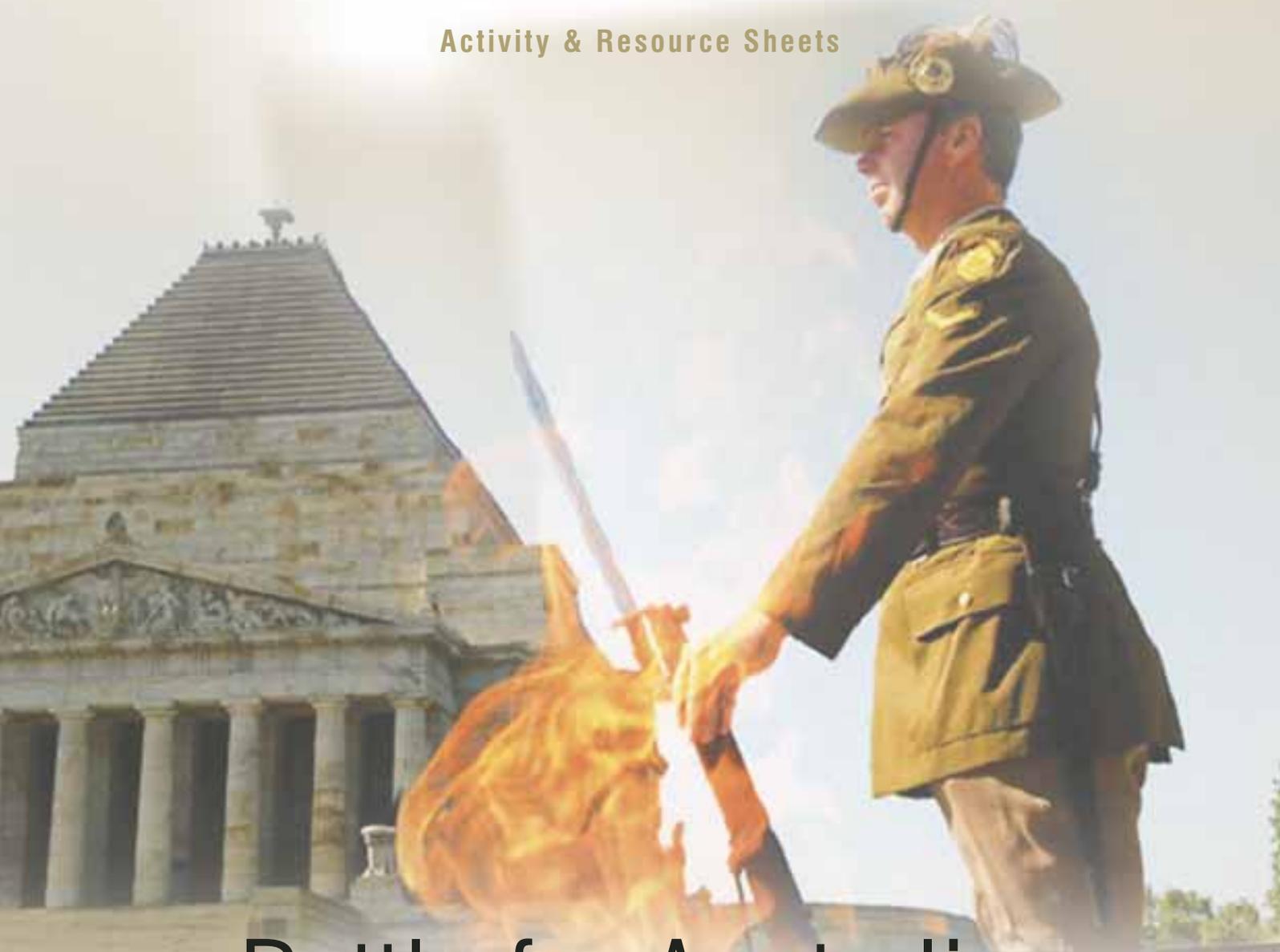




SHRINE OF REMEMBRANCE

EDUCATION PROGRAM

Activity & Resource Sheets



# Battle for Australia:

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





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Activity Sheet No. 2:

