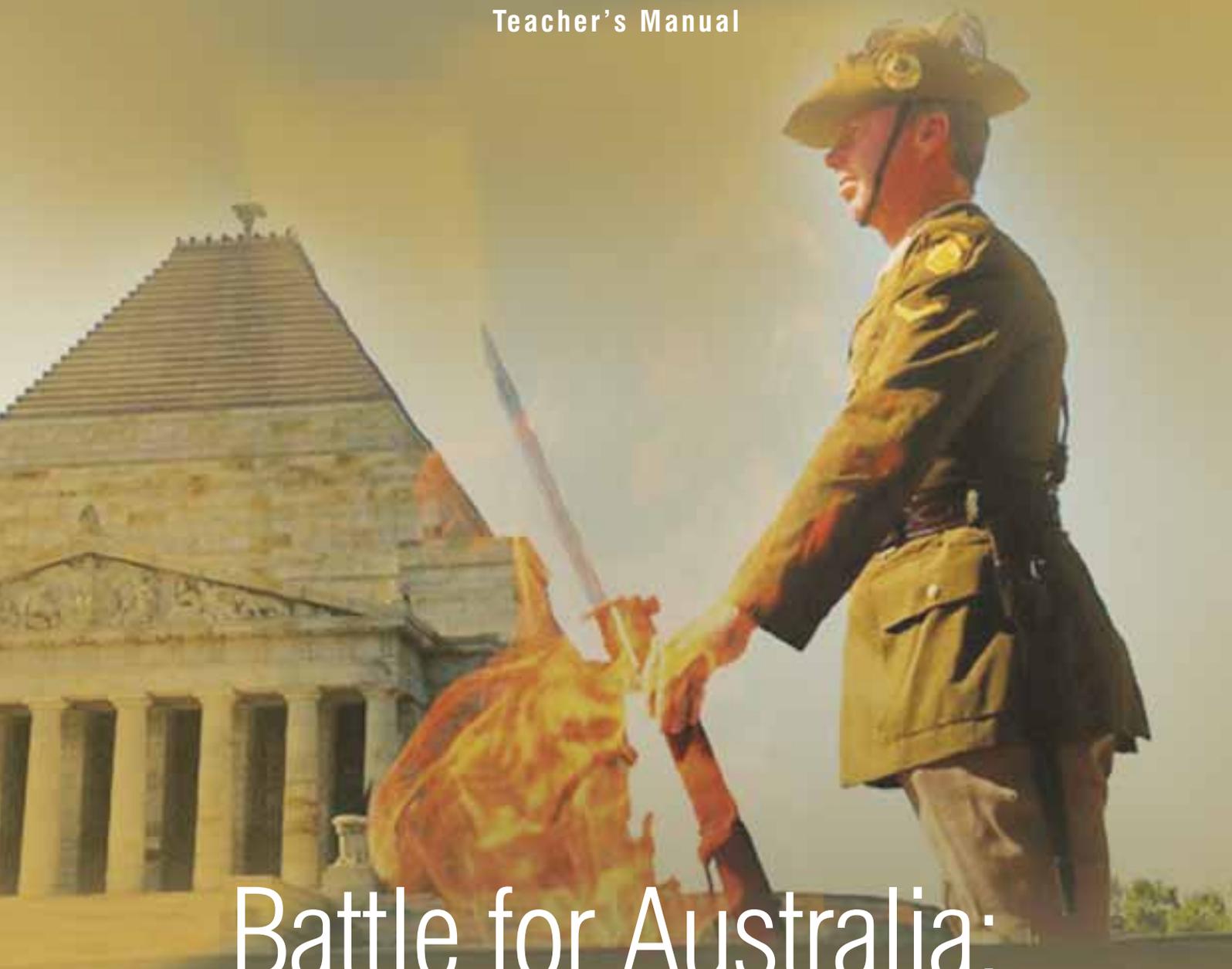




SHRINE OF REMEMBRANCE

EDUCATION PROGRAM

Teacher's Manual



Battle for Australia:

Was Australia under threat of invasion in 1942?
Educational materials to support the Battle for Australia commemoration





INTRODUCTION

These materials develop students' understanding about the Battle for Australia. This period during World War II followed the bombing of Pearl Harbour in December 1941 and the rapid Japanese advance through Asia and the South Pacific when the Australian government believed Australia was at risk of invasion and our resources in action and at home were stretched to the limit.

These materials are presented in three parts:

- Understanding the Battle for Australia, which includes historical background and student activities.
- Understanding Commemoration Ceremonies, which includes background information about commemoration ceremonies and a student activity to help them make sense of these ceremonies and how to develop a ceremony appropriate for their school.
- Suggested Resources.

Select materials and activities appropriate for your students. For example, the historical background can be used as a resource for Middle and Later Years students. Website materials (except those identified in specific student activities) are more detailed and suitable for independent readers. Most activities can be used as written with students at all levels. Task expectations (including the amount of factual information researched and used by students) should increase in later years.

The information about commemoration ceremonies is common to all three occasions for which educational materials have been developed: ANZAC Day, the Battle for Australia and Remembrance Day.

