



AUSTRALIANS  
*at*  
WAR



Primary Schools Education Resource

# Australians at War

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# Teachers' Guide



## THE PROJECT

*Australians at War* is the television documentary series commissioned by the Department of Veterans' Affairs in co-operation with the Australian War Memorial, and produced by Beyond Productions in association with Mullion Creek Productions, to commemorate 100 years of Australia's wartime heritage.

This education resource provides materials and approaches to help teachers explore in their classrooms some of the themes in the series.

There is also an associated website—[www.australiansatwar.gov.au](http://www.australiansatwar.gov.au)—that contains more than 200 stories of people's experiences of war and conflict over the past 100 years.

## CONTENTS OF THE RESOURCE

This Resource has two parts:

- **Video**

This 26-minute production draws extensively on episode 8 of the *Australians at War* series. There is also an additional segment from episode 2 of the series showing the reconstruction of the landing at Gallipoli on 25 April 1915. Students will find this valuable in their study of Anzac Day. Worksheets to help students gather information and ideas from the video are included in the resource.

- **Print booklet**

This 68-page booklet provides suggested classroom strategies and activities and associated reproducible student worksheets.

The table below shows which wars and conflicts the various suggested activities and worksheets draw upon most heavily, and will help teachers choose the elements they will use in their own classrooms. (The nature of the suggested activities is explained below.)

ACTIVITY CONFLICT	TIMELINE	VIDEO AND STORIES	SUMMARISE WARS	HOME FRONT INTERVIEW	REMEMBER AND COMMEMORATE
BOER WAR	X	X	X		X
WORLD WAR I	X	X	X		X
WORLD WAR II	X	X	X	X	X
KOREA	X	X			X
MALAYA / INDONESIA	X	X			X
VIETNAM	X	X	X		X
EAST TIMOR / PEACEKEEPING	X	X	X		X

## KEY LEARNING OUTCOMES

The aim of the resource is to provide teachers with a variety of materials and suggested approaches for studying aspects of Australian wartime experiences. Such a study will help students to:

- know more about Australia's involvement in a number of wars and conflicts over the last 100 years
- understand and empathise with some of the experiences of war and conflicts of individual people

- be aware of the existence of a variety of sources about war and conflicts— including stories, memorials, letters, photographs, paintings and film
- apply ideas and knowledge about the general Australian experience of wartime to individuals and their own local communities
- engage with people about their experiences of war and conflicts
- develop an awareness and understanding of some significant ceremonies associated with our wartime heritage
- reflect on the significance of Australia’s wartime involvement in the formation of identity and heritage

## CURRICULUM APPLICATIONS

The *Australians at War* resource provides ready-to-use materials for the classroom. Teachers may use these in the format in which they are presented in the book, or may adapt and modify them to suit their own needs and circumstances.

The approaches suggested to teachers reflect an inquiry approach to learning, which emphasises that students ‘find out by working out’ from the evidence provided as starting points.

The emphases and materials in the resource have been influenced by the major Studies of Society and Environment (SOSE) / Human Society and its Environment (HSIE) curriculum documents for upper primary year levels in each State and Territory.

This summary shows the broad contexts and major emphases of each State’s and Territory’s key curriculum document at these levels.

### AUSTRALIAN CAPITAL TERRITORY

#### Studies of Society and Environment: Time, Continuity and Change, Years 4 – 7

##### Content / context

- Local history
- Historical background to celebrations

##### Outcomes (skills, knowledge, concepts, values) to be achieved

- Timelines and diagrams
- Concept of time
- Research / use a variety of resources
- Evaluate evidence

### NEW SOUTH WALES

#### Human Society and its Environment: Change and Continuity, Years 5 – 6

##### Content / context

- Significance of particular people, groups, places and events in developing Australia’s heritage

##### Outcomes (skills, knowledge, concepts, values) to be achieved

- Sequence events
- Role of key figures
- Significant women

### NORTHERN TERRITORY

#### Studies of Society and Environment: Time, Continuity and Change, Years 4 – 7

##### Content / context

- Australian history
- Significant individuals
- Australian identity
- Lasting and changing aspects of history