## What is it? What happened at...?

<b>Darwin</b>	<b>Women's Australian Auxiliary Air Force</b>	<b>Singapore</b>
<b>Buna, Gona and Sanananda (the Beachhead battles)</b>	<b>Port Moresby</b>	<b>Battle of the Coral Sea</b>
<b>Battle of Midway</b>	<b>Milne Bay</b>	<b>Kokoda Trail</b>
<b>Brisbane Line</b>	<b>Broome</b>	<b>Sydney Harbour</b>
<b>RAN Corvettes</b>	<b>Battle of the Bismarck Sea</b>	<b>Battle of Sunda Strait</b>
<b>Timor</b>	<b>Pearl Harbour</b>	<b>Women's Land Army</b>
<b>Lae</b>	<b>Finschaffan and Sattelberg</b>	<b>Bougainville</b>
<b>Borneo (Tarakan, Labuan-Brunei Bay, Balikpapan)</b>	<b>Guadalcanal</b>	<b>Imita Ridge</b>
	<b>Australian Women's Army Service</b>	



## Activity Sheet No. 3:

# What is the poster saying?

Visit the Collections database on the Australian War Memorial's website at [www.awm.gov.au/database/collection.asp](http://www.awm.gov.au/database/collection.asp). Click on 'Collection search'. In the Search terms box, type in key words such as 'posters', 'recruitment posters', 'Army recruitment', 'Air Force recruitment'. On the Collections search page also look at the Collection highlights such as the 'home front' and 'Previous highlights'.

Use the questions listed below to help you make sense of the messages these posters contain. You may not find the answers to every question in every poster.

- Who and what is in each poster?
- What are the people in each poster doing?
- What words are used to catch your attention?
- What message do all the words together give you?
- How are you supposed to feel when you view and read each poster?
- What do they want you to do after viewing this poster?
- Why do you think that each poster was produced?
- What might have been happening in Australia or at war that meant this poster had to be made?
- What type of people do you think were wanted for the war effort?
- If you had walked around your town, city or suburb during World War II where might you have seen this poster?
- Are the same types of people wanted for the war effort at home as in theatres of war? How can you tell?





# Activity Sheet No. 5:

## Parts of a commemoration ceremony

The following is a list of parts of commemoration ceremonies used in Australia:

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

Select ONE of these and circle it to indicate which part you are investigating. Visit the Australian War Memorial's website at [www.awm.gov.au/commemoration/customs/last\\_post.htm](http://www.awm.gov.au/commemoration/customs/last_post.htm) to find links to the different elements of the ceremony. Use information you find there to respond to each of the questions in the boxes below.

What happens during this part of the ceremony?

.....

.....

.....

How does this help us to remember the service and sacrifice of others?

.....

.....

.....

Where did this idea come from?

.....

.....

.....

Should it be a part of your school commemoration ceremony? Why or why not?

.....

.....

.....



## Activity Sheet No. 6:

# The Battle for Australia

### Scenario:

Following the entry of Japan into the war in December 1941, Prime Minister John Curtin and the Labor Government believed Australia was now at increased risk of invasion. In reaching this conclusion, Curtin stressed Australia's vulnerable position. Curtin conveyed his decision to the British Prime Minister Winston Churchill, who felt the first priority was to win the war against Germany and Italy. Curtin was later able to point to the bombing of north-western Australia including Darwin and the submarine attacks on Sydney Harbour.

There was both a military response and a home front response to the situation as it was perceived.

How real was this threat and how appropriate was the reaction by the Australian Government, both strategically and at home?

### Task:

You have been asked to develop a product to help Australians better understand this period in our history. You will need to consider the situation from a number of perspectives.

Your product could be a television documentary or series, dramatic presentation or historical re-enactment, illustrated history, photographic display (with explanatory notes) or a series of posters or cartoons. In developing your product you could use a number of strategies to get your message across such as maps, posters, charts, timelines, historical artefacts or a combination of these. You may think of other ideas to include as part of your product.

