Activity Sheet No. 1:
Key terms and meanings

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Air Force</td>
<td>A branch of the armed forces involved in fighting or defence in the air.</td>
</tr>
<tr>
<td>ANZAC</td>
<td>Australian and New Zealand Army Corps.</td>
</tr>
<tr>
<td>Armoured regiment</td>
<td>A regiment using armoured fighting vehicles such as tanks.</td>
</tr>
<tr>
<td>Army</td>
<td>An organised branch of the armed forces fighting on land.</td>
</tr>
<tr>
<td>Artillery</td>
<td>Large calibre guns mounted on wheels and used during war; a unit of the army that uses these guns.</td>
</tr>
<tr>
<td>Battalion</td>
<td>A large body of troops ready for battle. This word is used to describe an infantry unit that forms part of a brigade.</td>
</tr>
<tr>
<td>Brigade</td>
<td>A subdivision of an army; an infantry unit usually with 3 battalions, though the Australian brigades had 4 battalions each during World War I.</td>
</tr>
<tr>
<td>Cenotaph</td>
<td>A tombstone memorial, especially a war memorial to a dead person whose body is elsewhere.</td>
</tr>
<tr>
<td>Communism</td>
<td>This political theory based on the ideas of Karl Marx and Friedrich Engels advocates public ownership of property. Each person is paid and works according to his/her needs and abilities. The theory has been altered significantly with the political leadership in many communist countries being repressive and non-democratic.</td>
</tr>
<tr>
<td>Corps</td>
<td>A main subdivision of an army when fighting in the field. There are usually two or more divisions involved.</td>
</tr>
<tr>
<td>D-Day</td>
<td>6 June 1944, when Allied Forces invaded German occupied France (including the landing at Normandy). This led to the eventual retreat of German forces from France.</td>
</tr>
<tr>
<td>Division</td>
<td>A number of army brigades.</td>
</tr>
<tr>
<td>Epitaph</td>
<td>Words written on a plaque or tombstone in memory of a deceased person.</td>
</tr>
<tr>
<td>Global</td>
<td>Worldwide.</td>
</tr>
<tr>
<td>Imperial</td>
<td>Something that belongs to or is associated with an empire.</td>
</tr>
<tr>
<td>Infantry</td>
<td>Soldiers who march and fight on foot.</td>
</tr>
<tr>
<td>International</td>
<td>Something which happens between or involves two or more nations, for example trade.</td>
</tr>
<tr>
<td>Mercantile marine or</td>
<td>Shipping involved in commerce not war. The merchant navy was involved in the transport of goods, not principally in active combat.</td>
</tr>
<tr>
<td>merchant navy</td>
<td></td>
</tr>
</tbody>
</table>
Activity Sheet No. 1 (continued):

**Key terms and meanings**

<table>
<thead>
<tr>
<th>National identity</th>
<th>Relates to the way people from a particular nation view their character or qualities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Socialism</td>
<td>This political theory promotes the doctrines of national supremacy and racial purity as adopted by the Nazi Party in Germany.</td>
</tr>
<tr>
<td>Navy</td>
<td>A branch of the armed forces involved in fighting and defence at sea, the whole body of ships and other water-going vessels used for defence purposes.</td>
</tr>
<tr>
<td>Offensive</td>
<td>Defence forces are involved in defensive and offensive fighting. Defensive actions are designed to make the attacker turn away from their target. Offensive fighting is when a military unit takes the initiative and attacks first to surprise and hopefully overcome their enemy.</td>
</tr>
<tr>
<td>Peacekeeping</td>
<td>Helping countries where there is conflict to resolve that conflict and to help them restore the health and well-being of their country. Australia has been involved in many peacekeeping activities in countries such as East Timor and Rwanda. These activities usually take place with the agreement of the United Nations.</td>
</tr>
<tr>
<td>Regiment</td>
<td>A permanent unit of an army. It is usually commanded by a colonel.</td>
</tr>
<tr>
<td>Signals</td>
<td>A defence force unit involved in the communication of information including sensitive security information.</td>
</tr>
<tr>
<td>Squadron</td>
<td>Usually applies to the Air Force though it can also refer to a part of a cavalry or an armoured formation made up of two troops or naval ships. In the Air Force a squadron usually has 10 to 18 aircraft.</td>
</tr>
<tr>
<td>United Nations</td>
<td>An international organisation of countries set up after World War II to promote international security, peace and cooperation. Its headquarters are based in New York.</td>
</tr>
<tr>
<td>VE Day</td>
<td>8 May 1945 the day marking victory in Europe during World War II.</td>
</tr>
<tr>
<td>War</td>
<td>A period of armed fighting between two or more countries.</td>
</tr>
<tr>
<td>Western democracy</td>
<td>The system of representative parliamentary democracy practised by countries in the western world (&quot;The West&quot;) or countries with allegiance to the ideals of those countries.</td>
</tr>
</tbody>
</table>

Activity Sheet No. 2:

**Abbreviations and acronyms**

An abbreviation is a short version of a word. For example ‘Ave’ for Avenue, ‘Rd’ for Road.

An acronym is a group of capital letters in which each letter stands for another word. For example, ANZAC is an acronym.

During your visit to the Shrine of Remembrance you will see these abbreviations and acronyms. Find out what each one stands for and write it out in full.

