the usefulness of sources in the historical inquiry process (HT5-5)
- Applies a range of relevant historical terms and concepts when communicating an understanding of the past (HT5-9)
- Selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences (HT5-10)

Targeted Skills

- Analysis and use of sources
- Research
- Explanation and communication

Choose one of the following styles of warfare:
- Blitzkrieg in Western Europe
- Bombing Campaigns (Bombing of Germany or Battle of Britain)
- Airborne Operations
- Armoured (tank) warfare
- siege warfare (Eastern Front or North Africa)
- Partisans and the OSS
- an aspect of Naval Warfare (e.g. submarine warfare)
- another type of warfare approved by your class teacher.

You will complete two tasks: a research portfolio and a source book.
Task 1: Research Portfolio

Marks: 5 marks
Time allocated: 1 research lesson and approximately one week of homework time

Create a research portfolio on your chosen style of warfare. Having a good understanding of your style of warfare will help you to pick appropriate sources. Your research should cover the following aspects:

- how the style of warfare developed
- weapons, strategies and tactics used by that style of warfare
- significant battles using the style of warfare
- reasons why the style of warfare was successful/unsuccessful
- role and significance of this style of warfare the eventual outcome of WWII
- any significant personalities associated with the style of warfare.

Note: Make sure you clearly mark on your research where each aspect is covered. You may submit your research in electronic or hard copy.

Research Portfolio Marking Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Progressing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriate research skills. (e.g. Research comes from a variety of appropriate sources of information.)</td>
<td></td>
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</tr>
<tr>
<td>Knowledge of the nature of a style of warfare. (Including covering the nominated aspects of the style of warfare.)</td>
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</tbody>
</table>
Task 2: Source Book

Marks: 15
Time allocated: One private research lesson and approximately one week of homework time

Create a source book on your chosen style of warfare. Your source book should consist of:
• 8–10 annotated sources.
• a variety of types of sources including primary and secondary, written and visual (written sources should be no longer than 300 words and will often be extracts of larger sources)
• well-documented annotations that give appropriate identifying information for the source and explain why this source is a useful source for studying that style of warfare.

Your aim is to cover a broad range of issues for your style of warfare (e.g. its development, associated weapons, reasons why the style of warfare was significant to the outcome of WWII etc.).

Source Book Marking Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Progressing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chooses a variety of appropriate sources.</td>
<td></td>
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<tr>
<td>Understands what makes a source useful.</td>
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</tr>
<tr>
<td>Understands the nature of the style of warfare.</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses historical terms and concepts appropriately.</td>
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</tbody>
</table>
Fall of France – Dunkirk Evacuations

Source Work

Source 1: Reg Rymer

Listen to the audio clip about the “Bombing of Civilians” (www.bbc.co.uk/history/worldwars/wwtwo/dunkirk_audio_05.shtml) and complete the source table on the following page.

Background Information

Reg Rymer was born in the Isle of Man and on leaving school decided to go to Liverpool for work. On the boat on the way over he saw a friend in army uniform, telling tales of his adventures in the services, so Reg Rymer walked straight off the ship and into the army recruiting office. The year was 1937 and he was still only 16. He had come to England to help his widowed mother, who was struggling financially. In those days, if you needed welfare help, you had to justify yourself to a local committee and people found it extremely humiliating.

By 1939 he was fully trained and his regiment was sent in France on 10 September. The soldiers made their way to the Belgian border, and were billeted in barns through the atrocious winter of 1939–40. After the ‘phony war’ and the start of hostilities, the order then came to retreat. Things quickly became chaotic.

No one knew where they were going or what they were doing, and the men took orders haphazardly – ‘going back, taking up positions, firing, doing what we had to do, and in the meantime getting hammered’. Eventually they struggled to Dunkirk, and home.

Transcript

“The one thing that will live in my mind for ever more is ... at one stage we’re going down, they were only narrow, more or less cart track roads, but it was straight, a long straight road, and there were refugees in the fields on either side. There must have been hundreds of them. And some on the road. And we’re trying to shift them off, so that we could get past. And the Stuka bombers came over.