You are expected to:

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

You are not expected to make the product described in your proposal.



# Resource 1: The bombing of Darwin

## Set A

AWM image P02759.009



Destroyed and damaged buildings

AWM image 026980



Wirraway planes, hangar, Darwin airport

AWM image 026985



*Neptunia* and damaged wharf

AWM image P01182.010



Firefighters try to extinguish the fire after bombing of naval yards



Resource 1 (continued):  
**The bombing of Darwin**

**Set B**

**AWM image 011054**



Sandbags camouflage Darwin's defences

**AWM image 027917**



Nursing sisters at General Hospital enjoy a cup of tea

**AWM image 013712**



RAAF personnel examine wreck of Japanese bomber aircraft

**AWM image 026763**



Unloading materials and supplies at Alice Springs for transport to Darwin



## Resource 1 (continued):

# The bombing of Darwin

Group 1

1 ANZAC Avenue  
Blue Hills  
26 January 1943

The Editor  
*The Patriot*  
3 Sturt Street  
Ballarat, VIC

Dear Sir

Recently I learnt that your newspaper is planning to produce a full page article about Darwin twelve months after the first air raid.

As you and I both know it is very difficult to get photographs and information to show what it was like in Darwin after the two air raids on that fateful day in February 1942.

I have been lucky to obtain some photographs which are enclosed in this envelope. Please feel free to use them to show what the damage was like in Darwin at that time. I think you will agree that the Japanese did a lot of damage to Darwin - more than most Australians realised at this time.

These photographs will help you to illustrate what Australians had to put up with at that time. It makes the achievements of the 12 months since those first air raids even more remarkable.

I look forward to seeing the article you write to show how the odds were against Darwin at this time but the town has survived despite that.

Yours sincerely

Sandy Bluett

PS. Here are the photographs and this is what they show you:

1. Destroyed and damaged buildings after the first air raid. The remains of Jolly's Store which was completely destroyed can be seen at the front of the photo. The Bank of NSW is in the background and the Commonwealth Bank is the white building to the right.
2. Part of the engines was all that was left of two Wirraway Planes in a hangar at Darwin aerodrome.
3. The *Neptunia* sunk when the Japanese bombed Darwin. The ship is seen at low tide lying alongside the damaged wharf.
4. Firefighters try to put out a fire at the naval yards.



## Resource 1 (continued):

# The bombing of Darwin

Group 2

1 ANZAC Avenue  
Blue Hills  
26 January 1943

The Editor  
*The Pacifists' Journal*  
5 Sturt Street  
Ballarat, VIC

Dear Sir

Recently I learnt that your journal is planning to produce a full page article about Darwin twelve months after the first air raid.

As you and I both know it is very difficult to get photographs and information to show what it was like in Darwin after the two air raids on that fateful day in February 1942.

I have been lucky to obtain some photographs which are enclosed in this envelope. Please feel free to use them to show what the damage was like in Darwin at that time. I think you will agree that a lot of damage was done to Darwin - more than most Australians realised at this time.

These photographs certainly show us what awful things wars are. Australia should withdraw from the war now before any more damage like this is done.

I look forward to seeing the article you write to show why Australia should get out of this war now.

Yours sincerely

Sandy Bluett

PS. Here are the photographs and this is what they show you:

1. Destroyed and damaged buildings after the first air raid. The remains of Jolly's Store which was completely destroyed can be seen at the front of the photo. The Bank of NSW is in the background and the Commonwealth Bank is the white building to the right.
2. Part of the engines was all that was left of two Wirraway Planes in a hangar at Darwin aerodrome.
3. The *Neptunia* sunk when the Japanese bombed Darwin. The ship is seen at low tide lying alongside the damaged wharf.
4. Firefighters try to put out a fire at the naval yards.