##### Outcomes (skills, knowledge, concepts, values) to be achieved

- Research and interpret information
- Compare representations
- Sort events into time sequences
- Design timelines
- Explain different views of the same events
- Turning points in Australian history



## QUEENSLAND

### Studies of Society and Environment: Time, Continuity and Change, Years 4 – 6

#### Content / context

- Australian history

#### Outcomes (skills, knowledge, concepts, values) to be achieved

- Create sequences and timelines
- Organise information on cause and effect
- Explain attitudes

## SOUTH AUSTRALIA

### Society and Environment: Time, Continuity and Change, Years 4 – 6

#### Content / context

- Local history

#### Outcomes (skills, knowledge, concepts, values) to be achieved

- Differences between primary and secondary sources
- Different interpretations of events
- Why local communities have changed

## TASMANIA

### Studies of Society and Environment: Time, Continuity and Change, Years 5 – 6

#### Content / context

- Australian history

#### Outcomes (skills, knowledge, concepts, values) to be achieved

- Significant ideas, people, and events contributing to Australian identity
- Analyse how categories of time are used to describe ideas and events
- Interpret people's motives and actions from various perspectives

## VICTORIA

### Studies of Society and Environment: Time, Continuity and Change, Years 5 – 6

#### Content / context

- Significant events in Australian history 1788–1918

#### Outcomes (skills, knowledge, concepts, values) to be achieved

- Explains the roles of significant people and events
- Explain the impacts of a major historical event

## WESTERN AUSTRALIA

### Studies of Society and Environment: Time, Continuity and Change, Years 4 – 6

#### Content / context

- Australian history

#### Outcomes (skills, knowledge, concepts, values) to be achieved

- Investigate of causes of change
- Use a range of historical documents
- Understand different perspectives

## SUGGESTED CLASSROOM ACTIVITIES

The activities and resources in the book are organised to help students take a 'journey of discovery'. The suggested stages of this 'journey' help students:

- develop an awareness of themselves as part of Australia's history
- find out about individual people's war experiences
- consider the impacts of wartime combat and home front experiences on people's lives
- reflect on and create ceremonies of remembrance and commemoration in their own communities

The activities that constitute this sequence are explained below.