I thought, ‘Oh well, this is where the chapter ends here, because there’s nowhere to go’. And they do their normal circle round, and then one after the other they dived down. And I thought, ‘They must be blind. What the hell, he is not coming after us’, and the next thing is, they let them go in amongst the refugees.

Now these are old people, young people, babies. To see them blown to pieces ... and not one bomb anywhere along the army convoy. Now that was bad enough, but ... then they do their circling round again, I thought, ‘That’s it, it’s our turn’. They go down the other side of the road and on the ... the same again.

Now you tell me, who could be that cruel? I mean, we were there, and we were being paid. We were supposed to be doing a job, so you expect it. But that. You see babies, arms, legs, all kinds flying up in the air. I only hope to God that those men that did that very shortly afterwards were shot down and killed. And as I say, that will live with me ‘til the end on that business.”

Background information and transcript taken from the BBC’s Voices of Dunkirk: www.bbc.co.uk/history/worldwars/wwtwo/dunkirk_audio_05.shtml
Source 1 Questions

How would Source 1 be useful to a historian studying the evacuation from Dunkirk?

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>How does this add to or detract from the usefulness of the source?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who wrote the source?</td>
<td></td>
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<tr>
<td>How was he involved?</td>
<td></td>
<td></td>
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<tr>
<td>(Soldier, officer, civilian, etc.)</td>
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<td></td>
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<tr>
<td>Do you think he is emotionally detached or emotionally involved?</td>
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<tr>
<td>Why?</td>
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<tr>
<td>Does the source fit with what you know about the evacuation from Dunkirk?</td>
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<tr>
<td>Is the source trying to persuade you? Does it use emotive language?</td>
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<tr>
<td>Does the source focus on a particular aspect of the evacuation or is it general?</td>
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<td></td>
</tr>
<tr>
<td>What information does the source give you about the evacuation from Dunkirk?</td>
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</tbody>
</table>
**Source 2: James Bradley**

Listen to the audio clip about “Arriving at the Beach” ([www.bbc.co.uk/history/worldwars/wwtwo/dunkirk_audio_01.shtml](http://www.bbc.co.uk/history/worldwars/wwtwo/dunkirk_audio_01.shtml)) and complete the source table on the following page.

**Background**

James Bradley joined the Territorial Army in the first months of 1939, aged 18, because he says that Hitler was doing a lot of damage in Europe, and he wanted to be ready to fight for his country.

He trained to be a machine gunner and went with his unit to France. They drove to the Belgian frontier where fierce fighting soon started. After 10 May, he and his unit were ordered back into France and he was witness to some terrifying Luftwaffe bombing as the Allied retreat got under way.

Then he was told to “get back to Dunkirk”, and as he headed north he became embroiled in fierce local fighting, saw refugees machine-gunned as they fled to escape danger, and thought the world had gone mad. On reaching the coast, he could see Dunkirk was a blazing mass of burning oil.

**Transcript**

“I went over the sand hills and moved along to La Panne, which is a little bit to the right of Dunkirk, and there were hundreds and hundreds of soldiers on the sand there. And ... ships coming in, trying to pick them up. But there were so many I thought – ‘They’ll never get these people off here’, but you’ve just got to be disciplined, it’s only discipline.

And I saw the most magnificent bit of British discipline there – taught me something. They went down in the water, they stood in rows of four, and they stood in the water ... and the tide came in .... and it went up to her height and then the tide went out ... and then it came back. I have I, I was there for ... I remember three tides, and staying there at night, but of course there was the odd guy who left for obvious purposes to nip back over the sand dunes. But when he came back, a hand would go up, ‘Over here!’ ‘Over here!’, and it was just so terribly British. I, I think I became a man there.

And then ... unfortunately the dive bombers was ... you know ... knocking the ships out, and there were terrible things happening. I saw a destroyer actually packed with men on board that were hit, and it just went on its side and hundreds of men went into the sea ... thrashing about there, many of them couldn’t swim, I’m sure.

But to get back to my situation. The night came, and the next morning I thought – it was getting light – I thought, you know ... this is gonna be too late, cause I think it was the 24th of June. Getting towards the end, very end you know. ... Lots of chappies there who were dead lying about, and nobody could do anything about that. But there were others that were moving around ... there were some badly wounded people.”