## Resource 1 (continued):

# The bombing of Darwin

Group 3

1 ANZAC Avenue  
Blue Hills  
26 January 1943

The Editor  
*The Australian Citizen*  
7 Sturt Street  
Ballarat, VIC

Dear Sir

Recently I learnt that your journal is planning to produce a full page article about Darwin twelve months after the first air raid. As you and I both know it is very difficult to get photographs and information to show what it was like in Darwin after the two air raids in February 1942.

I have been lucky to obtain some photographs which are enclosed in this envelope. Please feel free to use them to show how Australians have kept the ANZAC spirit alive. There was a lot of damage in Darwin at that time - more than most Australians realised. Despite the damage, Australians have risen up again with pride and are making sure life returns to normal, that we are protected and that the Japanese will not succeed.

These photographs certainly show us that these things are happening.

I look forward to seeing the article you write to show how Australians have taken up the challenge that the air raids on Darwin brought. We will never give in.

Yours sincerely

Sandy Bluett

PS. Here are the photographs and this is what they show you:

1. Sandbags and palm leaves camouflage sections of Darwin's defences.
2. Nursing sisters enjoy a cup of tea at the Australian General Hospital.
3. RAAF personnel examine wreckage of a Japanese bomber shot down over Darwin. The bodies of nine Japanese were later found near the wreckage.
4. The 14th Supply Personnel Company and 110th General Transport Company unload materials and supplies at Alice Springs for transport to Darwin.



## Resource 1 (continued):

# The bombing of Darwin

Group 4

1 ANZAC Avenue  
Blue Hills  
26 January 1943

The Editor  
*The Inquiring Mind*  
9 Sturt Street  
Ballarat, VIC

Dear Sir

Recently I learnt that your journal is planning to produce a full page article about Darwin twelve months after the first air raid. As you and I both know it is very difficult to get photographs and information to show what it was like in Darwin after the two air raids in February 1942.

I have been lucky to obtain some photographs which are enclosed in this envelope. These photographs certainly show us that things are happening in Darwin: Australians have risen up again with pride and are making sure life returns to normal, that we are protected and that the Japanese will not succeed. But if you look closely you will see that these are not natural action shots. I believe they were posed for propaganda purposes. It makes you wonder what is really happening up there in Darwin.

I look forward to seeing the article you write. I am confident that you will be able to make people realise that all is not as it seems to be. We need to know the truth about the situation. What is life up there really like? Is the threat from the Japanese growing or decreasing?

Yours sincerely  
Sandy Bluett

PS. Here are the photographs and this is what they show you:

1. Sandbags and palm leaves camouflage sections of Darwin's defences.
2. Nursing sisters enjoy a cup of tea at the Australian General Hospital.
3. RAAF personnel examine wreckage of a Japanese bomber shot down over Darwin. The bodies of nine Japanese were later found near the wreckage.
4. The 14th Supply Personnel Company and 110th General Transport Company unload materials and supplies at Alice Springs for transport to Darwin.



## Resource 2:

# Visual literacy questions

Use these questions to help you analyse the photographs for your newspaper article.

Select questions from the following lists to guide your discussions. Also think about other ideas that some of these photographs illustrate that are not suggested by the listed questions.

### **Analysing the purpose of the photographs:**

- Who and/or what is in each photograph?
- What is happening in each photograph?
- When do you think that each photograph was taken?
- Which photographs are natural and which ones are posed?
- How can you tell?
- What do you think happened before each photograph was taken?
- What do you think happened after each photograph was taken?
- Why do you think these photographs were taken? What do they tell you?
- Where do you think the photographer stood when the photograph was taken?
- Do you think it might look much different if it was taken from another position?
- What might be happening outside each photograph?
- Is there anything in any of these photographs that shows humour?
- Do these photographs illustrate a hard life? How can you tell this?
- If you looked inside some of the buildings or containers in these photographs, what do you think you would see?
- What are some of the feelings you had as you looked at each photograph?
- If you had to write a caption for each photograph for your newspaper article, what would it be?



