Australians at War
(WWI and WWII)

New South Wales Mandatory Depth Study

Applicable for use in NSW Curriculum for Year 9, and Australian Curriculum: History WWI – Year 9 and WWII – Year 10

Written by Kate Cameron
Retired teacher, History Teachers’ Association of New South Wales
This Unit has two sections.

Part A: WWI
This section has fourteen lessons taught over a four-week period.

Part B: WWII
This section has fourteen lessons taught over a four-week period.
# Table of Contents

**AIMS AND OBJECTIVES**  
4

**PART A: WWI**  
5
- COURSE OVERVIEW  
6
- RESOURCES LIST  
12

**PART B: WWII**  
15
- COURSE OVERVIEW  
16
- RESOURCES LIST  
21

**WWI RESOURCES**  
25
- RESOURCE 1: ASSESSING PRIOR KNOWLEDGE  
25
- RESOURCE 2: OVERVIEW OF AUSTRALIA’S INVOLVEMENT IN 20TH CENTURY CONFLICTS  
26
- RESOURCE 3: QUICK QUIZ ON THE GALLIPOLI CAMPAIGN  
27
- RESOURCE 4: WORLD WAR I ASSESSMENT TASK  
28
- RESOURCE 5: RESEARCH A BATTLE OR CAMPAIGN  
29
- RESOURCE 6: HOW USEFUL IS THIS SOURCE?  
30

**WWII RESOURCES**  
31
- RESOURCE 7: REASONS FOR ENLISTMENT  
31
- RESOURCE 8: ASSESSMENT TASK 1  
34
- RESOURCE 9: ASSESSMENT TASK 2  
36
  *Marking Guidelines (Part A)*  
37
- RESOURCE 10: CAUSE AND EFFECT NOTE-MAKING SCAFFOLD  
38
- RESOURCE 11: ASSESSING STUDENT PRIOR KNOWLEDGE OF THE HOLOCAUST  
39
Aims and Objectives

Knowledge and Understanding (Part A and Part B)
Students develop:
- knowledge and understanding of key aspects of World Wars I and II and Australian experiences of these wars
- understanding and use of historical concepts, such as evidence, perspectives and interpretation, significance and contestability.

Skills (Part A and Part B)
Students develop:
- capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication.

Links
Throughout the Unit there are clear links to both the New South Wales Curriculum and to the Australian Curriculum: History.
Part A: WWI
## Course Overview