ACTIVITY	CLASSROOM ACTIVITIES	WORKSHEETS
<p><b>1 What is Evidence?</b></p> <p><i>Students are introduced to the idea of using evidence to create an account of events.</i></p>	<p>Students can be introduced to the idea of evidence through the imaginary situation explained in the worksheet.</p> <p>Another way of introducing the idea of evidence is through the teacher putting together a collection of real or ‘faked’ documents that tell students about a person—such as a driving licence, an addressed envelope, a BMW key ring, a club membership card, an invitation to a family party, etc. The teacher can devise a number of statements about the person, ask if they are likely to be true (based on the evidence), and have students discuss how good the evidence is to support those conclusions.</p>	1
<p><b>2 Creating a Timeline</b></p> <p><i>Students create a timeline to understand the sequence and location of wars and conflicts involving Australia over the last century. They are encouraged to locate aspects of their own personal and family histories on this timeline, to see the context in which they fit.</i></p>	<p>A Introductory exercise: students work in groups to create a timeline for an imaginary family.</p> <p>B Students create one of four timelines (covering 1899–1924, 1925–1949, 1950–1974, 1975–present). They record a number of their own family events (such as when they were born, when their parents were born or married, other significant family events, when a family member was involved in a war or conflict, etc.).</p> <p>They are then given the set of Australian and world dates and add the relevant ones to their timeline. Students can work as a group of four and paste their timeline pages onto one large sheet. They can then write in or cut out and paste in the events in the appropriate places.</p> <p>Teachers might tell students the dates for these events, or have them research them. (A set of answers is provided on page 12.)</p>	2 3–4B
<p><b>3 Investigating Images of Wars and Conflicts</b></p> <p><i>Students look at some photographs from wars and conflicts. They discuss these and choose some information and ideas to add to their timeline. They look at the video included in the resource and discuss the ideas and issues raised in the worksheets. Students also look at images from different wars and conflicts and create captions that include information about, and interpretations of, the images.</i></p>	<p>A Students sequence a set of photographs of servicemen and servicewomen, and place them in the appropriate places on the timeline.</p> <p>B Students watch all or some segments of the video. They discuss their answers to the questions and summarise some of the key information presented. Information can be added to the timeline. Students could also look at the material at the end of the video, showing a reconstruction of the landing of the Australian troops at Gallipoli on 25 April 1915. Students could be encouraged to identify the different types of images used in the reconstruction—including modern film, historical photographs, archival film, extracts from feature films—and to discuss how the film-maker has created the overall result. Useful questions to bring out the nature of the representation could include:</p> <ul style="list-style-type: none"> <li>• How is music used?</li> <li>• How are sound effects used?</li> <li>• Look at the camera angles used in some of the old footage – could the camera possibly have been in that place during the actual events, or does this show that the footage is a later re-enactment?</li> </ul> <p>C Working in groups, students analyse some images from different wars and conflicts (World War I, World War II, Vietnam, East Timor) and add these to their timeline.</p>	5A–5C 6A–6B 7–11B
<p><b>4 Summarising Wars and Conflicts</b></p> <p><i>Students work in groups to prepare a short book that contains basic information on one or more of the main wars and conflicts in which Australia has been involved over the last 100 years.</i></p>	<p>Students work in groups to cut and paste relevant information about wars onto appropriate summary pages. They can add the images they have analysed above to their summary pages.</p>	12–17B
<p><b>5 Listening to People's Stories</b></p> <p><i>Students explore people's stories to develop knowledge and understanding of and empathy with the experience of war and conflict.</i></p>	<p>A Students use the information and ideas they now have about wars and conflicts to create a set of questions they would ask of a real or imaginary classroom visitor who has experienced a conflict. This becomes a set of hypotheses that students can test as they gather evidence from people's stories.</p> <p>B Students now explore individuals' stories, and try to answer the questions created in worksheet 18 for these people. These stories are reconstructed interviews. They are based on real experiences, and reflect typical comments and attitudes, but they have been created in this form for this resource.</p>	18–19B 20–27

ACTIVITY	SUMMARY	WORKSHEETS
	<p>C Students speak to family members or invite visitors who have been involved in conflicts to class. They can prepare a short biographical summary page of those people's experiences, covering the same aspects that they have previously tried to learn about from the worksheet examples. Students may be involved here in making appropriate invitations, and writing thank you letters that contain reference to some of the things the interviewee or visitor spoke about.</p> <p>D Students now discuss their findings.</p> <p>E Students may research various aspects of the war experiences of Australian servicemen and women or civilian contributions, as directed by the teacher. Appropriate people and events might include:</p> <ul style="list-style-type: none"> <li>• Simpson and his donkey</li> <li>• Gallipoli</li> <li>• the Kokoda Track</li> <li>• Victoria Cross winner Albert Jacka</li> <li>• service nurses</li> <li>• the Rats of Tobruk</li> <li>• fourteen-year-old Jim Martin at Gallipoli</li> <li>• prisoner of war doctors such as 'Weary' Dunlop</li> <li>• Civil Constructional Corps</li> <li>• factory workers</li> </ul> <p>and many other possibilities.</p> <p>Teachers will determine these according to the resources they have available in their individual school and community libraries.</p> <p>As a result of their investigations, students might respond in a variety of ways, such as:</p> <ul style="list-style-type: none"> <li>• an imaginary letter from the front</li> <li>• a diary or journal of a soldier, nurse or civilian</li> <li>• a short story</li> <li>• a museum display</li> <li>• a song or poem</li> <li>• a storyboard outline for a film</li> <li>• a record of an interview, real or imaginary</li> <li>• a montage or drawing</li> <li>• a short play about a family's wartime experience</li> </ul> <p>and many other possibilities.</p> <p>Students may create their response individually or in a group.</p>	
<p><b>6 Children on the Home Front</b></p> <p><i>Students explore the impact of war on children on the home front, and prepare a home front interview or questionnaire.</i></p>	<p>A Students 'learn by doing'—they work in groups to analyse the information on life for children in Perth, WA, during World War II. Having explored the case study in their classroom, they will be better prepared to interview people about their own experiences.</p> <p>B Students develop a questionnaire or survey about what life was like for children on the home front during World War II and speak to family members or visitors to class. Teachers can contact their local Returned &amp; Services League of Australia (RSL) sub-branch if they are not certain where to find people in the community who experienced the war. In many cases students will discover that some family members were in countries other than Australia at the time, and may have a vastly different experience of war to relate.</p> <p>C Students develop a montage to illustrate the impacts of war on people on the home front.</p>	28–30B
<p><b>7 Remembering and Commemorating</b></p> <p><i>Students look at the variety of ways wars and conflicts are remembered and commemorated in their community, and plan a commemoration service or ceremony for their own school.</i></p>	<p>A Students examine a number of war memorials to become familiar with their features.</p> <p>B They then analyse their own local memorial.</p> <p>C Students investigate the meaning and significance of the Unknown Australian Soldier.</p> <p>D They research the different elements they have discovered for Anzac Day and Remembrance Day.</p> <p>E Students observe and record what happens on Anzac Day or Remembrance Day in their community.</p> <p>F Students develop a school ceremony for Anzac Day and/or Remembrance Day, including developing a plaque that makes a statement about conflict and heritage, and reflects the knowledge and understandings they have developed during this unit. They think about creative ways to link a traditional ceremony with local meanings.</p>	31A–31B 32 33 34 35 36