Teachers can also link these materials for the Battle for Australia to the Years 9 and 10 unit, 'Service in war and peacekeeping: World War II and beyond'. Teachers at other levels may wish to adapt these materials, providing a less complex insight into the threats to Australia and the need for remembrance and commemoration of this period in Australia's history.



UNDERSTANDING THE BATTLE FOR AUSTRALIA



In this section you will find:

- Historical background to the Battle for Australia.
- Student activities to help students make sense of information about the Battle for Australia.



HISTORICAL BACKGROUND

THE BATTLE FOR AUSTRALIA

The bombing of Pearl Harbour

On 8 December 1941 the Japanese attacked Pearl Harbour in Hawaii. On this 'day of infamy' 2,409 Americans were killed and 1,178 were wounded. The US Fleet suffered great damage and losses in the harbour that day.

After the attack the United States became actively involved in the war effort of the Allied Forces in Europe and the Asia-Pacific region. In Australia the War Cabinet on 12 December 1941 approved the call-up of 114,000 more men for the Army. Australian troops were to be transferred to Port Moresby, Timor and Darwin. Prime Minister John Curtin called the Federal Parliament back to discuss the situation in the Pacific.

It became increasingly clear to the Australian Government that Britain would be unable to protect Australia's interests in the Asia-Pacific. The Curtin Government looked carefully at the situation. On 27 December 1942 Curtin remarked, 'Without any inhibitions of any kind, I make it quite clear that Australia looks to America, free of any pangs as to our traditional links or kinship with the United Kingdom.' (David Day, *John Curtin: a life*, HarperCollins 2000, pp.438-9)

The Japanese advance

Within four months of the bombing of Pearl Harbour, the Japanese had cleared out virtually all of the British, American, Dutch and Australian defence forces from South East Asia and the East Indies.

Japanese advances and victories included:

- 9-20 December 1941 The Japanese attacked Timor
- 3 February 1942 Aircraft attack of Port Moresby. Months of air battles followed.
- 15 February 1942 The Fall of Singapore. 15,000 Australian men and women (including the entire 8th Division) became prisoners of war.
- 23 February 1942 More than 1,000 men surrendered to the Japanese in Timor. Guerrilla campaign by Australians (2/2nd Independent Company and some of the 2/40th Battalion) continued in Portuguese East Timor till the end of 1942.
- 28 February-1 March 1942 Battle of Sunda Strait. HMAS Perth lost.
- By 31 March 1942 Defeat of the Netherlands East Indies. About 3,000 Australian soldiers taken prisoner. The Japanese also conquered Malaya and occupied many of the islands north and east of Papua New Guinea including the Solomons and Bougainville. They also occupied Lae and Madang, coastal centres in New Guinea. Establishment of Japanese airfields at Guadalcanal and Tulagi.

A line could be drawn from Singapore to the Solomon Islands to show where Japanese forces were now in control. In addition, Australian troops in Malaya, Java in Indonesia, Rabaul in New Britain, and the islands of Kavieng, Timor and Ambon were forced out. Japanese troops were now on the north coast of New Guinea.

During World War II 39,000 Australian service men and women were killed, while over 30,000 became prisoners of war, from a total defence force of almost one million. Two thirds of the total number of Australian prisoners of war were captured as the Japanese advanced through



HISTORICAL BACKGROUND

South East Asia in the first weeks of 1942. While those taken prisoner by the Germans had a strong chance of returning to Australia after the war, 36 per cent of those captured by the Japanese died in captivity.

Bombs and submarines at home

Darwin was first bombed at 9.58am on 19 February 1942. Darwin was then a small town with a civilian population of less than 2,000. Its position in the north of Australia made it an important military base from which to mount campaigns against the Japanese advance. It was the base for the 7th Military District of Australia. At the time of the bombing, the 23rd Australian Infantry Brigade and two Australian infantry anti-aircraft batteries were stationed at Darwin. The RAAF was based 8km south of Darwin while the RAN was based in Darwin.

The first attack by Japanese aircraft was launched from four carriers stationed near the island of Timor about 500km northwest of Darwin. Mitsuo Fuchida, who led the attack on Pearl Harbour, was also in charge of the bombing of Darwin. During this first attack the prime target was the harbour that contained the RAN base and floating dock. There were 35 Allied ships in the harbour at this time. Eight ships were sunk and two beached but later re-floated. Casualties during the half hour air raid included:

- US destroyer, *Peary*, sunk. 80 lives lost.
- US transport, *Meig*, sunk. 2 lives lost.
- Australian ship, *Neptunia* hit by explosives. Captain and 45 crew killed.
- Hospital ship, *Manunda* hit but survived. Four killed including a nurse.
- Pier blown up but 70 waterside workers survived. Twenty two workers died as they swam through burning oil when trying to make their way ashore.
- Nine people killed when the post office blew up.
- Darwin hospital bombed but no casualties.
- Two died when Government House was bombed.

The second attack on Darwin, by 45 bombers, took place two hours later. This attack was launched from land in the Celebes and Ambon. The prime target was the airfield. On this occasion seven men were killed.

During these first two attacks 243 people were killed, and between 300 and 400 were wounded. Twenty military aircraft were destroyed, most military and civil facilities in Darwin were destroyed and 8 ships were sunk. The Japanese lost between 5 and 10 aircraft.