<table>
<thead>
<tr>
<th>Week</th>
<th>Lesson</th>
<th>Content/Activities</th>
<th>State/Territory and ACARA curriculum links</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1    | 1      | **Learning Activities**  
• Teacher elicits students’ prior general knowledge of war and warfare using group discussion questions on Resource 1. Teacher confirms or corrects responses.  
• Students use Australian War Memorial website to complete summary table, Resource 2, of Australia’s involvement in 20th century conflicts.  
• Students identify continuities and changes in the summary table (e.g., allies, enemies, locations).  
• Teacher explains that this Depth Study investigates only WWI and WWII, and students will be required to compare a particular aspect of Australian experience in both wars for their final assessment task.  
• Identify and locate relevant sources, using ICT and other methods (ACHHS168)  
• Locate and sequence the places where Australians fought (HTS-2) (HTS-8)  
|        |        |                    |                                          | Participation in class discussion of Resource 1  
|        |        |                    |                                          | Completed summary tables Resource 2 |
| 2      |        | **Why did WWI begin?**  
Learning Activities  
• Students shade major empires c.1900 on world map, compare empires in terms of area, population, resources, including Australia’s place within British Empire.  
• Teacher introduces concepts of imperialism, nationalism, militarism and alliances as causes of the war and explains links between these concepts, the Industrial Revolution and WWI.  
  – Students enter terms and appropriate explanations in a WWI Depth Study glossary.  
• Students read and discuss sources on Australia’s imperial ties.  
  www.abc.net.au/federation/fedstory/ep5/ep5_culture.htm  
• Students view brief video showing immediate causes of the war.  
  www.history.com/videos/causes-of-world-war-i  
|        |        |                    | An overview of the causes of WWI (ACDSEH021)  
|        |        |                    | Use historical terms and concepts (ACHHS165)  
|        |        |                    | Overview content: Industrial Revolution and imperialism and their links to WWI  
|        |        |                    | Outline the main causes of the war (HTS-9)  
|        |        |                    | Completed world maps showing major empires c.1910  
|        |        |                    | Glossary entries |
| 3      |        | **Why did Australians enlist?**  
Learning Activities  
• Using primary source images and extracts, teacher identifies the main groups in Australian society who supported and opposed the war.  
  – Students read primary sources to identify reasons why Australians enlisted. See Bill Gammage, *The Broken Years*, pages 5–14 for a range of suitable primary source extracts.  
  – Students add relevant terms to glossary (e.g. patriotism).  
|        |        |                    | Reasons why men enlisted to fight in the war (ACDSEH021)  
|        |        |                    | Identify and analyse the perspectives of people from the past (ACHHS172)  
|        |        |                    | Explain why Australians enlisted to fight in the war (HTS-3) (HTS-9)  
<p>|        |        |                    | Completed worksheet identifying reasons for enlistment |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Lesson</th>
<th>Content/Activities</th>
<th>State/Territory and ACARA curriculum links</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 4    | Learning Activities | Students visit local WWI memorial and/or examine others online. [www.warmemorials.nsw.asn.au](http://www.warmemorials.nsw.asn.au)  
Students create digital or actual gallery of WWI memorials in NSW, noting different types of memorials and their features, including sculptures, symbolism, dedications and inscriptions.  
Teacher explains significance of memorials during WWI, as sites for both mourning and recruitment.  
– Could include a possible site study. | The commemoration of WWI (ACDSEH097)  
Identify and locate relevant sources (ACHHS168)  
Explain how and why Australians commemorated the war (HT5-5) | Contribution to class gallery of WWI memorials |
| 2    | Where did Australians serve? | Students shade and label on world map the main theatres of war and places where Australians served.  
Teacher uses Resource 3 to elicit students' background knowledge of the Gallipoli campaign, providing feedback to fill any gaps and correct any misconceptions.  
Students view excerpts from the film *Gallipoli* (1981) and make notes on the difficulties of landing troops at Gallipoli and other aspects of the fighting. | Places where Australians fought and the nature of warfare during WWI, including the Gallipoli campaign (ACDSEH095)  
Use historical terms and concepts (ACHHS165)  
Locate and sequence where Australians fought in the war (HT5-9) | Completed maps  
Completed notes on hardships of Gallipoli campaign |
| 6    | Experiences of Gallipoli | Teacher presents brief 200-word profile of Captain Charles Linkater and his experience at Gallipoli, from *Zero Hour*, modelling use of available sources and where to find them. [http://zhour.net/about.html](http://zhour.net/about.html)  
Working in pairs or small groups, students investigate the nature of warfare at Gallipoli through the experiences of individual Australians, using resources from the AWM, NAA and reliable specialist websites.  
– Try to include a young soldier (e.g. James Martin); an Aboriginal soldier (e.g. Private Gordon Charles Naley); a nurse (e.g. Matron Grace Wilson); and perhaps a local person who served at Gallipoli. | The nature of warfare during WWI, including the Gallipoli campaign (ACDSEH095)  
Identify and locate relevant sources, using ICT and other methods (ACHHS168)  
Describe the nature of warfare during the Gallipoli campaign (HT5-6) | Location of relevant reliable sources |
<table>
<thead>
<tr>
<th>Week</th>
<th>Lesson</th>
<th>Content/Activities</th>
<th>State/Territory and ACARA curriculum links</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 7    | Learning Activities | • Findings on individuals are presented as a “dossier”, including a brief 200-word account of the individual’s experience at Gallipoli and, where possible, a photograph and scans of primary or secondary sources.  
  - Dossiers are shared with the class, as a digital or wall display or oral presentation. | • The nature of warfare during WWI, including the Gallipoli campaign (ACDSEH095)  
  • Select and use a range of communication forms and digital technologies (ACHHS175)  
  • Describe the nature of warfare during the Gallipoli campaign (HT5-10) | • Completed dossiers |
| 3    | Learning Activities | • Using reliable secondary sources, print or digital, students investigate the Allied withdrawal from Gallipoli, making notes on why it was necessary and how it was conducted.  
  • Teacher leads class discussion on the link between the Gallipoli campaign and Anzac Day, with reference to local WWI memorials where possible.  
  - Teacher reference: Ken Inglis. Sacred Places, Chapter 3.  
  • Formal assessment task  
  - Issue essay topic on the significance of the Gallipoli campaign for Australians, Resource 4, which also has a planning scaffold for students needing extra support.  
  - Essay to be completed for homework, submitted in one week.  
  • Teacher explains significance in history using the “Teaching History” section of www.achistoryunits.edu.au and uses a sample text (on a different question) to model key features required in the essay, in particular:  
  - responding to the question  
  - thinking about the past and the present  
  - paragraph structure  
  - referencing | • Debates about the nature and significance of the Anzac legend (ACDSH097)  
  • Develop texts that use evidence from a range of sources that are referenced (ACHHS174)  
  • Explain the outcome of the Gallipoli campaign (HT5-7) (HT5-10)  
  • Key historical concept: Significance | • Completed notes on withdrawal from Gallipoli  
• Participation in discussion  
• Formal assessment task: Completed essay (to be submitted in one week) |
<table>
<thead>
<tr>
<th>Week</th>
<th>Lesson</th>
<th>Content/Activities</th>
<th>State/Territory and ACARA curriculum links</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Nature of Warfare</td>
<td><strong>Learning Activities</strong>&lt;br&gt;• Class refers to map showing other campaigns where Australians fought. Teacher presents brief overview of one campaign as a model, focussing on the nature of warfare involved.&lt;br&gt;  –  e.g. Romani (Sinai). For a good account of this campaign see: Peter Firkins. <em>The Australians in Nine Wars</em>, pages 88–94.&lt;br&gt;• Students use the AWM website to investigate one of the following campaigns and the nature of warfare involved, using Resource 5:&lt;br&gt;  –  Rabaul&lt;br&gt;  –  Beersheba&lt;br&gt;  –  Hamel&lt;br&gt;  –  Messines.&lt;br&gt;• Reports are shared in a wall display or in print or digital form.</td>
<td>• Places where Australians fought and the nature of warfare during WWI <em>(ACDSEH095)</em>&lt;br&gt;• Identify and locate relevant sources, using ICT and other methods <em>(ACHHS168)</em>&lt;br&gt;• Locate and sequence where Australians fought <em>(HT5-8)</em>&lt;br&gt;• The nature of warfare a specific campaign <em>(HT5-8)</em></td>
<td>• Completed campaign report</td>
</tr>
<tr>
<td>10</td>
<td>The Home Front</td>
<td><strong>Learning Activities</strong>&lt;br&gt;• Students work in groups to investigate one of the following aspects of the Australian home front using AWM resources:&lt;br&gt;  –  wartime controls/censorship&lt;br&gt;  –  the treatment of enemy “aliens”&lt;br&gt;  –  the changing roles of women.&lt;br&gt;• Students collect 4-5 relevant primary sources for their chosen topic, providing appropriate captions and references, and write a 250-word overview of their topic.&lt;br&gt;• Reports are shared in print or digital form.</td>
<td>• The impact of WWI with a particular emphasis on Australia <em>(ACDSEH096)</em>&lt;br&gt;• Identify and locate relevant sources, using ICT <em>(ACHHS168)</em>&lt;br&gt;• Using sources, students investigate:&lt;br&gt;  –  changing roles of women&lt;br&gt;  –  wartime controls/censorship&lt;br&gt;  –  enemy “aliens” <em>(HT5-6)</em></td>
<td>• Completed primary source collection and report on chosen aspect of the Australian home front</td>
</tr>
<tr>
<td>Week</td>
<td>Lesson</td>
<td>Content/Activities</td>
<td>State/Territory and ACARA curriculum links</td>
<td>Assessment</td>
</tr>
<tr>
<td>------</td>
<td>--------</td>
<td>--------------------</td>
<td>------------------------------------------</td>
<td>------------</td>
</tr>
</tbody>
</table>
| 4    | 11     | Conscription       | - The impact of WWI, with a particular emphasis on Australia, such as the conscription debate (ACDSEH096)  
- Identify and analyse the perspectives of people from the past (ACHHS172)  
- Outline the Australian government control on the home front of:  - conscription  
- use of government propaganda (HT5-10)  
- Key historical concept: Perspectives | - Analysis of posters  
- Completed dialogues |
| 12   | The End of the War | Learning Activities  
- Teacher explains when, how and why the war ended and uses death and casualty data of combatant nations to discuss the cost of the war.  
- Using reliable secondary sources, students construct a class mind map of the impact of the war, including the impact on returned soldiers, civilians, including children, infrastructure and the environment.  
- Students read two different interpretations of the significance of WWI for Australia and analyse the differences and discuss reasons for these differences.  
- Teacher introduces concept of contestability.  
  - See “Teaching History” section of www.achistoryunits.edu.au on perspective, interpretation and contestability.  
  - Students add these terms and meanings to glossary. | - The impact of WWI, with a particular emphasis on Australia (ACDSEH096)  
- Identify and analyse different historical interpretations (ACHHS191)  
- Explain the impact of the war on returned soldiers/civilians (HT5-7)  
- Key historical concepts: Perspective, interpretation and contestability | - Class mind map on the impact of WWI on civilians, infrastructure and the environment  
- Participation in discussion of interpretations  
- Glossary terms and meanings |
<table>
<thead>
<tr>
<th>Week</th>
<th>Lesson</th>
<th>Content/Activities</th>
<th>State/Territory and ACARA curriculum links</th>
<th>Assessment</th>
</tr>
</thead>
</table>
- Students examine the key clauses of the treaty and discuss the possible impact of these on Germany.
- Students analyse sources reflecting Allied and German perspectives on the Treaty and create “speech bubbles” from German, French, British and American perspectives.
- Teacher explains significance of the Treaty as a cause of WWII. | - The impact of WWI (ACDSEH096)
- Identify and analyse the perspectives of people from the past (ACHHS172)
- Overview content: the Treaty of Versailles (HT5-4) | Completed speech bubbles |
| 14   | Usefulness of Artistic Works as Sources in History | Learning Activities Note: This could possibly take 2 lessons.  
- Teacher leads discussion on works of art depicting experiences of WWI (e.g. poems, paintings, films, novels).
- Class discusses “usefulness” of such sources to a study of WWI using Resource 6 as a guide.
- Students choose one poem or painting to analyse in terms of its usefulness for their understanding of WWI.
- Students report orally or in writing. Oral presentations would require an additional lesson. | - Identify the origin, purpose and context of primary and secondary sources (ACHHS187)
- Explain how and why Australians commemorated the war (HT5-5)
- Outline the Australian government control on the home front of:  
  - conscription  
  - use of government propaganda (HT5-10) | Completed written or oral presentation analysing usefulness of a poem or painting for an understanding of WWI |
### Resources List