## Additional INFORMATION

### Dates for timeline events

- Ash Wednesday bushfires kill 72 people in Victoria and South Australia (1983)
- Atomic bombs dropped on Hiroshima and Nagasaki (1945)
- Australia enters World War I (1914)
- Australia enters World War II (1939)
- Australian scientist Howard Florey discovers how to mass-produce penicillin, thus saving millions of lives around the world (1943)
- Australian troops go to East Timor as peacekeepers (1999)
- Australian troops withdrawn from Vietnam (1972)
- Australians first serve in the Korean War (1950)
- Australians first serve in the Boer War (1899)
- Azaria Chamberlain taken by a dingo at Ayers Rock (Uluru) (1980)
- Centenary of Federation (2001)
- Completion of transcontinental railway linking Brisbane to Perth (1927)
- Cyclone Tracy wrecks Darwin (1974)
- Darwin is bombed for the first time during World War II (1942)
- Death of Princess Diana (1997)
- Death of the last remaining 25 April Anzac, Ted Matthews (1997)
- Decimal currency replaces pounds, shillings and pence (1966)
- Elvis Presley dies (1977)
- End of the Boer War (1902)
- End of World War I—an estimated 12 million dead (1918)
- End of World War II—an estimated 55 million dead (1945)
- Federation—Australia becomes a new nation (1901)
- First aeroplane flight, by the Wright brothers in USA (1903)
- First Australian soldiers sent to South Vietnam (1962)
- First Australian involvement in United Nations peacekeeping, in Indonesia (1947)
- First Australian-born Governor-General, Sir Isaac Isaacs, appointed (1930)
- First colour TV broadcast in Australia (1974)
- First dog in space, 'Laika' (1957)
- First human heart transplant, in South Africa (1967)
- First human in space, Yuri Gagarin (1961)
- First human on the moon, Neil Armstrong (1969)
- First satellite in space, 'Sputnik' (1957)
- First Australian woman Premier, Carmen Lawrence, WA (1990)
- Influenza epidemic after World War I kills more people than the war (1919)
- Japanese submarines enter Sydney Harbour (1942)
- Korean War ends (1953)
- Landing of Australian and other troops at Gallipoli (1915)
- Last Tasmanian Tiger dies in captivity (1936)
- Melbourne hosts the Olympic Games (1956)
- Newcastle earthquake (1989)
- Opening of the Sydney Harbour Bridge (1932)
- Phar Lap wins the Melbourne Cup (1930)
- Port Arthur massacre in Tasmania (1996)
- QANTAS starts flying planes in Australia (1920)
- Rabbit calicivirus disease accidentally released (1995)
- 'Rock Around the Clock' by Bill Haley and the Comets starts the rock 'n roll era (1955)
- South-West Tasmania is placed on the World Heritage list (1982)
- Start of the Great Depression (1929)
- Sydney hosts the Olympic Games (2000)
- The Beatles tour Australia (1964)
- The film 'Gallipoli' released (1981)
- The first mass-produced car in Australia, the Holden, is completed (1948)
- The Victa motor mower is invented (1952)
- *Titanic* sinks (1912)
- TV starts in Australia (1956)
- Universal Declaration of Human Rights by United Nations (1948)
- World population reaches six billion (1999)