Most Australians at that time thought this was the beginning of a planned invasion of Australia and acted in response to that belief, as did the Government. After the defeat of the Japanese and Victory in the Pacific on 15 August 1945, it was discovered that the Japanese never intended to invade Australia. Instead, they had planned to invade Timor, but first needed to make sure the Allies could not use Darwin as a base for a counter-attack.

Between 19 February 1942 and 12 November 1943 Darwin was bombed 64 times.

Other towns in northern Australia were also bombed including Broome, Port Hedland, Townsville, Cairns and Exmouth.

Three Japanese midget submarines entered Sydney Harbour on 31 May 1942. At that time five Japanese submarines were in waters near the Australian coast, 56 kilometres north east of the entrance to Sydney Harbour. On the night of 30 May a reconnaissance aircraft was launched from one of the submarines and reported back that battleships and cruisers were moored in Sydney Harbour. It was then that the Japanese decided to launch the midget submarines the next night.

The RAN accommodation ship HMAS *Kuttabul* was sunk after the second submarine fired torpedoes



HISTORICAL BACKGROUND

aimed unsuccessfully at the cruiser USS *Chicago*. Twenty-one naval ratings were killed. This midget submarine was never found. Of the other two submarines, one became entangled in a boom net across the harbour and the occupants blew it up rather than be captured. The third submarine was destroyed by depth charges before it fired any torpedoes.

The following month the eastern suburbs of Sydney and Newcastle were shelled.

Japanese submarines also attacked coastal shipping. During this two-month period 29,000 tons (about 12,000 tonnes) of shipping were lost and 60 Australian service persons lost their lives.

Australia responds

Following the bombing of Darwin in February 1942 all Royal Australian Navy ships then stationed in the Mediterranean returned to defend Australia. At the same time the 6th and 7th Divisions also returned home. The 9th Division returned later, somewhat reduced in numbers after further service at El Alamein where 2,694 Australians from that division were killed, wounded or reported as missing in action. Many were only 18 years of age and unprepared for jungle warfare.

The Australian Government now expanded the Army and Air Force. In January 1943 Curtin was able to send conscripted Australian service men to overseas postings. Previously, conscripts could only serve in Australia.

The Government also implemented a total war effort seeking special powers to control economic, domestic and industrial activity. As a result a total war effort was established. The Government argued that there was a need to defend Australia. The Government:

- evacuated women, children and civilian men from Darwin and other places along the north coast where it was considered they were at risk of attack by the Japanese
- introduced compulsory military training for all men aged 18 to 45 years
- expanded the rationing system. Petrol had been rationed in 1939. In 1942 rationing now also included food, clothing and imported products. Ration books were produced and coupons had to be used with money to purchase rationed goods
- introduced industrial conscription, using manpower regulations to better control the workforce to make sure production served the war effort
- encouraged women to join the work force or enlist in the defence forces so they could release men by taking over some roles to allow men to fight on the front
- raised war loans to help fund the war effort
- encouraged people to recycle paper, aluminium, glass, rubber and other materials to produce items needed for the war effort
- reduced spirits and beer production and increased the tax on these goods
- took over the power of the states to charge income tax on wages
- required people to black out buildings at night
- planned the possible evacuation of city children to safer places in the country
- interned Japanese, Germans and Italians living in Australia.

Following the Japanese victory in the Philippines, US General Douglas MacArthur - the Supreme Commander in the South-West Pacific - set up his headquarters in Australia from March 1942. With the Allies believing the Japanese would attack Australia from the Coral Sea, most US troops were based in Far North Queensland in places like Townsville and Charters Towers. Ships filled the coastal ports, airstrips were built and bombing raids were conducted.



HISTORICAL BACKGROUND

Turning the tide: The path to eventual victory

5- 8 May 1942: Battle of the Coral Sea

A Japanese fleet on its way to invade Papua New Guinea was sighted. A battle with the combined Australian and American fleet followed. The Battle was fought by aircraft carriers often out of sight of one another. The effect of this battle, and the Battle of Midway a month later, was the decision by the Japanese to abandon their landing at Port Moresby. As a result of both battles, the Japanese air fleet was now greatly reduced. Their ability to take the initiative in the war was also reduced.

3-6 June 1942: Battle of Midway

This was the first definite defeat inflicted on Japan by the United States. As a result of this Battle:

- the balance of sea power shifted in favour of the Allies
- Japan abandoned its plans to advance towards Fiji, Samoa and New Caledonia
- the Japanese offensive in New Guinea was delayed.

21 July 1942- January 1943: Kokoda Trail

The Kokoda Trail crossed New Guinea from Port Moresby over the Owen Stanley Ranges to Buna. The terrain was dense, almost impenetrable rainforest, with steep ranges that were difficult to cross. The Japanese found it attractive as an alternative route to Port Moresby after the defeat in the Battle of Midway. If they couldn't get there along a direct route, they would cross the ranges from the north.

General Douglas MacArthur ordered a force of Australian infantry and American engineers to cross over the track to Buna and to construct an airfield at nearby Dobodura. At the same time the Japanese were beginning their journey over the ranges. Kokoda is about halfway along the Kokoda Trail. Unfortunately most of the Australian infantry were volunteers and recently conscripted men with little military training especially in jungle warfare. Their average age was 18.5 years.