Background information and transcript taken from the BBC’s Voices of Dunkirk: [www.bbc.co.uk/history/worldwars/wwtwo/dunkirk_audio_01.shtml](http://www.bbc.co.uk/history/worldwars/wwtwo/dunkirk_audio_01.shtml)
Source 2 Questions
How would Source 2 be useful to a historian studying the evacuation from Dunkirk?

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
<th>How does this add to or detract from the usefulness of the source?</th>
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<td>Who wrote the source?</td>
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<td>How was he involved? (Soldier, officer, civilian, etc.)</td>
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</table>
Churchill’s “We Shall Fight on the Beaches” Speech

Winston Churchill is often referred to as the greatest orator of the 20th century. The speeches he made during the summer of 1940 established the policy of “no surrender”, and made people feel they were not alone in the struggle against Hitler. He had a supreme command of English, but he was not a natural public speaker. He would often practise his speeches for many hours, and had a slight stammer and lisp.

Transcript

“... We shall go on to the end, we shall fight in France, we shall fight on the seas and oceans, we shall fight with growing confidence and growing strength in the air, we shall defend our island, whatever the cost may be, we shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills; we shall never surrender ...”

Questions on Churchill’s Speech

Is the audio clip a primary or secondary source? Justify your answer.

Why do you think the speech was delivered?

What does the speech suggest about morale in Britain in June 1940?
Do you think it is an effective speech? Why/not?

______________________________________________________________

______________________________________________________________

While the words in the audio clip and the transcript are the same, one seems more powerful than the other. Which one do you think is more powerful and why?

______________________________________________________________

______________________________________________________________

What difficulties might this pose for historians?

______________________________________________________________

______________________________________________________________

Background, audio clips and transcript taken from the BBC’s audio clips on Winston Churchill: www.bbc.co.uk/history/worldwars/wwtwo/churchill_audio_01.shtml
The North African Campaign

Overview

Watch the BBC animated map and overview of the North Africa Campaign: www.bbc.co.uk/history/worldwars/wwtwo/launch_ani_north_africa_campaign.shtml.

Questions

Why was North Africa strategically important?

What is the name given to Rommel’s army?

When did the Germans cross into Egypt?

Give one reason why the British were able to force the Germans to retreat in November 1941.
El Alamein

Watch the BBC animated map of a key battle in the North Africa Campaign – El Alamein: [www.bbc.co.uk/history/worldwars/wwtwo/launch_ani_el_alamein.shtml](http://www.bbc.co.uk/history/worldwars/wwtwo/launch_ani_el_alamein.shtml).

Questions

Who was commander of the 8th army?

Which Allied countries/colonies were involved in the battle?
Why was the position of El Alamein strategically important?

By the end of October what was the ratio of German:Allied tanks?

What was the Australian 9th Division aiming to do on the 28 October?

By the beginning of November what was the ratio of German:Allied tanks?

When do the Allies achieve a breakthrough?

What is the criticism that is levelled at Montgomery after the battle?
Photos from the Invasion of Malaya and the Fall of Singapore

Task Instructions

• Pick 10 of the 35 photos.
• For each of your chosen photos, briefly explain how/why an historian might find it useful in studying the Invasion and/or Fall of Singapore.
• Then, with a partner, compare your chosen photos. How and why are they similar/different?

Images

Men of the British 2/9th Gurkha Rifles training in the Malayan jungle, Oct 1941

Men of the British Malay Regiment performing bayonet practice, Singapore, Oct 1941

Vickers machine gun crew of the British 1st Manchester Regiment, Malaya, 17 Oct 1941

15-inch coastal defence gun elevated for firing, Singapore, circa 1941

Newly-arrived Indian Commonwealth troops at Singapore, Nov 1941

Recruits of the Singapore Volunteer Force training with a Lewis machine gun, Nov 1941

Attack on Prince of Wales and Repulse, 10 Dec 1941; photo taken by a Japanese pilot; note destroyer Electra or Express in foreground

A column of smoke from burning rubber Malayan rubber plantation as the British retreated to Singapore, Dec 1941
Stocks of rubber, held by a factory on a rubber plantation in Malaya, were burned during the British retreat to Singapore, Dec 1941

UK Royal Engineers preparing to blow up a bridge in Malaya during the retreat to Singapore, Dec 1941