### Captions for photographs on worksheets 5A – 5C:

#### 5A

- AWM C01858                      An Australian Flying Corps plane, 1917  
 AWM P03248.061                An Australian peacekeeper and a war artist with children, Dili, East Timor, 1999  
 AWM HOB2087                    Soldiers in Korea carry a wounded comrade to an aid post

#### 5B

- AWM 006846                      Crew of HMAS *Perth*, 1941  
 AWM H10324                      A sniper with a periscope rifle, Gallipoli, 1915  
 AWM P01735.033                A soldier in Mogadishu, Somalia, 1993  
 AWM A04948                      A trooper of the 5th South Australian Imperial Bushmen's Contingent, South Africa, 1899-1902

#### 5C

- AWM 026648                      RAAF pilots and plane, Milne Bay, Papua, 1942  
 AWM GIL/67/0483/VN            Army nurse, Hoa Long, South Vietnam, 1967  
 AWM ELL/51/283/ML            Soldiers on patrol in Malaya cross a river

# Reproducible Student Worksheets





# A t the scene of the crime

Imagine that there has been a crime committed in your classroom. While you were all working in groups, somebody came in and attacked your teacher! This person raced in through the open door, pushed your teacher over, and raced out again—all in just a few seconds.

Unfortunately, you were not there at the time, but you really want to find out just what happened.

Here are seven pieces of evidence (that is, pieces of information about what happened) that you can use.

- ✦ Eyewitness accounts of three people. All are similar, but have some differences in details.
- ✦ A diary account written by an eyewitness later in the day.
- ✦ A photograph taken from outside the room looking in through the window. The quality is poor, and the photo was taken from a long way away.
- ✦ A letter from a parent of an eyewitness to her relatives describing the events.
- ✦ A newspaper account published the morning after the events.
- ✦ A drawing done by a police artist based on eyewitness accounts.
- ✦ A digitally altered copy of the photograph mentioned above, adding detail to the face of the attacker.



List **one strength** and **one weakness** or limitation of each of the seven sources above in helping you to find out exactly what happened.



Evidence might be **primary** (something from the time and place) or **secondary** (an account by somebody who was not there and using information that has come from others).



Decide which of the seven pieces of evidence above are primary sources, and which are secondary sources.



Investigators (such as the police finding out about a crime) have to decide which of the evidence is good and reliable, and which is not so good or reliable.



List the pieces of evidence that you think would be the best ones to rely on to work out what happened. Use a table like the one below to summarise your ideas.

MOST RELIABLE	LEAST RELIABLE





# F

## amily timeline



Here is some information about a student and her family.



Draw up a timeline from 1899 to today.

Work out the year in which each event occurred (as accurately as you can).



Cut out the events and arrange them into a chronological sequence on your timeline.

My dad was 27 when I was born.

I was born in 1990.

Mum's dad came to Australia in 1966.

Mum's mum remembers the celebrations the day World War II ended, through she was only a young girl.

Uncle Harry was born on the same day that the Melbourne Olympic Games started.

Mum was born one year after the first person walked on the moon.

I have a brother who is three years younger than me.

One of my great-grandmothers was born in the year of Federation.

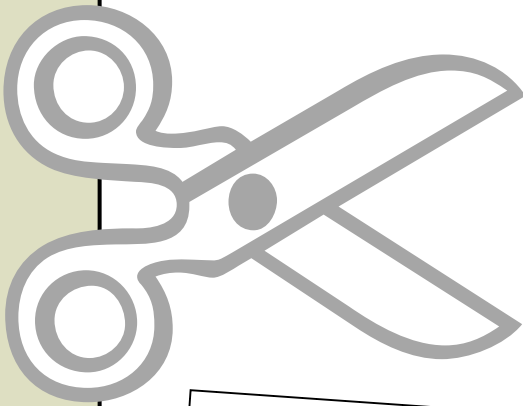
She said that her mum used to tell her some stories about the night the midget Japanese submarines attacked a ship in Sydney Harbour during World War II.