The challenges faced by troops crossing through the rainforest were many: leeches, mosquito infested swamps, malaria and dysentery, as well as being continually wet and cold, carrying 27 kilogram packs, and wearing heavy boots and khaki summer uniforms that were easily seen by the enemy. At first the Japanese proved to be better jungle fighters than the Australians and advanced rapidly up the Trail. On 29 July they captured Kokoda. By early August the situation was desperate for the Australians as food and ammunition supplies began to run out.

Under the command of Brigadier Potts between August and 2 November 1942 the Australians continued under difficult conditions. MacArthur, back in Australia, did not understand the actual situation and refused additional supplies. He did not realise that there were at one time 400 Australians trying to overcome 5,000 Japanese! Gradually the Japanese weakened and on 2 November the Australians recaptured Kokoda. It was not, however, the end of the Japanese presence in New Guinea.

25 August-3 September 1942: Milne Bay

By late August 1942 the Japanese realised they could not move down the Kokoda Trail as quickly as they wanted. They decided to attack from another direction: the extreme eastern tip of Papua at Milne Bay. This was some 370 kilometres from their target, Port Moresby. Although Australian resources were stretched with the fighting on the Kokoda Trail they were ready for the Japanese at Milne Bay. In just over ten days that battle was over. On 3 September 1942 the Japanese began to withdraw. The first land victory in the Pacific War was won by a force made up mainly of Australians.



HISTORICAL BACKGROUND

November 1942- January 1943: Beachhead Battles

General Douglas MacArthur believed the Japanese threat in New Guinea was now over. He ordered Australian and American troops to attack three villages on the north coast of Papua New Guinea then held by the Japanese: Gona, Buna and Sanananda. However the Japanese had a strong hold on these villages, and new Japanese troops had also arrived. They were protected by the sea on one side and by jungle and swamps on the other side. It took two months before the Australians and Americans captured these strongholds.

March 1943: Battle of the Bismarck Sea

The Battle of the Bismarck Sea was one of the most devastating victories of World War II. As a result, Japanese hopes of regaining the initiative and control in New Guinea were smashed.

When the Pacific War began, Japanese advances had been swift and plentiful. Following the battles of the Coral Sea and Midway the Allies began to claw their way back.

The Allies intercepted radio messages that told them the Japanese were planning to sail with reinforcements from their base at Rabaul to the vital garrison at Lae. This was planned for late February 1943. This message gave the Allies time to plan their attack and to practice their strategies. As a result of this practice, many of the faults were ironed out.

The 6,400 Japanese troops left Rabaul between 23 and 27 February and the convoy of eight merchant ships and eight destroyers set sail on 28 February. They planned to arrive in Lae on 3 March.

After poor weather had favoured the Japanese advance, luck changed on 3 March. Clear weather now favoured the Allies as the Japanese came round the Huon Peninsula. The Battle of the Bismarck Sea began. Three coordinated attacks followed. The Allies lost a handful of aircraft while the Japanese lost 12 ships including all troop transport ships and 4 destroyers. 3,000 Japanese soldiers were killed.

From this time much of the work of the Allies was in areas north of New Guinea. Australian service men and women stayed in New Guinea but the Japanese threat had been reduced. From now on they had to monitor the situation and make sure the Japanese did not regain the stronghold they once had there.

RAN Corvettes

The Royal Australian Navy needed a fleet of escort ships to guard convoys and to keep sea lanes open during the war. When it became clear that Britain could not supply these through its shipbuilding industry, Australia decided to design, build and man their own escort ships. The result was the Corvette.

In August 1940 the first Corvette was launched, named HMAS *Bathurst*. Keeping with naval tradition, the entire class of ships were called the Bathurst Class Corvettes. In all sixty Corvettes were built. Visit www.battleforaustralia.org.au/corvettes.html to see if a Corvette was named after a place near your home town or city.

Corvettes were to the Navy what the jeep was to the Army and the DC3 to the Air Force; they did everything, everywhere, with grit and dash. They served in every theatre of war escorting convoys, ferrying troops, surveying uncharted waters, sinking submarines, shooting planes and sweeping for mines. On the home front they helped to monitor and check the security of Australia's coastlines. Only one, HMAS *Armidade*, was sunk by the enemy.



STUDENT ACTIVITIES

Select activities appropriate to the needs of your students.

1. Timeline (Years 4-10)

Use Activity Sheet No.1 to develop a timeline of key events associated with the Battle for Australia. It is recommended that the timeline be set up as a Word document to allow students to add further dates and information as their work proceeds. This is particularly relevant if you decide also to undertake the activity 'How close did they get?'

Students place the dates in correct chronological order and then provide a brief note to explain why each date is included, for example, 'first two bombings of Darwin' and 'Battle of Midway'. Provide students with the background information outlined above. Some students could use the more detailed information provided at www.battleforaustralia.org.au and at www.ww2australia.gov.au as well as in reference materials listed in the Suggested Resources section at the end of this kit.

2. What is it? What happened at...? (Years 5-10)

Students either individually or in pairs take turns to select one of these cards. Encourage students who already have some knowledge about any of these places, policies or groups of service men and women to share information. Explain that students will not be able to provide information for all cards at this stage.