A British soldier wounded during fighting in Malaya was being put onto an ambulance in Singapore, circa Dec 1941 to Jan 1942

A Japanese soldier tending graves of fallen comrades, Malaya, circa Dec 1941 – Feb 1942

Japanese attacking across a railroad track somewhere in Malaya, circa Dec 1941 – Feb 1942

Japanese troops advancing on bicycles, Malaya, circa Dec 1941 – Feb 1942

Japanese troops disarming captured British soldier, Malaya, circa Dec 1941 – Feb 1942

Japanese Type 95 and Type 97 tanks in a town in Malaya, circa Dec 1941 – Feb 1942

Japanese Type 95 Ha-Go tanks destroyed by Australian 2-pounder guns in Malaya, circa Dec 1941 – Feb 1942

Painting “Sea Battle off Malaya” by Kanichi Nakamura, 1942

Sikh prisoners executed by Japanese troops, Malaya, circa Dec 1941 – Feb 1942

A Japanese 5th Division officer near Kuala Lumpur, Malaya, Jan–Feb 1942
General Gordon Bennett of Australian 8th Division outlining current situations in Singapore to journalists, circa Jan 1942

Japanese troops mopping up in Kuala Lumpur during their advance through Malaya, 11 Jan 1942

2 pounder gun of 4th Anti-Tank Regiment of Australian 8th Division and its crew near Muar, Malaya, 18 Jan 1942

2 pounder gun of 4th Anti-Tank Regiment of Australian 8th Division on the Muar-Parit Sulong Road, Malaya, 18 Jan 1942; note knocked out Japanese Type 95 Ha-Go tank in distance

Japanese Type 95 Ha-Go light tank knocked out by Australian anti-tank fire during Battle of Muar in Malaya, late Jan 1942

Japanese Type 95 Ha-Go light tank knocked out by Australian anti-tank fire during Battle of Muar in Malaya, 28 Jan 1942; note dead crew members nearby

British Army Lieutenant General Arthur Percival meeting with war correspondents shortly before the surrender of Singapore, circa late Jan 1942

A column of smoke from burning oil tanks rising above the deserted streets of Singapore, Feb 1942
**Wrecked Hurricane aircraft of Squadron Leader Richard Brookers of No.232 Fighter Squadron RAF on the side of a road, British Malaya, 8 Feb 1942**

**Japanese troops guarding prisoners from the British Suffolk Regiment, Feb 1942**

**British Army Lieutenant General Arthur Percival and his party carrying the United Kingdom flag on their way to surrender Singapore to the Japanese, 15 Feb 1942, photo 1 of 2**

**British Army Lieutenant General Arthur Percival and his party carrying the United Kingdom flag on their way to surrender Singapore to the Japanese, 15 Feb 1942, photo 2 of 2**

**Japanese General Tomoyuki Yamashita and British Lieutenant General Arthur Percival discussed surrender terms at the Ford Works Building near the Bukit Timah Road, Singapore, 15 Feb 1942**

**Japanese troops marching through Fullerton Square, Singapore, circa Feb 1942**

**Japanese Type 95 Ha-Go tanks parading through Singapore, Feb 1942**

Photos and captions taken from: [http://ww2db.com/photo.php?list=search&sp=&startRow=0&keyword=&source=all&color=all&foreigntype=B&foreigntype_id=47&dt=](http://ww2db.com/photo.php?list=search&sp=&startRow=0&keyword=&source=all&color=all&foreigntype=B&foreigntype_id=47&dt=)
Map of Kokoda

Further Background Reading on WWII

Australian War Memorial Recommended Reading List on Australia’s Involvement in World War II