One of my great-grandfathers was at Gallipoli when the Australians landed there on the first Anzac Day.

Mum's mum also says that she remembers her mother telling her terrible stories about all the unemployed people during the Great Depression period of the early 1930s.

Uncle Harry's son, my cousin, was one of the first Australian soldiers who went to East Timor as a peace-keeper recently.

The family history is that another of my great-grandfathers said that his father had gone to South Africa during the Boer War, but we are not sure about that.







I

# 1899 to today



Working in a group of four, each person draws up part of a timeline to cover the years from 1899 to today.

Each person in the group will have one of these sets of years:

1899–1924

1925–1949

1950–1974

1975–Today

Divide your page into four columns, like the one shown here:

YEAR	MY FAMILY	EVENTS IN AUSTRALIA	WORLD EVENTS



Find out information about your family and the families of your group, and put that on your timeline. If you discover that some relatives of yours were involved in a war or conflict, you can make a special record of that by going to [www.australiansatwar.gov.au](http://www.australiansatwar.gov.au) and clicking on Family Tree.

Now add the Australian and world events from the worksheets your teacher will give you.



When you have filled in your own part of the timeline you can paste your four timelines together to create one large timeline.

You might join your sheets so that they go across, like this,

1899–1924	1925–1949	1950–1974	1975–TODAY

or so that they go down, like this.

1899–1924
1925–1949
1950–1974
1975–TODAY



# S

## ome events in Australian and world history

Ash Wednesday bushfires kill 72 people in Victoria and South Australia

Atomic bombs dropped on Hiroshima and Nagasaki

Australia enters World War I

Federation—Australia becomes a new nation

First Australian involvement in United Nations peacekeeping, in Indonesia

Australian troops withdrawn from Vietnam

End of World War I—an estimated 12 million dead

Australian scientist Howard Florey discovers how to mass-produce penicillin, thus saving millions of lives around the world

Centenary of Federation

End of the Boer War

Australians first serve in the Boer War

First colour TV broadcast in Australia

First Australian-born Governor-General, Sir Isaac Isaacs, appointed

Death of the last remaining 25 April Anzac, Ted Matthews

First dog in space, 'Laika'

Azaria Chamberlain taken by a dingo at Ayers Rock (Uluru)

Completion of transcontinental railway linking Brisbane to Perth

End of World War II—an estimated 55 million dead

Australians first serve in the Korean War

First Australian soldiers sent to South Vietnam

First aeroplane flight, by the Wright brothers in USA

Death of Princess Diana

Decimal currency replaces pounds, shillings and pence

TV starts in Australia

Cyclone Tracy wrecks Darwin

Australia enters World War II

Elvis Presley dies

Darwin is bombed for the first time during World War II



S

## Some events in Australian and world history

First human in space, Yuri Gagarin

First Australian woman Premier, Carmen Lawrence, WA

First human on the moon, Neil Armstrong

The film 'Gallipoli' released

First satellite in space, 'Sputnik'

Korean War ends

Influenza epidemic after World War I kills more people than the war

Japanese submarines raid in Sydney Harbour

Landing of Australian and other troops at Gallipoli

Last Tasmanian Tiger dies in captivity

Australian troops go to East Timor as peacekeepers

The Beatles tour Australia

Newcastle earthquake

First human heart transplant—in South Africa

Rabbit calicivirus disease accidentally released

'Rock Around the Clock' by Bill Haley and the Comets starts the rock 'n roll era

The first mass-produced car in Australia, the Holden, is completed

QANTAS starts flying planes in Australia

Opening of the Sydney Harbour Bridge

Sydney hosts the Olympic Games

Port Arthur massacre in Tasmania

South-West Tasmania is placed on the World Heritage list

World population reaches six billion

Universal Declaration of Human Rights by United Nations

The Victa motor mower is invented

Titanic sinks

Start of the Great Depression

Phar Lap wins the Melbourne Cup

Melbourne hosts the Olympic Games



# S equencing photographs



Here are some photographs of Australians who have been in wars and conflicts in the period 1899–2001.