Students then use the background information provided earlier together with websites such as the Australian War Memorial, www.awm.gov.au; Battle for Australia, www.battleforaustralia.org.au; Australia's War 1939-1945, www.ww2australia.gov.au; and James Bowen's Battle for Australia 1942-43, www.users.bigpond.com/battleforaustralia/index.html; and listed resources to research their place, policy or service group. Students select from the following:

- location of the activity and/or place
- the situation at the time the event or action took place and why it was necessary
- main events or stages of this part of the campaign in the Battle for Australia
- factors and forces that were an advantage for the Allies, and factors and forces that were a disadvantage for the Allies
- how this event helped Australian service men and women to advance and turn the tide against the Japanese
- any other interesting information that helps to explain the place of this event in Australia's military history and/or the history of the Pacific War generally.

Students prepare an oral presentation. They make any visual aids that will help them to explain their thoughts and ideas. They use these to 'teach' their peers. Presentations should be undertaken using the timeline as a guide. Encourage other students to ask questions of the 'teachers'. Encourage students in the Later Years to try to describe the viewpoints and values of the persons or organisations that produced the different resources they used to develop their presentation.

You will need
Activity Sheet No. 1:
Timeline

You will need
Activity Sheet
No. 2: What is it?
What happened at...?
Cut up the activity
sheet to make
individual cards



STUDENT ACTIVITIES

You will need
Resource 1:
The bombing of
Darwin

3. How close did they get? (Years 4-10)

Students use a map showing Australia and the South East Asia-South Pacific region. First they mark the national and state capital cities and, if students live outside of Melbourne, the approximate location of their home town or city.

Identify the location of the major battles or campaigns of the Battle for Australia outlined in the 'Historical Background' section which they read or have read to them. If necessary, students develop a key to help locate these items on their map.

Next students use the Australian War Memorial website www.awm.gov.au/encyclopedia/air_raids and www.awm.gov.au/encyclopedia/air_raids/darwin.htm to locate places bombed by the Japanese and the frequency of these bombings. Also identify Sydney and Newcastle as places attacked by the Japanese midget submarines.

Use this data to make statements about the Japanese threat to Australia during World War II.

Visit <http://home.st.net.au/%7Edunn/bomboz.htm> to find a complete list of the dates and places in Australia that were bombed. Check this with the data on your map and on the Australian War Memorial website. Explain to students that precision and accuracy are important skills for historians.

Using a different coloured pen or font style, students add these dates and places to the timeline commenced earlier. Students then examine and analyse this data. They look for any connections between the dates when places in Australia were bombed and other key events during the war. Seek possible explanations for any connections (or the absence of connections). For example, the first bombings of Darwin link closely with Japanese plans to invade Timor.

4. Victoria Cross Winners (Years 4-10)

Visit the website www.anzacday.org.au/education/medals/vc/austlist.html and download the list of Victoria Cross winners. As a class, find out which service men or women won the Victoria Cross during the battles and campaigns associated with the Battle for Australia.

In small groups, visit www.awm.gov.au. Use the search engine and biographical database to find information about one of these VC winners such as Diver Derrick. Search the Collections database for photographs of the person and of places in which he or she served to help you develop a visual record of their war service. This record could be displayed on a uniformed cut out of a person representing your selected VC winner, a chart, poster or as an annotated photographic exhibition. Display these products and include them as part of your school's commemoration ceremony.

Research other service and gallantry medals awarded to Australian service men and women who took part in the Battle for Australia. Where possible, find out if any family members received these medals.

5. Frieze (Years 4-10)

Students work in small groups, each group illustrating a key aspect or issue of the Battle for Australia. Include the home front response as well as battles and campaigns in theatres of war. Students use information already researched together with photographs from reference books and the Australian War Memorial photographic collection to accurately illustrate terrain, fighting conditions, clothing and items used in warfare. Each panel should be accompanied by an explanatory text. It should also include statements written by students to explain why they think it is important for us to remember what happened during the Battle for Australia and the service of Australian men and women in this campaign.



STUDENT ACTIVITIES

6. Posters study

Using the Collections database at www.awm.gov.au students search for two or more posters produced during World War II. You can also purchase World War II recruitment posters (See the Suggested Resources section in this kit). One poster must appeal to men to enlist and one poster must appeal to women to enlist in the war effort.

In groups, students discuss and analyse their selected posters using questions such as those listed on Activity Sheet No. 3. They then share with the class their ideas about the poster: its purpose and how it uses words and images to do this.

As a class, discuss issues that these posters suggest such as:

- How did these posters try to get people involved in the war effort? What messages did they give to their viewers?
- Were there any differences in the ways the Government appealed to men and women to join the war effort?
- What types of men and what types of women were being targeted in these campaigns?
- Do you consider these posters to be fair and reasonable in the ways they appealed to people? Why or why not?
- Would you use posters like these as part of a campaign to enlist men and women in a war or peacekeeping effort today? If not, what other appeals or strategies might you use today? What does this tell you about some of the ways in which people in our society have changed since World War II?

7. Was Australia at risk of invasion in 1942? (Year 5-10)

This activity is also included in the Shrine of Remembrance Education materials for Years 9 and 10: 'Service in War and Peacekeeping: World War II and beyond'.

Note: Teachers of history may be able to work with English, Media and Arts teachers on parts of this activity.