- John Barrett, *We were there: Australian soldiers of World War II tell their stories* (St. Leonards, N.S.W.: Allen & Unwin, 1995). [Personal descriptions, memories and anecdotes of the effects of war grouped as themes. A culmination of 3700 respondents to a questionnaire.]
- John Bastock, *Australia’s ships of war* (Sydney: Angus & Robertson, 1975). [Chronological description of Australian war ships from the 1850s to the present. Includes photographs, diagrams, plans, silhouettes, technical details and historical notes]
- Malcolm A. Bellis, *Commonwealth Divisions 1939-1945* (Crewe: Malcolm A. Bellis, 1999). [Origin, order of battle and insignia of British Colonial Divisions. Includes the garrisons of Hong Kong, Malaya and Gibraltar and also the divisions of European Allies deployed with British and Commonwealth formations.]
- Vic Cassells, *For those in peril: a comprehensive listing of the ships and men of the Royal Australian Navy who have paid the supreme sacrifice in the wars of the twentieth century* (Kenthurst, N.S.W.: Kangaroo Press, 1995). [Listing of ships and people of the RAN who have died as a result of conflict in the 20th Century, description of each ship, casualties, battle honours and commanding officers also describes the action in which they were involved.]
- Peter Dennis et al, *The Oxford companion to Australian military history* (Melbourne: Oxford University Press, 1995). [A concise overview of the war, entries include significant individuals, battles and places.]
- James J. Halley, *The squadrons of the Royal Air Force & Commonwealth 1918-1988* (Tonbridge: Air-Britain, 1988). [Contains a brief outline of each squadron’s history includes an image and description of each squadron’s badge, motto and also lists the squadron bases. There is an index of airfields at the back.]
- Lloyd’s of London, *Lloyd’s war losses: the Second World War, 3 September 1939-14 August 1945* (London: Lloyd’s of London Press, 1989-1991). [Merchant ships casualties and statistics; vol. 1. British, allied and neutral merchant vessels sunk or destroyed by war causes. vol. 2. Statistics showing monthly losses of British, Allied and neutral merchant vessels; vessels posted at Lloyd’s as missing or untraced; British, Allied and neutral merchant vessels seriously damaged by war causes; British, Allied and neutral warships and naval craft lost; vessels lost by mines or underwater explosions since the cessation of hostilities; vessels damaged by mines or underwater explosions since the cessation of hostilities.]
• Gordon L. Maitland, *The Second World War and its Australian Army battle honours* (East Roseville, N.S.W.: Kangaroo Press, 1999). [Outlines the battles in which the Australian Army fought and for which battle honours were awarded, concise history of the war, includes a register of battle honours and recipients. The bibliography includes an extensive list of the published unit histories for the Second World War.]

• Michael McKernan, *All-in! fighting the war at home* (St Leonards, N.S.W.: Allen & Unwin, 1995). [A home front study.]


• Bruce T. Swain, *A chronology of Australian armed forces at war, 1939-45* (Crows Nest, N.S.W.: Allen & Unwin, 2001). [A detailed chronology of significant battles, campaigns and events appendix includes maps, order of battle, participating Australian forces in major campaigns and battles and casualty statistics.]
New Guinea Campaign – Group Work Documentaries

**Targeted Outcomes**

- Explains and analyses the causes and effects of events and developments in the modern world and Australia (HTS-4)
- Applies a range of relevant historical terms and concepts when communicating an understanding of the past (HTS-9)
- Selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences (HTS-10)

**Targeted Skills**

- Empathetic understanding
- Use of sources
- Perspectives and interpretations
- Explanation and communication

**Task Instructions**

Time allowed: one lesson of group work/research time and approximately one week of homework time.

Your task is to research one of the following Battles/Campaigns and as a group create a short documentary on it:

- Battle of the Coral Sea
- Battle of Milne Bay
- Battle of Buna-Gona
- Wau–Salamaua campaign
- Air campaign in New Guinea.

Your documentary should cover the following:

- an overview of the battle/campaign
- significant events in the battle/campaign
- the role of Australian troops in the battle/campaign
- the range of experiences of Australian soldiers in the battle/campaign
- the result of the battle/campaign and its significance to the New Guinea campaign.

Your documentary should be 3–4 minutes. You may use programs like Moviemaker, iMovie, PowerPoint, etc. to make your documentary. The target audience for your documentary is the general public.
## New Guinea Campaign Marking Rubric

<table>
<thead>
<tr>
<th>Marking Guide</th>
<th>Excellent</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Progressing</th>
<th>Not Attempted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicates appropriate knowledge of a battle/campaign within the New Guinea Campaign.</td>
<td></td>
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<tr>
<td>Demonstrates understanding of the significance of the battle/campaign to the New Guinea Campaign.</td>
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<tr>
<td>Demonstrates empathetic understanding of the experiences of soldiers in New Guinea.</td>
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<tr>
<td>Creates an appropriate documentary.</td>
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</table>
“The Digger of Kokoda”

A Japanese soldier fought the Allies, then battled his government to honour not only mates but all the war dead in New Guinea. Justin Norrie in Tokyo reports.