<table>
<thead>
<tr>
<th>Week</th>
<th>Lesson</th>
<th>Resources</th>
</tr>
</thead>
</table>
| 1    | 1      | **Worksheets**  
Resource 1  
Resource 2  

**Websites**  
Australian War Memorial  
www.awm.gov.au |
| 2    | 2      | **Websites**  
Sources revealing Australia’s place in the British empire from The Centenary of Federation website  
www.abc.net.au/federation/fedstory/ep5/ep5_culture.htm  
Causes of World War I  
www.history.com/videos/causes-of-world-war-i |
| 3    | 3      | **Books**  
| 2    | 4      | **Websites**  
War Memorials NSW  
www.warmemorialsnsw.asn.au |
| 5    | 5      | **Books**  

**Worksheets**  
Resource 3  

**Videos**  
*Gallipoli* (1981), feature film directed by Peter Weir, rated PG. Selected clips available from ASO: Australia’s Audio and Visual Heritage Online  

**Websites**  
Representations of Gallipoli on film over time  
<table>
<thead>
<tr>
<th>Week</th>
<th>Lesson</th>
<th>Resources</th>
</tr>
</thead>
</table>
| 6    | Websites | Michael, Molkentin, *Zero Hour: The First World War experiences of Captain Charles Linklater, Australian Imperial Force*. [http://zhour.net/about.html](http://zhour.net/about.html)  
Conditions at Gallipoli through primary sources  
Roll of Aboriginal servicemen WWI  
[www.dva.gov.au/benefitsAndServices/ind/Pages/at_war.aspx](http://www.dva.gov.au/benefitsAndServices/ind/Pages/at_war.aspx)  
Nurses at Gallipoli  
| 3    | 7      | Student presentations – no resources required |
**Worksheets**  
Resource 4  
**Websites**  
Evacuation at Gallipoli  
Teaching key concepts  
**Worksheets**  
Resource 5 |
| 4    | 10     | Websites  
Changing roles of women  
<table>
<thead>
<tr>
<th>Week</th>
<th>Lesson</th>
<th>Resources</th>
</tr>
</thead>
</table>
| 11   | Websites | Museum of Australian Democracy  
| 12   | Recordings | Paul Keating’s 1993 Remembrance Day speech  
| 13   | Websites | Treaty of Versailles  
www.history.com/videos/causes-of-world-war-i |
| 14   | Worksheets | Resource 6 |
Part B: WWII
## Course Overview