Resource 2 (continued):

## Visual literacy questions

### Putting yourself in the picture: Living in Darwin in 1942

These photographs may help us to gain a better understanding of what it might be like living in Darwin since the air raids. Which photographs (if any) might help you to answer the following questions? Are there other questions you would want to ask after seeing these photographs?

- Where would you sleep?
- Where would you shelter from extreme heat and the rain?
- How would you keep warm?
- What toilet facilities would you have to use?
- How would you feel if you did not receive any letters from family and friends?
- What would you do if you lost your food rations while on active duty?
- What would you do if you did not like some of your rations?
- How would you exercise?
- What could you do if you became ill? Where would you be able to receive treatment? What might make this difficult for you?
- How would you try to cope with very wet and soggy conditions or a very heavy dust storm?
- Would you have any leisure time?
- What might you do to stay calm during periods of endless gunfire and bombing?



## Resource 3:

# Hymns, songs, prayers and poems used in commemoration ceremonies today

### The Ode

They shall grow not old, as we that are left grow old;  
Age shall not weary them, nor the years condemn.  
At the going down of the sun and in the morning  
We will remember them.

### For the fallen

With proud thanksgiving, a mother for her children,  
England mourns for her dead across the sea.  
Flesh of her flesh they were, spirit of her spirit,  
Fallen in the cause of the free.

Solemn the drums thrill: Death august and royal  
Sings sorrow up into immortal spheres.  
There is a music in the midst of desolation  
And a glory that shines upon our tears.

They went with songs to the battle, they were young,  
Straight of limb, true of eye, steady and aglow.  
They were staunch to the end against odds uncounted,  
They fell with their faces to the foe.

They shall grow not old, as we that are left grow old;  
Age shall not weary them, nor the years condemn.  
At the going down of the sun and in the morning  
We will remember them.

They mingle not with their laughing comrades again;  
They sit no more at familiar tables at home;  
They have no lot in our labour of the day-time;  
They sleep beyond England's foam.

But where our desires are and our hopes profound,  
Felt as a well-spring that is hidden from sight,  
To the innermost heart of their own land they are known  
As the stars are known to the Night;

As the stars that shall be bright when we are dust,  
Moving in marches upon the heavenly plain;  
As the stars that are starry in the time of our darkness,  
To the end, to the end, they remain.

***Laurence Binyon (1869-1943), poet and art critic. Born Lancashire, England. Educated at Oxford University. Worked at the British Museum.***



Resource 3 (continued):

# Hymns, songs, prayers and poems used in commemoration ceremonies today

## In Flanders Fields

In Flanders fields the poppies blow  
Between the crosses, row on row,  
That mark our place; and in the sky  
The larks, still bravely singing, fly  
Scarce heard amid the guns below.

We are the Dead. Short days ago  
We lived, felt dawn, saw sunset glow,  
Loved, and were loved, and now we lie  
In Flanders fields.

Take up our quarrel with the foe:  
To you from failing hands we throw  
The torch; be yours to hold it high.  
If ye break faith with us who die  
We shall not sleep, though poppies grow  
In Flanders fields.

*Lieutenant Colonel John McCrae (1872-1918), Professor of Medicine, McGill University. A gunner during the Boer War and medical officer for the first Canadian contingent during World War I.*

## O Valiant Hearts

O valiant hearts, who to your glory came  
Through dust of conflict and through battle-flame  
Tranquil you lie, your knightly virtue proved,  
Your memory hallowed in the land you loved.

Proudly you gathered, rank on rank to war,  
As who heard God's message from afar;  
All you hoped for, all you had you gave,  
To save mankind- yourselves you scorned to save.

Splendid you passed, the great surrender made,  
Into the light that never more shall fade;  
Deep your contentment in that blest abode;  
Who wait the last clear trumpet-call of God.

*Sir J.S. Arkwright, 1919*



SHRINE OF REMEMBRANCE  
MELBOURNE

GPO Box 1603 Melbourne 3001  
Tel: (03) 9654 8415  
Fax: (03) 9662 9411  
[www.shrine.org.au](http://www.shrine.org.au)



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