As Kokichi Nishimura crept ashore at New Guinea’s Salamaua Beach just before 1am on March 8, 1942, he predicted that Japan was months away from capturing Australia and conquering the South Pacific.

The wiry grenade launcher and his comrades from Japan’s 144th regiment had swept through Guam and smothered brief resistance at New Britain. Now they were about to storm Salamaua, allowing Japanese planes to head south unimpeded to Port Moresby and, before long, the vast continent below.

Article and photo taken from the Sydney Morning Herald April 3, 2008 – 10:16AM

War veteran Kokichi Nishimura
D-Day Landings Summary

Create a summary of the D-Day landings based on the BBC animation of the D-Day landings (www.bbc.co.uk/history/worldwars/wwtwo/launch_ani_d_day.shtml) and the information in the article at www.bbc.co.uk/history/worldwars/wwtwo/dday_beachhead_01.shtml.

**Background Information (events occurring before D-Day or that lead to D-Day)**

**Dieppe:**

**German Defences:**

**Allied Preparations:**

<table>
<thead>
<tr>
<th>Situation on Utah beach</th>
<th>Situation on Gold beach</th>
<th>Situation on Sword beach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Situation on Omaha beach</td>
<td>Situation on Juno beach</td>
<td>Situation by the end of the day</td>
</tr>
</tbody>
</table>
Stage 5 History: Nature of Warfare Source Task

DO NOT REMOVE THIS PAPER FROM THE EXAMINATION ROOM

Student Name: ________________________________

Class Teacher: ________________________________

General Instructions

• Working time: 45 minutes.
• Write using black or blue pen.
• Write your name at the top of every page to be handed in.
• All pages (including the Source Booklet) are to be handed in at the conclusion of the task.

Total marks – 25

Note: Any time you have remaining should be spent revising your answers.

<table>
<thead>
<tr>
<th>Outcomes Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Explains and assesses the historical forces and factors that shaped the modern world and Australia (HT5-1)</td>
</tr>
<tr>
<td>• Explains and analyses the causes and effects of events and developments in the modern world and Australia (HT5-4)</td>
</tr>
<tr>
<td>• Identifies and evaluates the usefulness of sources in the historical inquiry process (HT5-5)</td>
</tr>
<tr>
<td>• Applies a range of relevant historical terms and concepts when communicating an understanding of the past (HT5-9)</td>
</tr>
<tr>
<td>• Selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences (HT5-10)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skills Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Comprehension: chronology, terms and concepts</td>
</tr>
<tr>
<td>• Analysis and use of sources</td>
</tr>
<tr>
<td>• Perspectives and interpretations</td>
</tr>
<tr>
<td>• Explanation and communication</td>
</tr>
</tbody>
</table>
Section 1
Attempt Questions 1–8

Question 1 (1 mark)
According to Source C, when did Hitler make the final decision to go ahead with Operation Barbarossa?

Question 2 (1 mark)
According to Source C, by when were the Germans expecting to defeat the Russians?

Question 3 (1 mark)
Using Source D, the Germans were allowed to retreat. True or False?

Question 4 (2 marks)
According to Source E by the end of WWII:
   a) How many Soviet Jews had been killed?
b) How many Soviet soldiers died?

Question 5 (3 marks)
Using Source A and your own knowledge, explain why Blitzkrieg tactics were not successful at Stalingrad.

Question 6 (2 marks)
Using Source B and your own knowledge, explain why the Russians uniforms were superior to German uniforms.
Question 7 (5 marks)
Using Sources A and E and your own knowledge, explain why the Russians were victorious at Stalingrad.
Question 8 (10 marks)
How useful would sources B and D be to an historian studying the nature of the warfare at Stalingrad? In your answer refer to the sources’ perspective and the reliability of each one.
Stage 5 History Nature of Warfare Source Booklet

DO NOT REMOVE THIS PAPER FROM THE EXAMINATION ROOM

Student Name: ________________________________

Class Teacher: ________________________________

Instructions

Detach this Source Booklet.