<table>
<thead>
<tr>
<th>Week</th>
<th>Lesson</th>
<th>Content/Activities</th>
<th>State/Territory and ACARA curriculum links</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td><strong>Learning Activities</strong></td>
<td>• An overview of the causes of WWII (ACDSEH024)</td>
<td>• Mind maps based on leaders</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Teacher provides overview of the effects of the Great Depression and the rise</td>
<td>• Use chronological sequencing to demonstrate the relationship between events (ACHHS182)</td>
<td>• Correctly sequenced timeline</td>
</tr>
<tr>
<td></td>
<td></td>
<td>of dictators before WWII.</td>
<td>• Outline the main causes of the war (HT5-2)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Teacher elicits students’ background knowledge of WWII using images of key</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>leaders. Teacher confirms or corrects student responses and fills in main gaps in knowledge.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Students build mind maps around the leaders’ images.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Students access reliable sources on events leading to the outbreak of WWII,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>use online programs such as Timetoast, Tiki-toki, Dipity, etc., to create digital</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>poster or paper timeline.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Students listen to broadcast of Prime Minister Menzies’ speech declaring</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Australia is at war with Germany.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• An overview of the causes of WWII (ACDSEH024)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Use chronological sequencing to demonstrate the relationship between events</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(ACHHS182)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Outline the main causes of the war (HT5-2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Mind maps based on leaders</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Correctly sequenced timeline</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td><strong>Learning Activities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• On a world map, students circle the three main theatres of war: Europe, the</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mediterranean and Middle East, Asia-Pacific, and label key places where</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Australians served.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Students suggest reasons why Australians might have joined the defence forces</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>at key points on their timeline (e.g. at declaration of war against</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Germany, after the Japanese bombing of Darwin, etc.).</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Students read sources in Resource 7 to gain overview of the reasons for</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>enlistment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• See also additional lesson on “Our Local War Memorial”</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Identify and analyse the perspectives of people from the past (ACHHS191)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Locate and sequence places where Australians fought (HT5-7)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Explain why Australians enlisted to fight in the war (HT5-7)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Correctly labelled maps</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Matching sources and terms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Lesson</td>
<td>Content/Activities</td>
<td>State/Territory and ACARA curriculum links</td>
<td>Assessment</td>
</tr>
<tr>
<td>------</td>
<td>--------</td>
<td>--------------------</td>
<td>------------------------------------------</td>
<td>-------------</td>
</tr>
</tbody>
</table>
| 3    | 3      | **Learning Activities**  
• Teacher provides brief background to Japan’s entry into WWII and shows ASO clip on the attack on Pearl Harbor. [http://aso.gov.au/titles/documentaries/battleships/clip3](http://aso.gov.au/titles/documentaries/battleships/clip3)  
• Students read and assess the significance of Prime Minister Curtin’s message about turning to America for help. [http://john.curtin.edu.au/pmportal/text/00468.html](http://john.curtin.edu.au/pmportal/text/00468.html)  
• Using reliable secondary texts, students work in groups to read and investigate the following events and rank their significance for Australia at the time, giving reasons:  
  – the fall of Singapore  
  – Japanese bombing of northern Australia  
  – Japanese submarine attacks on Sydney and Newcastle.  
• See “Teaching History” section on key historical concepts in [www.achistoryunits.edu.au](http://www.achistoryunits.edu.au) for a guide to assessing *significance* in history.  
• Groups then share/compare ranking. | • The experiences of Australians during WWII (ACDSEH108)  
• Process and synthesise information from a range of sources for use as evidence in an historical argument (ACHHS188)  
• Using sources, students investigate a specific event/incident (HT5-4)  
• Key historical concept: Significance | • Ranking of the impact of selected events on Australia, and justification for the ranking |
| 2    | 4      | **Learning Activities**  
• Students access reliable secondary sources to compare and contrast two important Australian campaigns (Kokoda and Tobruk), using the scaffold provided in Resource 8.  
  – This models the “Compare and Contrast” requirement of the major assessment task to be issued next lesson. | • The experiences of Australians during WWII (ACDSEH108)  
• A specific campaign (HT5-7) | • Completed “compare and contrast” worksheet on Tobruk and Kokoda |
| 5    | 5      | **Learning Activities**  
• Teacher issues and explains major assessment task, Resource 9, comparing a particular aspect in both WWI and WWII.  
• Teacher reminds students about website reliability using an appropriate evaluation process, see Resource List.  
• Students work in pairs to select topic and begin their research, identifying reliable resources, print and digital. | • Identify and locate relevant sources, using ICT and other methods (ACHHS186)  
• Commemorations and the nature of the Anzac legend (HT5-5) | • Preliminary list of reliable resources (print and digital) relevant to chosen topic |
<table>
<thead>
<tr>
<th>Week</th>
<th>Lesson</th>
<th>Content/Activities</th>
<th>State/Territory and ACARA curriculum links</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>6</td>
<td><strong>Home Front:</strong></td>
<td><strong>Wartime Controls</strong></td>
<td>• Impact of WWII: emphasis on the home front <em>(ACDSEH109)</em>&lt;br&gt;• Wartime controls/censorship <em>(HT5-4)</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Learning Activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Students read from reliable secondary sources, print or digital (see Resource List for suggestions), to complete a “cause and effect” summary on rationing, censorship and manpower controls during WWII.&lt;br&gt;– Resource 10 provides a scaffold for this activity, which can be done in groups and results shared.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>7</td>
<td><strong>Home Front:</strong></td>
<td><strong>Women’s Contribution</strong></td>
<td>• Impact of WWII: emphasis on the home front <em>(ACDSEH109)</em>&lt;br&gt;• Process and synthesise information from a range of sources for use as evidence in an historical argument <em>(ACHHS188)</em>&lt;br&gt;• The role of women <em>(HT5-1)</em>&lt;br&gt;• Key historical concept: Significance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Learning Activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Using reliable secondary sources, print or digital (see Resource List), students investigate the contributions made by women on the home front in both paid and volunteer work, including the Women’s Land Army.&lt;br&gt;• Students work in pairs or small groups to assess the significance of women’s contribution to the war effort.&lt;br&gt;– See <a href="http://www.achistoryunits.edu.au">www.achistoryunits.edu.au</a>, “Teaching History” section on key historical concepts for a guide to assessing significance in history.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>8</td>
<td><strong>Home Front:</strong></td>
<td><strong>The American Presence</strong></td>
<td>• Impact of WWII: emphasis on the home front <em>(ACDSEH109)</em>&lt;br&gt;• Identify and analyse the perspectives of people from the past <em>(ACHHS190)</em>&lt;br&gt;• Impact of the wars on Australia <em>(HT5-7)</em>&lt;br&gt;• Key historical concept: Perspectives</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Learning Activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Using information from a range of primary and secondary sources (see Resource List), students explain the impact of the American presence in Australia during WWII.&lt;br&gt;• Students identify and analyse the perspectives of those who expressed positive and negative views.&lt;br&gt;• Students read excerpts from <em>Instructions for American Servicemen in Australia 1942</em> to understand American perceptions of Australia.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>9</td>
<td><strong>Home Front:</strong></td>
<td><strong>Enemy “Aliens”</strong></td>
<td>• Impact of WWII: emphasis on the home front <em>(ACDSEH109)</em>&lt;br&gt;• Evaluate the reliability and usefulness of primary and secondary sources <em>(ACHHS189)</em>&lt;br&gt;• Using sources, students investigate a specific event/incident enemy “aliens” <em>(HT5-10)</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Learning Activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Teacher introduces law defining an “enemy alien” and describes their treatment in a range of places across Australia, where possible referring to experiences in or near the school’s local area.&lt;br&gt;• Students access contemporaneous articles from TROVE on the Cowra Breakout, to gain an understanding of events.&lt;br&gt;• Students write their own 250-word explanation of the Cowra Breakout using a “who, what, when, where, why” scaffold.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Lesson</td>
<td>Content/Activities</td>
<td>State/Territory and ACARA curriculum links</td>
<td>Assessment</td>
</tr>
<tr>
<td>------</td>
<td>--------</td>
<td>--------------------</td>
<td>------------------------------------------</td>
<td>------------</td>
</tr>
</tbody>
</table>
| 10   | 10     | **Learning Activities**<br>• Teacher elicits student background knowledge of the Holocaust using Resource 11, confirming, correcting student responses and filling knowledge gaps.  
• Students visit Museum of Tolerance: Children of the Holocaust website (see Resource List) to find the story of one survivor who was around their age during the war.  
• In pairs or small groups students share details of their chosen survivors and discuss the value of these stories for knowledge of WWII. | • Examination of significant events of WWII (ACDSEH107)  
• Identify and analyse the perspectives of people from the past (ACHHS190)  
• The scope and nature of warfare – the Holocaust (HT5-7) | • Participation in pair/small group activity |
| 4    | 11     | **Learning Activities**<br>• Teacher exposition on the surrender of Germany, ending the war in Europe, and the surrender of Japan, ending the war in the Pacific.  
– Class views Movietone newsreel special: Peace Australia Celebrates from the ASO website.  
• After reading reliable secondary accounts, students identify and discuss arguments for and against America’s use of atomic bombs on Japan.  
• Students write individual response on the use of atomic bombs on Japan. | • Examination of significant events of WWII (ACDSEH107)  
• Process and synthesise information from a range of sources as evidence in an historical argument (ACHHS188)  
• Scope and nature of warfare (HT5-1)  
• Use of the atomic bombs to end WWII (HT5-1) | • Individual response on using atomic bombs to end the war |
| 12   | **Assessment Part B: Oral Presentations**<br>Pairs present brief overview of their research and submit a copy of their full research task for class journal or wiki.  
*This may take two lessons* | • Process and synthesise information from a range of sources as evidence in an historical argument (ACHHS188)  
• (HT5-10) | • Pairs oral presentation  
• Completed written research task |
| 13   | **Learning Activities**<br>• Teacher provides data on human cost of the war to the nations involved, including Australia and New Zealand.  
• Using reliable secondary resources, including the AWM website, groups investigate and report on the impact of the war on returned servicemen and women and POWs. | • Impact of WWII: emphasis on the home front (ACDSEH109)  
• Explain the impact of the war on returned soldiers/civilians (HT5-4) | • Group reports on the impact of the war for their chosen group |
<table>
<thead>
<tr>
<th>Week</th>
<th>Lesson</th>
<th>Content/Activities</th>
<th>State/Territory and ACARA curriculum links</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>Significance of WWII to Australia</td>
<td><strong>Learning Activities</strong>&lt;br&gt;- Students develop their own criteria to analyse Australia’s relationship with other countries (UK, USA and Japan) before and after WWII (e.g. at points from 1930s, 1950s and 2000s).&lt;br&gt;  -  This could involve trade, treaties, migration, tourism, etc.&lt;br&gt;- Students use data from the ABS website and reliable secondary sources to carry out their analysis, considering which relationship has undergone the greatest change and which relationship is of most significance today. Present opinions orally or in writing.</td>
<td>- The significance of WWII to Australia’s international relationships in the 20th century (ACDSEH110)&lt;br&gt;- Analyse the changing relationship of Australia with other countries after WWII (HT5-4)</td>
<td>- Use of criteria and data to support judgement about the significance of Australia’s relationships with other countries</td>
</tr>
<tr>
<td></td>
<td>Possible Site Study</td>
<td><strong>Our Local WWII Memorial: Where did Australians serve?</strong>&lt;br&gt;- Students visit (or examine information from) the local WWII memorial.&lt;br&gt;- Using resources from AWM/NAA/local RSL, students investigate some or all of the names on the local WWII memorial to locate where they served.&lt;br&gt;- Using local history resources and/or TROVE, students locate information about the local WWII memorial: who designed it, how was it paid for, when was it unveiled.</td>
<td>- The experiences of Australians during WWII (ACDSEH108)&lt;br&gt;- Identify and locate relevant sources, using ICT and other methods (ACHHS168)&lt;br&gt;- Commemorations and the nature of the Anzac legend (HT5-5)</td>
<td>- Completed database on people listed on local WWII memorial</td>
</tr>
</tbody>
</table>
# Resources List