Cut out the photographs and put them in order from oldest to most recent. If you are not sure when some of the photographs were taken, you will need to suggest some ways you can work out the dates.



Decide which wars these people were in and write it in the box under each photo.

## THE WARS ARE:

- ★ Boer War 1899–1902 (1 photo)
- ★ World War I 1914–1918 (2 photos)
- ★ World War II 1939–1945 (2 photos)
- ★ Korean War (1 photo)
- ★ Malayan Emergency and Indonesian Confrontation (1 photo)
- ★ Vietnam War 1966–1973 (1 photo)
- ★ Peacekeeping 1947 and after (2 photos)



AWM C01858

AWM 010980

AWM P03248.061

AWM 008846





# S equencing photographs



AWM H10324



AWM P01735.033



AWM A04948



AWM 026648



AWM G11670483/N



AWM PB345

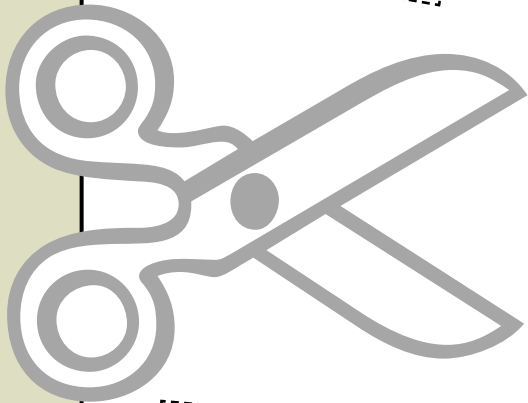


# S

## equencing photographs



You might like to add these thumbnail images onto your timeline.





# V

## Video question sheet



One way of learning about wars is to watch documentaries.



Look at the video in this resource and work out your answers to these questions.

### Anzac Day

1 What is Anzac Day?

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2 When did Anzac Day start?

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3 Lots of people march in and watch Anzac Day ceremonies today. Why is Anzac Day important for Australians?

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### War artists

4 What are 'war artists'?

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5 Name two war artists mentioned in the video.

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6 The video shows some drawings from World War I. Write down three words that you think of as you look at those drawings.

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7 The video shows a painting of men who were the crew of an aeroplane in World War II. What happened to those men?

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8 Why do you think war artists are important in recording wartime events for future generations?

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### War memorials

9 What are 'war memorials'?

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10 Why are war memorials important to us?

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# V

## Video question sheet

### People's stories

- 11 The video says that listening to the stories of people who have been in wars and conflicts is important. Why is it important?

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### War graves and the Unknown Australian Soldier

- 12 Justine is a young person who visited Gallipoli. Why is Gallipoli important to her?

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- 13 There are many war graves of Australians overseas. Why do people still visit those graves?

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- 14 What is the 'Unknown Australian Soldier'?

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- 15 Why was he returned to Australia?

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- 16 Where is he now?

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- 17 Why do you think the Unknown Australian Soldier is important for all Australians?

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### Peacekeeping

- 18 Australian soldiers are often 'peacekeepers' now. What does this mean?

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- 19 Why is it important to help other people have peace in their countries?

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### Heritage

- 20 How is Anzac Day part of our heritage?

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- 21 Go back to your timeline and write down some things you have learned from the video about each of the main wars and conflicts listed in which Australia has been involved.

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# A

## Analysing images



On worksheets 5A to 5C you looked at photographs from wars and conflicts. Another of the ways we can learn about what war was like is by looking at other sorts of images of war. These might be drawings, paintings or film.



These pictures give us information, but they also tell us ideas and express feelings.

Individually or in a group, look at one or more of the pictures on worksheets 8 to 11B and have a class or group discussion about the following questions for each of them.



You might like to add these thumbnail images onto your timeline.