Explain to students that the first Wednesday in September commemorates the Battle for Australia when Australia's war efforts focused increasingly on Asia and the South-West Pacific. This decision was made by the Curtin Labor Government when Japanese forces were moving further south. The conclusion was that if Australia was not the next target, it would be not long after. The decision also brought Prime Minister Curtin into conflict with his British counterpart Winston Churchill, who wanted efforts concentrated on winning the European war first. The bombing of Darwin and other northern Australian settlements and the presence of Japanese submarines in Sydney Harbour provided the evidence that Australia's leaders needed to prove that the threat was a real one.

Distribute Activity Sheet No. 6. Provide time for students to read the scenario and task description. Discuss any issues that may be unclear to students as well as emphasise your expectations in relation to investigations, the citing of source material and the final product. Refer students to the list of websites and other materials in the Suggested Resources section of this unit. These resources will help students to undertake their research and develop an understanding about the Battle for Australia and the national response to the changing fortunes of the war at that time. Students should develop an understanding that there was a military response to the entry

You will need Activity Sheet No. 3: What is the poster saying?

You will need Activity Sheet No. 6: The Battle for Australia



STUDENT ACTIVITIES

about the Battle for Australia and the national response to the changing fortunes of the war at that time. Students should develop an understanding that there was a military response to the entry of Japan into the war and a response on the home front. For example, rationing was introduced in December 1942 and more women were encouraged to join the war effort, working in formerly male areas of employment.

The task requires students to develop a proposal to heighten public awareness about the importance of the Battle for Australia using various media. As a class, suggest appropriate modes of presentation for group proposals. These could include a television documentary or series, dramatic presentation or historical re-enactment, illustrated history, annotated photographic display or series of posters, maps, charts, timelines, use of historical artefacts or a combination of these.

Students are expected to:

- outline their proposal
- indicate the purpose and focus of each component
- identify central ideas or information for each component
- list the types of resources to be used and outline how and why these resources will be used in their proposal.

They are not expected to produce the final product outlined in their proposal.

8. February 1943 - The first anniversary: Visual literacy exercise. (Years 6-10)

For teacher information only: The photograph listed in bold type in Set A was taken in Singapore in 1941. The photograph in bold type in Set B was taken in Darwin in January 1942, one month before the air raids on Darwin began. Students only receive their set of photographs and the letter for their group.

Present the following scenario to students:

The first anniversary of the first air raid on Darwin is near. You work for a newspaper and your editor wants you to produce an article for that commemoration. However, information is difficult to obtain as the Federal Government censors materials.

An envelope arrives at your newspaper's offices. It includes a number of photographs, a description of each photograph and a letter asking you to use these photographs to tell people what it is like in Darwin.

Divide the class into four groups.

- Group 1 works for *The Patriot* newspaper
- Group 2 works for *The Pacifists' Journal*
- Group 3 works for *The Australian Citizen*
- Group 4 works for *The Inquiring Mind* monthly journal.

Distribute Resource 1 amongst the four groups. Groups 1 and 2 each receive a full set of the photographs in Resource 1: Set A. Groups 3 and 4 each receive a full set of the photographs in Resource 1: Set B. Give each group its letter that is identified by the number in the top left

You will need Resource 1: The bombing of Darwin (comprising photographs and four letters) and Resource 2: Visual literacy questions. You will need two copies of the photographs from Resource 1, divided into Sets A and B, plus one copy of each of the four letters. You will need 8-12 copies of Resource 2



STUDENT ACTIVITIES

hand corner. This letter has a list describing the photographs in their set. The wording has been adapted from descriptions used in the Australian War Memorial's photographic collection.

Distribute several copies of Resource 2 to each group to guide students in their analysis of their set of photographs. Remind students to keep the name of their newspaper or journal in mind when looking for evidence to use in their article. Explain that their article must address the issue(s) in the letter they received and use all photographs to illustrate their argument.

When this is completed, groups exchange their articles in the following way:

- Group 1 and Group 4 exchange articles.
- Group 2 and Group 3 exchange articles.

Each group now acts as the Commonwealth Censor during World War II. Explain that at that time personal letters written by members of the defence force and information provided through the media (including photographs) to the public was censored to ensure important information was not given to the enemy and that the civilian population did not become over concerned about the defence situation. In this instance the censoring should be undertaken by underlining text or putting a cross beside any photograph(s) to be deleted. Return censored articles to their authors. Seek responses to the censoring.

At the conclusion of the activity, indicate to students that one photograph in each set was not taken in Darwin after the bombing. In Set A the photograph is from another place (P01182.010: Fighters put out a fire at the naval base in Singapore) and in Set B the photograph (011054: Sandbags help to camouflage Darwin's defences, January 1942) was taken one month before the bombing. Use this to discuss and debate the role of the media in war and peacetime and to consider the ethics of this practice in this exercise. Compare the positions reached by students with those reached in the Posters activity.

Challenge students further by discussing whether or not they believe such a situation could occur today. Seek reasons for students' viewpoints. Consider how recent technology allows photographs to be altered significantly by adding or deleting features and the implications this has when presenting 'accurate images' to today's citizens and tomorrow's historians.