<table>
<thead>
<tr>
<th>Week</th>
<th>Lesson</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td></td>
<td><strong>Worksheets</strong>&lt;br&gt;Resource 9&lt;br&gt;&lt;br&gt;<strong>Websites</strong>&lt;br&gt;A good source on website reliability from the University of Edinburgh&lt;br&gt;&lt;a href=&quot;http://www.ed.ac.uk/schools-departments/information-services/library-museum-gallery/finding-resources/library-databases/databases-overview/evaluating-websites&quot;&gt;www.ed.ac.uk/schools-departments/information-services/library-museum-gallery/finding-resources/library-databases/databases-overview/evaluating-websites&lt;/a&gt;</td>
</tr>
<tr>
<td>Week</td>
<td>Lesson</td>
<td>Resources</td>
</tr>
<tr>
<td>------</td>
<td>--------</td>
<td>-----------</td>
</tr>
</tbody>
</table>
| 6    |        | **Worksheets**  
Resource 10 |
|      |        | **Websites**  
*Rationing*  
AWM  
Australia’s War 1939–1945  
ABC  
http://splash.abc.net.au/media/-/m/102780/rations-and-coupon-shopping?source=secondary |
|      |        | *Censorship*  
|      |        | *Manpower controls*  
AWM  
www.awm.gov.au/encyclopedia/homefront/reserved_occupations  
ASO: *Soldiers without uniform*, a propaganda film by Charles Chauvel  
| 3    | 7      | **Websites**  
Women’s Land Army: ASO clips from documentary *Thanks Girls and Goodbye*. Clip 3 includes an interview with Faith Bandler, of Pacific Islander descent, who was a member of the Women’s Land Army.  
| 8    |        | **Websites**  
The American presence  
*Instructions for American Servicemen in Australia 1942*  
<table>
<thead>
<tr>
<th>Week</th>
<th>Lesson</th>
<th>Resources</th>
</tr>
</thead>
</table>
| 9    | Websites | Trove articles on the Cowra Breakout  
| 10   | Worksheets | Resource 11  
**Websites**  
Using Holocaust testimony films in the classroom  
Museum of Tolerance: Children of the Holocaust  
www.museumoftolerance.com/site/apps/nlnet/content2.aspx?c=tmL6KfNVLtH&b=5759983&ct=7133733-.UombN9Knqrg  
The Holocaust Explained  
www.theholocaustexplained.org |
| 4    | Websites | ASO Movietone Special: Peace – Australia Celebrates  
Views on the use of atomic bombs  
www.awm.gov.au/blog/2011/08/05/the-bomb-what-it-meant-to-australians |
<p>| 12   | Oral presentations – no resources required |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Lesson</th>
<th>Resources</th>
</tr>
</thead>
</table>
| 13   | Publications | Department of Veterans Affairs publication issued to all secondary schools, *Indigenous Service 2013*.  
|      | Websites | Australia’s War 1939–1945, Chapter 18 “Victory”  
Bringing the POWs Home, Prisoners of the Japanese on the Thai-Burma railway  
Information on Indigenous perspectives can be found on the AWM website  
*Indigenous Australians at War*, Australian Institute of Aboriginal and Torres Strait Islander Studies  
www.shrine.org.au/aatsipw |
| 14   | Websites | ABS website  
Trade figures for 1935 on pages 254–255  
www.abs.gov.au/ausstats/free.nsf/0/F1E91CE0ADD340A1CA2573AD002005E0/$File/13010_1936%20section%207.pdf  
Trade figures for 1955 on page 292  
Trade figures for 2005 at Table 30.26  
What Do You Know About Wars and Warfare?