Source A

A photo of the city of Stalingrad taken in 1943 after the Russian victory
Source B

A photo of German soldiers wearing captured Russian uniforms. Taken in January 1943

Source C

“Not until December 1940, however, did Hitler make a final decision to go ahead with what became known as Operation Barbarossa. The original date, set for May 1941, had to be revised to complete the vast preparations for the attack - following other German attacks on Yugoslavia and Greece in April.

The date of 22 June was late for starting a campaign over such a vast area, but German commanders were confident that the Soviet armed forces were primitive, and that the Soviet people were waiting for liberation. Victory was expected by the early autumn.”

Source D

“In subsequent days the invaders fought their way into Stalingrad against fierce resistance. This was urban street fighting of the most bitter sort, occasioning tremendous losses on both sides. The blasted ruins of houses and factories began to stink as hot winds carried the smell of decaying corpses into every nook and cranny. By late September the Germans could raise the swastika flag over the Univermag department store in the center of town, but they could not dislodge the Russians from the sprawling industrial quarters along the Volga.

In mid-November, as the stalled invaders were running short of men and munitions, Zhukov launched his counteroffensive to encircle the enemy. At this point the Germans probably could have fought their way out, but Hitler would not allow them to: they were ordered to hold their ground at all costs. Air Marshal Hermann Goring promised to resupply the Sixth Army from the air but proved unable to do so. As winter set in, Field Marshal Erich von Manstein mounted a rescue mission, but it was halted short of its goal, and the freezing and starving Germans in Stalingrad were forbidden to try to reach their would-be rescuers.”


Source E

“Why did the Soviet defenders fight so hard and for so long in such difficult conditions? In recent years it has become fashionable to downplay the heroism of the Soviet defence of Stalingrad. Antony Beevor, for example, devotes many pages of his book to detailing Soviet coercion of their own troops. The impression is given that the main reason for the successful Soviet defence of the city was draconian [strict and old-fashioned] discipline and force, not least the execution of many thousands of wavering Red army soldiers. Others argue that it was simple desperation and lack of alternatives that kept the Red Army fighting at Stalingrad.

Yet, while discipline and desperation played their part, it is difficult to believe that these were the major factors. In that case, the Germans would surely have won. No, the vital factor was the politics and psychology of patriotic defence against a murderous enemy. The German campaign in Russia was no ordinary war; it was a racist war of annihilation and destruction. In 1941-1942 millions of Soviet citizens perished at the hands of the Germans. Among the victims were 2 million Jews executed by the SS and 2 million Soviet POWs who died from maltreatment while in German captivity. By the end of the war the Soviet death toll had risen to 24 million, including 8 million military fatalities.”

Stage 5 History: Nature of Warfare Marking Guide

**Question 1**
Dec 1940 (1 mark)

**Question 2**
Early autumn (1 mark)

**Question 3**
False (1 mark)

**Question 4**
a) 2 million (1 mark)
b) 8 million (1 mark)

**Question 5 (3 marks)**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear explanation of two specific reasons why Blitzkrieg tactics did not work at Stalingrad. Answer contains good historical detail and evidence. Makes use of Source A in the answer.</td>
<td>3</td>
</tr>
<tr>
<td>Gives two reasons why Blitzkrieg tactics did not work at Stalingrad. May not make use of the source or may not have sufficient supporting evidence.</td>
<td>2</td>
</tr>
<tr>
<td>Makes one or two relevant statements about the nature of warfare at Stalingrad.</td>
<td>1</td>
</tr>
</tbody>
</table>

**Question 6 (2 marks)**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explains at least one reason why the Russian uniforms were superior to German uniforms with supporting historical detail and evidence. Makes use of Source B in the answer.</td>
<td>2</td>
</tr>
<tr>
<td>Outlines how the Russian uniforms were superior to German. May not make use of the source or may not have sufficient evidence to support their answer.</td>
<td>1</td>
</tr>
</tbody>
</table>
### Question 7 (5 marks)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gives a detailed explanation of some of the reasons why the Russians were victorious at Stalingrad with supporting historical detail and evidence. Makes use of both Sources A and E in the answer.</td>
<td>4–5</td>
</tr>
<tr>
<td>Explains why the Russians were victorious at Stalingrad with some supporting detail and/or evidence. May not refer to both sources.</td>
<td>2–3</td>
</tr>
<tr>
<td>Limited historical information about why the Russians were victorious at Stalingrad.</td>
<td>1</td>
</tr>
</tbody>
</table>