You will need Activity Sheet No. 4: The Spirit of ANZAC

9. Reflection: The Spirit of ANZAC (Years 2-10)

Students in Years 2 and above could reflect on the statement 'It is important for me to think about the things that happened in and near Australia during World War II because ...'

Using Activity Sheet No. 4, students in Years 5-10 record evidence from events that occurred during the Battle for Australia to prove or refute the key ideas in this statement. Indicate that evidence may include visual materials (posters, photographs etc) as well as data and other written material.

10. Debate: (Years 8-10)

Using the rules of debate and evidence collected during earlier activities, organise teams in your class to debate one or more of the following:

- The Battle for Australia should be a more important day of commemoration for Australians than ANZAC Day
- Claims that Australia was at risk in 1942 have been exaggerated
- Governments have the right to use propaganda during times of war or conflict.



UNDERSTANDING COMMEMORATION CEREMONIES



In this section you will find:

- Background information to help students understand the nature of commemoration and what happens at a commemoration ceremony.
- A student activity that investigates elements of a commemoration ceremony and that leads them to make suggestions for making their school ceremony more meaningful.



WHAT HAPPENS AT A COMMEMORATION SERVICE?

1. How can we become involved?

The Battle for Australia commemoration service is held annually on the first Wednesday of September at the Shrine of Remembrance.

Schools wishing to participate should contact:

Battle for Australia Commemoration Committee (Victoria)

Contact: Lt. Col Ted Lyons, Secretary, Legion of Ex-Service Men and Women

Phone: 03 9699 6366

Email: austlegion@cbl.com.au

or

Dr Jacqueline Hollingworth

Education Officer

History Teachers' Association of Victoria

Phone: 03 9417 3422 or fax 03 9419 4713.

Email: education@htav.asn.au

www.htav.asn.au

Note: Arrange to lay a wreath if your school or class is attending the commemoration ceremony at the Shrine of Remembrance.

2. Understanding the spread and nature of commemoration (Years 2-10)

Students sit in small groups and share any information they have to explain:

- what happens at a commemoration ceremony
- why they are held
- who attends these ceremonies
- other ways in which we remember the service and sacrifice of Australian men and women.

Share information as a class. If necessary, explain to students that commemoration ceremonies for Australian men and women take place:

- at local war memorials in their town, city or region
- at special memorials throughout Australia such as the Australian War Memorial in Canberra, the Shrine of Remembrance in Melbourne and similar memorials in the capital cities, the Ex-Prisoners of War Memorial in Ballarat and the Vietnam Memorial in Canberra
- in countries where Australians have served such as France (at Villers-Bretonneux) and at Gallipoli
- in countries with whom Australia has strong ongoing links, such as at the Australian War Memorial in London.

Service and sacrifice is also remembered by:

- the awarding of service and gallantry medals
- permanent memorials such as local war memorials, avenues of honour, memorial halls and statues to individuals such as those seen in the parkland near the Shrine of Remembrance
- the work of Legacy and the Red Cross
- war cemeteries (visit the websites of the Commonwealth War Graves Commission at www.veteransagency.mod.uk/remembrance/remembrance_cwgc.htm; as well as the Office of Australian War Graves at www.dva.gov.au/commem/oawg/general.htm; and the Australian War Memorial at www.awm.gov.au/encyclopedia/australia_memorials.htm)



UNDERSTANDING COMMEMORATION CEREMONIES

The components and order of commemoration ceremonies may vary from place to place. Schools should develop a ceremony that is most appropriate to the needs of their students. A number of resources have been developed that can assist with this task. They are listed in the Suggested Resources section of this unit.

Some common elements may include:

- Laying of wreaths
- March by school cadets
- Recitation of *The Ode*
- Sounding of the 'Last Post'
- Period of silence
- The 'Rouse' and the 'Reveille'
- Wearing of red poppies and recitation of *In Flanders Fields*
- The Unknown Soldier
- Reversed Arms
- A Lone Charger
- The Gun Carriage
- Rosemary
- Flags at half mast
- Rifle Volleys and Gun Salutes
- The Lone Piper and *Flowers of the Forest*.

Students then undertake the activity that follows to help them to understand what happens at a commemoration ceremony and how they can make their Battle for Australia commemoration ceremony more meaningful.

3. Understanding commemoration ceremonies (Years 4-10)

Students read Activity Sheet No. 5 to assist them to identify parts of a commemoration ceremony. Invite students to share any prior knowledge they can about these components of the ceremony: their history, purpose and what happens. Students may not be able to respond with information and ideas about each part of the ceremony at this stage of the activity.

Students then work in small groups, each group investigating one component of a commemoration ceremony. Students use resources and websites listed in the Suggested Resources section of this unit. Ask each group to present its information to the class so they can decide whether or not it is meaningful and practical to include each element in a commemoration ceremony at their school.

For each selected element, students produce visual aids and/or graphic organisers to use at the school's commemoration ceremonies. Their product can be used to introduce and explain each part of the ceremony.

You will need Activity Sheet No. 5: Parts of a commemoration ceremony and Resource 3: Hymns, songs, prayers and poetry used in commemoration services today



UNDERSTANDING COMMEMORATION CEREMONIES

Explain to students that after their presentation, others should be clear about:

- the history of this part of the ceremony (its origins)
- the purpose of this part of the ceremony
- what happens during this part of the ceremony.