Within your group, discuss the following questions.

Be prepared to share your group’s ideas with the class.

1) What is a war? Provide a definition.
2) How do wars begin?
3) What happens during a war?
4) Who is involved in the fighting?
5) Who is affected by war?
6) Are there “rules” for conducting warfare?
7) How do wars end?
8) What happens to the winners and the losers?
9) How are wars remembered and commemorated? Is there evidence of the commemoration of war in our local area?
10) Would historians from the winning side and the losing side of a war write the same history of the war?
## Resource 2: Overview of Australia’s Involvement in 20\textsuperscript{th} Century Conflicts

Working in pairs or small groups, research online to complete part of the summary table, and then combine information to complete the whole table.

<table>
<thead>
<tr>
<th>Conflict</th>
<th>When</th>
<th>Where</th>
<th>Allies</th>
<th>Enemy</th>
<th>Casualties</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>W</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>M</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>V</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Column 1 provides the first letter of the name of the conflict – teachers may wish to remove these or include other clues, as per student ability.
Resource 3: Quick Quiz on the Gallipoli Campaign

1) Gallipoli is in which country?
   a) Italy  
   b) Greece  
   c) Turkey  
   d) Germany

2) What was an aim of the Gallipoli campaign?
   a) To capture Berlin  
   b) To attack Russia  
   c) To capture Constantinople  
   d) To attack Austria-Hungary

3) What important waterway is Gallipoli near?
   a) The Black Sea  
   b) The Suez Canal  
   c) The Dardanelles  
   d) The English Channel

4) How did Allied troops get to Gallipoli?
   a) On foot  
   b) By boat  
   c) In trucks  
   d) On horseback

5) What is the best description of the terrain at Gallipoli?
   a) Flat and sandy  
   b) Marshy swamp  
   c) Thick rainforest  
   d) Steep and rugged

6) When did the first Australian troops land at Gallipoli?
   a) 25 April 1915  
   b) 3 August 1916  
   c) 31 October 1917  
   d) 4 July 1918

7) What enemy forces did the Allies face at Gallipoli?
   a) Austrian and Italian  
   b) Turkish and German  
   c) Russian and Japanese  
   d) Hungarian and Serbian

8) What was the main type of warfare in the Gallipoli campaign?
   a) Naval  
   b) Aerial  
   c) Trench  
   d) Cavalry

9) Which group of weapons was most commonly used in the Gallipoli campaign?
   a) Rifles, machine guns, bayonets, grenades  
   b) Sabres, rifles, aerial bombing, cannon  
   c) Torpedoes, grenades, tanks, landmines  
   d) Machine guns, landmines, mustard gas, tanks

10) Which Allied nation provided the most soldiers at Gallipoli?
    a) India  
    b) Britain  
    c) Australia  
    d) New Zealand

11) How long did the Gallipoli campaign last?
    a) 3 months  
    b) 7 months  
    c) 1 year  
    d) 2 years

12) What event marked the end of the Gallipoli campaign?
    a) A truce was signed.  
    b) The Allies captured Gallipoli.  
    c) The Allied forces secretly withdrew.  
    d) The enemy drove the Allied forces into the sea.

13) Which nation suffered the greatest loss of soldiers at Gallipoli?
    a) France  
    b) Britain  
    c) Turkey  
    d) Australia

14) What happened to most of the ANZAC soldiers who survived Gallipoli?
    a) They went to England for a month’s leave.  
    b) They were sent to fight in other battlefronts.  
    c) They stayed in the area to help in reconstruction.  
    d) They were discharged and returned to Australia and New Zealand.

15) On what official day is the landing at Gallipoli commemorated?
    a) Labour Day  
    b) Anzac Day  
    c) Armistice Day  
    d) Remembrance Day
Resource 4: World War I Assessment Task

Use the knowledge and skills you have gained in this Depth Study to develop a historical explanation in response to the question:

**What is the significance of the Gallipoli campaign for Australians?**

Your explanation should be of 450–500 words and should include:
- an introduction
- three linked paragraphs, each dealing with a different aspect of your explanation, including significance in the past and the present
- a conclusion
- accurate and relevant historical information
- relevant historical terms and concepts
- supporting evidence from primary sources
- appropriate referencing.

Please write a draft, then edit your draft: you may self-edit, peer-edit or parent-edit.

The final version of your essay should be word processed in 12-point font and printed on one side of the paper. Please attach your edited draft.

Date Due: One week from today

This task assesses your ability to:
- explain and assess historical factors (HT5-1)
- apply a range of relevant historical terms and concepts (HT5-9)
- use appropriate oral, written, visual and digital forms to communicate effectively about the past (HT5-10).
Resource 5: Research a Battle or Campaign

Where Australians Fought in WWI

When researching a battle or campaign:
- use reliable library or internet resources to research one of the following battles or campaigns in WWI: Rabaul, Beersheba, Hamel, Ypres
- identify your battle or campaign in the box provided, then answer the following questions in full sentences.

Questions to consider:
1) Name your chosen battle or campaign.
2) When and where did the fighting take place?
3) What were the terrain and climate?
4) Who was involved? (Allied and enemy forces)
5) About how many troops were involved?
6) What forms of transport were used for troops and supplies?
7) What types of weapons were used?
8) What difficulties did the Australians face?
9) What strategies did the Australians use?
10) What was the outcome of the battle or campaign?
Resource 6: How Useful is This Source?