1 What is the person or people shown in the image doing?

2 Where are they?

3 What feelings do you think they might have?

4 What do you think is the idea or message about war that the artist of each image wants to get across to you?

5 If you could ask three questions of a person in each image, what would you want to know?

6 Create a caption for each image that you think best tells you what the image is saying to you about war.

7 Think about evidence and how it helps us to know what happened in the past. Are these images primary or secondary evidence?

8 What are the main strengths of these images as evidence?

9 What are the weaknesses or problems with them as sources of evidence?



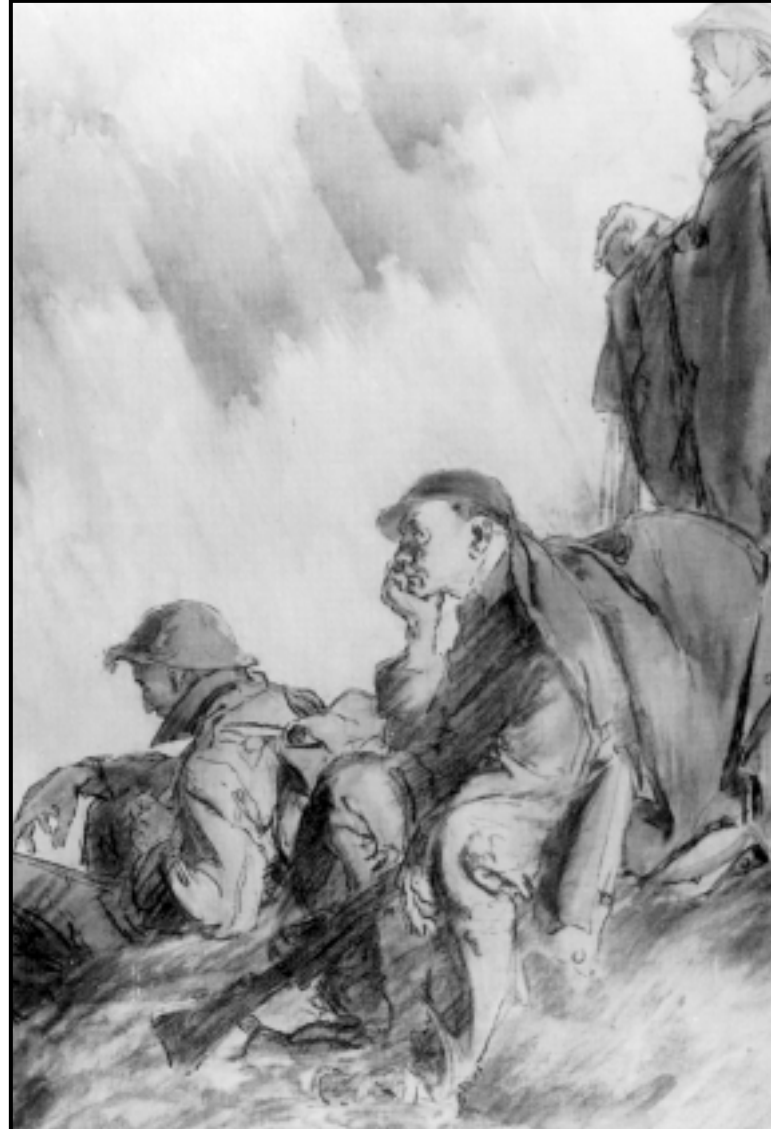
# Images from World War I



Two drawings by Australian war artist Will Dyson in World War I



AWM 2245



AWM 2303



# I mages from World War II



A painting by Australian war artist Ivor Hele, and a photograph by Australian war photographer Damien Parer, of the same event in New Guinea in 1943



AWM 127986



AWM ART22560





# I mages from the Vietnam War



A painting by Bruce Fletcher of a famous Australian battle, the Battle of Long Tan, from the Vietnam War



AWM ART40758



# Images from Peacekeeping



Paintings by Wendy Sharpe  
in East Timor, 1999



AWM P03248.506



AWM 91161



AWM 91141



# Images from Peacekeeping



Paintings by  
Rick Amor in  
East Timor,  
1999



AWM P03184.093



AWM 91105

AWM 91106