Rehearse the presentation in class to ensure presentations are clear and students are confident in making their presentations. Invite constructive feedback from peers to improve presentations.

Distribute Resource 3 to students. Explain that these works are often included in commemoration ceremonies for Australian men and women today. Discuss the meaning of each work and its appropriateness in a multicultural Australia. Students search for alternative works and present these to the class for consideration. Students could also write their own reflections about the Battle for Australia and why it is (or is not) important for Australians to remember the significance of this event and the contributions through service and sacrifice of Australian men and women.

As a class plan and write a proposal for presentation to the junior school council, student representative council and/or school staff. This proposal should outline suggestions of ways to make their Battle for Australia commemoration service meaningful to the youth of their school. It should indicate what resources students already have that could be used as part of this ceremony. Invite other classes in the school to contribute.



SUGGESTED RESOURCES



For teachers and/or students



SUGGESTED RESOURCES

Recommended reading

- Allen, Tony, *The Causes of World War II*, 20th Century Perspectives, Heinemann
- Anderson, Isabel, *The War Came to Darwin*, Barrie Publishing 2002
- ANZAC Day 2002*, ANZAC Day Commemoration Committee of Queensland 2002 (Feature: Battle for Australia)
- ANZAC Day 2003*, ANZAC Day Commemoration Committee of Queensland 2003 (Feature: The Home Front, World War II)
- Barwick, John and Jennifer, *World War II*, Shaping Australia Series, Heinemann
- Blanded, Meg Grey, *Australia: all our yesterdays*, Longman 1999
- Daws, Gavan, *Prisoners of the Japanese POWs of World War II in the Pacific*, Scribe Publications 1994 (Year 10 and above)
- Department of Veterans' Affairs, *Memories and Memorabilia: Recognising and Preserving Australia's War Heritage* 2003
- Dowsell, Paul, *Pearl Harbour: 7th December 1941*, Days that Shook the World Series, Hodder 2002
- My Story: The Bombing of Darwin, The Diary of Tom Taylor*, Scholastic 2002
- Gibbons, David, *The Timechart History of World War II*, Worth Press nd
- Harris, Nathaniel, *Hiroshima and World War II*, Witness to History Series, Heinemann 2003-
- Hillman, Robert, *World War II*, Australians at War Series, Heinemann
- Lawton, Clive, *Hiroshima: the Story of the First Atom Bomb*, Franklin Watts 2004
- Macdougall, A.K., *Australia and the Second World War 1939-45*, Australia in History Series, Waverton Press 2004
- National Geographic, *Untold Stories of World War II*, DVD, Heinemann
- Reynolds, Fiona, *Key Battles of World War II*, Heinemann
- Ryebuck Media, *Battle for Australia*, ANZAC Day Commemoration Committee of Queensland 2003 (Interactive CD-Rom)
- Ryebuck Media, *Home Fronts at War*, ANZAC Day Commemoration Committee of Queensland 2001 (Feature: Battle for Australia)
- Ryebuck Media, *War and Identity*, ANZAC Day Commemoration Committee of Queensland 2002
- Women in Australian History Series, *Women at War and Home 1900- 1945*, Heinemann



SUGGESTED RESOURCES

Recommended websites

Air raids, www.awm.gov.au/encyclopedia/air_raids/index.htm and www.awm.gov.au/encyclopedia/air_raids/darwin.htm

Australian War Memorial, www.awm.gov.au

Look under the Collections database for additional photographs (For example, Kokoda, Darwin, Surrender arrangements)

Look under the Encyclopaedia for useful background information

Look under Commemorations which describes each component of a commemorative ceremony and its history.

Australians at war, www.australiansatwar.gov.au

Australia's War 1939-1945, www.w2australia.gov.au

Battle for Australia, www.battleforaustralia.org.au

Bombing of Darwin, www.naa.gov.au/publications/fact_sheets/fs195.html

Bowen, James, A History of The Battle for Australia 1942-43, www.users.bigpond.com/battleforaustralia/index2.html

Department of Education & Training (Victoria), www.sofweb.vic.edu.au/vol/teach/activindex.htm for Early and Middle Years teaching and learning activities and www.sofweb.vic.edu.au/sose/events/anzacintro.htm

Fighting in Timor 1942, www.awm.gov.au/atwar/timor.htm

Japanese air raids in Australia during WW2, www.awm.gov.au/encyclopedia/midgetsub/doc.htm

Japanese midget submarine attacks on Sydney 1942, www.naa.gov.au/Publications/fact_sheets/fs192.html and www.awm.gov.au/encyclopedia/midgetsub/doc.htm

Memorial boxes, www.awm.gov.au/education/box/index.asp

Remembering 1942, www.awm.gov.au/atwar/remembering1942/index.htm (includes education activities and other resource materials)

Service records, www.w2roll.gov.au

Transcripts of interviews with veterans, www.australiansatwarfilmarchive.gov.au

Valuing our Veterans, www.dva.gov.au/commem/commac/studies/anzacsk/eduact3.htm

Victoria Cross Winners, www.anzacday.org.au/education/medals/vc/austlist.html

Veterans On Line, www.sofweb.vic.edu.au/vol/voldg/VOLBioindex.htm



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