In history, we place great importance on analysing sources because they can provide valuable information about the topic we are investigating. Works of art or literature can also be useful sources of evidence – if we are aware of the context in which they were created and if they provide information that helps answer questions that we have about the past.

The following prompts will help guide your thinking about the usefulness and reliability of sources in general, works of art or literature in particular.

Questions to consider about works of art or literature as sources for WWI

- Who created the work?
- When was it created?
- Why was the work created?
- Who was the intended audience?
- Where was the work displayed or distributed?
- What was the creator’s experience of WWI?
- What information does the work depict about the war?
- Does it present a single perspective or multiple perspectives?
- Does it present provable facts – or personal opinions – or both?
- Do other sources corroborate or contradict information presented in the work?
- How was the work received at the time it was created?
- Has the work continued to be read or viewed since WWI? Why?
- What emotions does the work evoke in you as a reader or viewer?
- How do these emotions contribute to your understanding of WWI?

Use some or all of your answers to these questions to construct a 250-word response that analyses the usefulness of your chosen work as a source of evidence for WWI.
WWII Resources

Resource 7: Reasons for Enlistment

Source 1: We Were There

From the findings of John Barrett in We Were There: Australian soldiers of World War II tell their stories, Allen & Unwin 1987, Chapter 7.

The following reasons for enlistment are taken from a survey of 3,700 former World War II soldiers, which formed the basis for Barrett’s book. Following are the main reasons given for enlistment and the percentage of respondents who mentioned them. Soldiers seldom gave a single motive for enlistment.

72% Duty
58% Australian nationalism
56% Loyalty to the British Empire
50% The Anzac tradition
46% Mateship
40% Family – “To keep Australia safe for family and Aussies.”
20% Public opinion – newsreels, posters, advertisements, white feathers

Other reasons mentioned by a smaller percentage of returned soldiers include:
- adventure
- fear of invasion
- glamour of the uniform, attraction to women
- escape from hard work, boredom or an unsatisfactory job
- desire to prove themselves, to do as their fathers had done in World War I.
**Source 2: The Civilians Who Joined Up**


The numbers in brackets refer to the references the author has used. These can be accessed with the online version of the article.

[25] Why, then, did Australians who had previously shown no interest in soldiering, many of whom probably shared the widespread Australian antipathy to peacetime soldiering, now decide to enlist or accept their call-up without making the appeal to which many were entitled? [53]

[26] Here it is not necessary to differentiate combat from support troops, for it seems to be natural for most enlisting soldiers to expect to fight. The motivations of so large a group were very diverse, and many recruits had more than one reason for joining; as well, the character and strength of stimuli to enlistment changed with fluctuations in the course of the war. Despite these difficulties, almost every source points to the primacy of three factors: a desire for adventure, a sense of duty, and a sense of the Australian military heritage. Although the financial rewards of service may have been a primary inducement for a few, and a secondary one for more, the so-called ‘economic conscripts’ were in a distinct minority. [54]

[27] The official historian, Gavin Long, defines the desire for adventure largely in terms of an urge to break away from boring or unhappy civilian lives. [55] This is not the whole story, however, as the ‘adventure’ opened by enlistment could be less an escape from an old world than an entry into an unknown and exciting one. For the young, inexperienced and largely uneducated men that most soldiers were, overseas travel and war were not just an adventure, but what they called ‘the great adventure’. [56] It was the stuff of romance, often lasting at least until exposure to battle: ‘Dark finds us well past Alexandria headed west towards El Alamein [sic] the enemy and adventure’, wrote one typically excited reinforcement in his desert diary. [57]

[28] G.H. Fearnside, one of the best writers on Australia’s World War II soldiers, argues that ‘Perhaps the call to adventure was the greatest motivation’ for volunteers; certainly it continued to attract young men eager to test themselves, although the air force was even more popular. The lure of adventure was never greater than to the very first volunteers, who formed the 6th Division in 1939. [58]

[29] For several years after 1939, less personal motives seem to have become more pressing for potential recruits. The heaviest recruiting to the AIF occurred during the two or three months following the German invasion of France in May 1940. [59] Part of the reason for this was probably the fact that it was now clear that ‘the Phoney War’ was over and men could be certain of their ‘great adventure’. Enlistments rose on other occasions with reports of fighting. [60] Yet too many observers noted the seriousness and unusual maturity of the fighting soldiers among these later reinforcements for opportunity to be the whole explanation; they found the cause in the recruits’ sense of duty, which had supposedly been activated by wartime crises. [61]

[30] Unfortunately for our purposes, Australian front-line soldiers in the Second were rarely as willing as their First World War predecessors to talk openly of patriotic duty. [62] Indeed, writers have often prefaced comments about the importance of such motivation by saying that hardened soldiers would much prefer to offer trivial and fabricated reasons, or none at all, than to confess to patriotic motivation. [63]
Yet many undoubtedly had a desire to ‘do one’s bit’: in the first years of the war to protect Britain, Australia, the Empire and even the world from the Germans; and from late 1941, when enlistments shot up again, to protect Australia from the Japanese. This attitude is well exemplified in a letter written home by a captain on Timor at a depressing point in the war: ‘I hope it never comes to the day when you would have to shoot Germans and Japs Dad ... That is why I joined up – to keep the cows away from Home.’

In a large post-war survey of motivation for readiness to go to war, ‘duty’ emerged as the single most important factor, with the related concepts of ‘Australian nationalism’ and ‘Empire loyalty’ second and third. In a poem about his battalion, a soldier wrote in Palestine of ‘that patriotic urge that made us all depart’. Yet later in the poem he imagined the unit’s eventual return to Australia and the pub where they would ‘tell of thier [sic] adventures to a very eager crowd’. This combination of duty and adventure also exerted a powerful attraction on many other volunteers.

Patriotic duty had appeal throughout the war, but it was probably not so alluring from late 1943, when the threat to Australia and the Empire had passed. As mentioned, most new enlistments in the latter part of the war were very young, and they were probably strongly attracted by the prospect of adventure. Another motivation is indicated by a further development in the composition of the Army in the second half of the war: the huge growth in the proportion of AIF men in the army. Between November 1942 and the end of the war fewer than 21,000 new men joined AIF units, but more than 200,000 CMF men changed their status to AIF by volunteering for overseas service within their units.