### Question 8 (10 marks)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates a good understanding of the usefulness of both sources to an historian studying the nature of the warfare at Stalingrad. Demonstrates a good understanding of how perspective and reliability affect the usefulness of sources.</td>
<td>9–10</td>
</tr>
<tr>
<td>Demonstrates understanding of the usefulness of both sources to an historian studying the nature of the warfare at Stalingrad. Demonstrates an understanding of how perspective and reliability affect the usefulness of a source. May be uneven in its treatment of the sources.</td>
<td>7–8</td>
</tr>
<tr>
<td>Demonstrates some knowledge of how to judge the usefulness of the sources. Demonstrates some knowledge of how perspective and/or reliability can affect the usefulness of a source. May only deal with one source.</td>
<td>5–6</td>
</tr>
<tr>
<td>Generalises about usefulness, with few links to either perspective or reliability. May just paraphrase the sources.</td>
<td>3–4</td>
</tr>
<tr>
<td>One or two references to the sources generally or Simple description/paraphrase of one or both sources.</td>
<td>1–2</td>
</tr>
</tbody>
</table>
Experiences of Australian Prisoners of War in WWII

Targeted Outcomes

- Explains and assesses the historical forces and factors that shaped the modern world and Australia (HT5-1)
- Sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia (HT5-2)
- Explains different contexts, perspectives and interpretations of the modern world and Australia (HT5-7)
- Applies a range of relevant historical terms and concepts when communicating an understanding of the past (HT5-9)
- Selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences (HT5-10)

Targeted Skills

- Empathetic understanding
- Research
- Explanation and communication

Task Instructions

- In pairs, research the experiences of a German POW and a Japanese POW.
- For each POW write a 300–400 word biographical entry for an anthology of POW experiences.

For each POW, research the following:

- background, including any service in WWI
- rank
- nature of involvement in WWII prior to capture
- how he or she were captured
- camp(s) in which he or she was interred
- length of interment
- significant events in the interment
- date of death/liberation
- if your POW survived the war, significant events in their life after liberation.

You may find these websites useful for your research:

### Experiences of Australian Prisoners of War Marking Rubric

<table>
<thead>
<tr>
<th>Marking Guide</th>
<th>Excellent</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Progressing</th>
<th>Not Attempted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of the experiences of Australian POWs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicates effectively about the experiences of Australian POWs in the form of a biography using a range of historical terms and concepts.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Control of the Australian Home Front

<table>
<thead>
<tr>
<th>Conscription</th>
<th>Censorship/Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key dates:</td>
<td>Key dates:</td>
</tr>
<tr>
<td>Reasons for introduction:</td>
<td>Reasons for introduction:</td>
</tr>
<tr>
<td>Impact on the home front:</td>
<td>Impact on the home front:</td>
</tr>
<tr>
<td>Reactions from the population:</td>
<td>Reactions from the population:</td>
</tr>
<tr>
<td>Impact on the war effort:</td>
<td>Impact on the war effort:</td>
</tr>
</tbody>
</table>

## Key dates:

## Reasons for introduction:

## Impact on the home front:

## Reactions from the population:

## Impact on the war effort:
<table>
<thead>
<tr>
<th>Propaganda</th>
<th>Interment of “Enemy Aliens”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key dates:</td>
<td>Key dates:</td>
</tr>
<tr>
<td>Reasons for introduction:</td>
<td>Reactions to enemy aliens from the population:</td>
</tr>
<tr>
<td>Impacts on the home front:</td>
<td>Reasons for the interment of enemy aliens:</td>
</tr>
<tr>
<td>Reactions from the population:</td>
<td>Key places and events:</td>
</tr>
<tr>
<td>Impact on the war effort:</td>
<td></td>
</tr>
</tbody>
</table>