This changeover occurred mainly because of desire for the prestige attached to the AIF membership. Its status derived largely from the First World War, although by 1943 the tradition of the Second AIF was also impressive and probably attractive. This urge to be associated with an awesome ‘tradition of military prowess’ existed throughout the Second World War. Some of the attachment was frivolous: Butler wrote of a man in camp ‘who did not want to go to the front but joined to be called a Digger’. Others, such as men with veteran relatives, were deadly serious in their hopes of living up to an act that was hard to follow. Barrett’s survey showed a majority of respondents acknowledging the Anzac tradition as a factor in their enlistment.
Resource 8: Assessment Task 1

Compare and Contrast Two Australian Campaigns of WWII: Tobruk and Kokoda

1) Use the research scaffold below to find information about two campaigns involving Australians, fought at Tobruk and Kokoda.
2) Identify similarities and differences between the two campaigns.
3) Decide which campaign was most significant for Australia’s history.
4) Write your report using the scaffold on the next page.

A) Research Scaffold (Point form is okay.)

<table>
<thead>
<tr>
<th>Tobruk</th>
<th></th>
<th>Kokoda</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date and location</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The enemy (nationality)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Type of warfare</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hardships due to terrain, weather</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Difficulties with supply lines</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How experienced were the Australian troops?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Which Allies were involved?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Numbers involved on both sides</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What was the outcome of the campaign? (What was achieved?)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Numbers of Australian dead and wounded</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**B) Scaffold For Your Report**

- Use the information you have found to compare and contrast the two campaigns.
- Your report should be organised into four paragraphs as shown on the scaffold below.
- Your report should be written in paragraphs, not point form.

**Compare and Contrast Two Australian Campaigns of WWII**

<table>
<thead>
<tr>
<th>Paragraph 1</th>
<th>Tobruk and Kokoda: Which campaign was most significant for Australia?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outline when and where both campaigns were fought and against which enemies.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Paragraph 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the main similarities between the two campaigns (e.g. being outnumbered, facing particular hardships).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Paragraph 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the main differences between the two campaigns (e.g. type of warfare, amount of Allied support).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Paragraph 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your conclusion about which campaign was most significant for Australia’s history and your reasons.</td>
</tr>
</tbody>
</table>
Resource 9: Assessment Task 2

Compare and Contrast Australian Experiences in World War I And World War II

This assignment requires you to work in pairs to compare and contrast ONE of the following topics relating to the experiences of Australians in World Wars I and II:

- the treatment of enemy “aliens”
- the experiences of Australian nurses
- the changing roles of women on the home front
- the participation of Aboriginal and Torres Strait Islander people
- the experiences of Australian prisoners of war
- weapons used by Australians
- commemoration of the wars.

Presentation

Part A
Your assignment should be presented as a properly structured and referenced history essay. Word limit: 1000 words.

Part B
As a pair, you will provide an overview of the main features of your assignment in a 3–4 minute PowerPoint presentation of no more than 10 slides.

Resources

Use reliable library and/or Internet resources.

Images used in PowerPoint must be appropriately referenced.

Include a reference list of the resources you use for your assignment.

Planning

To compare and contrast, you need to find the relevant information and think about your chosen topic in these ways:

- What are the significant similarities in your topic in the two wars?
- What are the significant differences in your topic in the two wars?
- What conclusion do these similarities and differences suggest about your topic?

(Refer to the “Compare and Contrast” activity on Tobruk and Kokoda before you start)
### Marking Guidelines (Part A)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Provides detailed and accurate information on significant similarities and differences in the chosen topic in both wars.</td>
<td>A</td>
</tr>
<tr>
<td>• Provides a logical conclusion based on evidence provided in the essay.</td>
<td></td>
</tr>
<tr>
<td>• Presents a well-written and well-structured essay applying a range of relevant historical terms and concepts.</td>
<td></td>
</tr>
<tr>
<td>• Provides comprehensive and accurately presented reference list.</td>
<td></td>
</tr>
<tr>
<td>• Provides accurate information on significant similarities and differences in the chosen topic in both wars.</td>
<td>B</td>
</tr>
<tr>
<td>• Conclusion follows logically from the body of the essay.</td>
<td></td>
</tr>
<tr>
<td>• Presents a well-written and well-structured essay that applies relevant historical terms and concepts.</td>
<td></td>
</tr>
<tr>
<td>• Provides accurately presented reference list.</td>
<td></td>
</tr>
<tr>
<td>• Provides information on similarities and differences in the chosen topic in both wars.</td>
<td>C</td>
</tr>
<tr>
<td>• Conclusion links to the body of the essay.</td>
<td></td>
</tr>
<tr>
<td>• Presents a competently written and organised essay that uses some relevant historical terms and concepts.</td>
<td></td>
</tr>
<tr>
<td>• Provides a satisfactory reference list.</td>
<td></td>
</tr>
<tr>
<td>• Provides information on similarities and differences in both wars.</td>
<td>D</td>
</tr>
<tr>
<td>• Conclusion links to body of essay.</td>
<td></td>
</tr>
<tr>
<td>• Essay is written in coherent paragraphs and uses some historical terms.</td>
<td></td>
</tr>
<tr>
<td>• Reference list be incomplete or inaccurate.</td>
<td></td>
</tr>
<tr>
<td>• Provides information on topic one or both wars.</td>
<td>E</td>
</tr>
<tr>
<td>• Conclusion not provided or not linked to body of essay.</td>
<td></td>
</tr>
<tr>
<td>• Essay poorly written or poorly organized using few historical terms.</td>
<td></td>
</tr>
<tr>
<td>• May provide a reference list that is incomplete or inaccurate.</td>
<td></td>
</tr>
</tbody>
</table>
## Resource 10: Cause and Effect Note-making Scaffold

Point form is okay.

<table>
<thead>
<tr>
<th>Government Control (Main Points)</th>
<th>Why was the control introduced? (Cause)</th>
<th>What did the control achieve? (Effect)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rationing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Censorship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manpower regulations</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Resource 11: Assessing Student Prior Knowledge of the Holocaust

In groups, discuss the following questions and report to the whole class.

1) What is the Holocaust? (Also known as the Shoah.)

2) When did it occur?

3) In which country/countries did it occur?

4) What groups of people were affected?

5) Why were these particular groups chosen?

6) How were these groups treated?

7) Which leader put his ideas for the Holocaust into action?

8) What do these words mean in relation to the Holocaust?
   a) Ghetto
   b) Concentration camp
   c) Anti-Semitism
   d) Genocide

9) Approximately how many people were killed during the Holocaust?

10) What evidence is there that the Holocaust took place?