<table>
<thead>
<tr>
<th>Abbreviation or acronym</th>
<th>In Full</th>
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</thead>
<tbody>
<tr>
<td>AIF</td>
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<tr>
<td>AMF</td>
<td></td>
</tr>
<tr>
<td>ANZAC</td>
<td></td>
</tr>
<tr>
<td>Aust</td>
<td></td>
</tr>
<tr>
<td>Btn</td>
<td></td>
</tr>
<tr>
<td>Div</td>
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<tr>
<td>HMAS</td>
<td></td>
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<tr>
<td>HQ</td>
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<tr>
<td>Inf</td>
<td></td>
</tr>
<tr>
<td>Inf Btn</td>
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</tr>
<tr>
<td>RAAF</td>
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</tr>
<tr>
<td>RAN</td>
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<tr>
<td>Regt</td>
<td></td>
</tr>
<tr>
<td>Sqd</td>
<td></td>
</tr>
<tr>
<td>VC</td>
<td></td>
</tr>
</tbody>
</table>
Activity Sheet No. 3:
Analysing photographs

Select questions from the following lists to guide you as you analyse your pair of photographs.

Analysing the purpose of the images:
- Who and what is in each photograph?
- What are the people doing?
- 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?
- When do you think that each photograph was taken?
- What might be happening outside each photograph?
- 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?
- Is there anything in any of these images that shows humour?
- Do these images create an atmosphere of importance about the events they portray and if so, how?
- How do you think that the people in these images might be feeling?
- What are some of the feelings you had as you looked at each photograph?
- What details do you think are missing from these photographs?
- Are there any other important images or details? Why?
- Which photographs are action shots and which ones are posed photographs?
- How can you tell?
- If you had to write a caption for each photograph for a newspaper article, what would it be?

Putting yourself in the picture:

If you were using these images as a resource to help explain what it must have been like for service men and women living and fighting/serving during war or peacekeeping, how useful would they be to you? Which of the following questions could you answer by looking at these images:

- How do these photographs illustrate a hard life?
- If you looked inside some of the buildings or containers in these photographs, what do you think you would see?
- How do you think your basic needs: food, shelter, clothing, a place to sleep, bathroom and toilet facilities etc. would have been met?
- What would 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, a very heavy dust storm in hot weather or a long period at sea?
- Would you have any leisure time? How do you think you would use it?

Also consider:
- Are there any questions that these photographs would not help you to answer about living and fighting conditions in this theatre of war?
- What is missing?
- Why might this be so?

Activity Sheet No. 4:
An inscription for today

Select one of the following inscriptions and change words and phrases so it contains the same message but uses language people today easily understand. Give reasons for each change you make. Is there anything you would add?

East Wall
This monument was erected by a grateful people to the honoured memory of the men and women of Victoria who served the Empire in the Great War of 1914-1918

West Wall
Let all men know that this is holy ground. This Shrine, established in the hearts of men as on the solid earth, commemorates a people’s fortitude and sacrifice. Ye therefore that come after give remembrance.
Activity Sheet No. 5: 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? Did the public agree with this assessment of the situation? How did the public react to the possible threat of invasion?

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), 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 key events during the Battle for Australia and provide the supporting information for each component of your product
- indicate how the Government and the public viewed the threat of invasion by the Japanese in 1942-43, and how perceptions about the Japanese (as people, as fighters, as guardians of prisoners of war) may have contributed to the fears that possible invasion nurtured
- 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, but may do so.

Resource 1:
The language and literature of remembrance

Part A: Poetry and inscriptions associated with the Shrine of Remembrance and commemoration ceremonies

INSCRIPTIONS:

East Wall

This monument was erected by a grateful people to the honoured memory of the men and women of Victoria who served the Empire in the Great War of 1914-1918

Sir John Monash, Australian military leader, World War I.

West Wall

Let all men know that this is holy ground. This Shrine, established in the hearts of men as on the solid earth, commemorates a people’s fortitude and sacrifice. Ye therefore that come after give remembrance.

Possibly from a hymn by Simonides of Ceos in honour of 300 Spartans who fell in 480BC

The Spirit of ANZAC

ANZAC is not merely about loss. It is about courage, and endurance, and duty, and love of country, and mateship, and good humour and the survival of a sense of self-worth and decency in the face of dreadful odds.

Sir William Deane, former Governor General of Australia, Gallipoli, 25 April 1999

The full text from which this quotation was taken was given as Sir William Deane’s Address to the Dawn Service, ANZAC Cove on 25 April 1999. Sir William is a former Governor-General of Australia. You can also download this text at www.gg.gov.au/speeches/textonly/speeches/1999/990425-2.html

Stone of Remembrance

Greater love hath no man

The Bible, St John’s Gospel, 15:13

The full text is:

Greater love hath no man than this, that a man lay down his life for his friends.

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.
Resource 1 (continued):
The language and literature of remembrance

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 mingled 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 are starry in the time of our darkness,
Moving in marches upon the heavenly plain,
As they are starry in the time of our darkness,
To the end, to the end, they remain.

Laurence Binyon (1869-1943), assistant keeper of prints at the British Museum.
This poem was first selected for the unveiling of the London Cenotaph in 1919.

Resource 1 (continued):
The language and literature of remembrance

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.

John McCrae, Canadian professor of medicine and medical officer with the first Canadian contingent to serve during World War I. He wrote this poem at the second battle of Ypres in 1915.
Part B: Poetry about the nature and value of war in our society

Rudyard Kipling’s Ode

So long as memory, valour and faith endure
Let these stones witness through the years to come,
How once there was a people fenced secure
Behind great waters girdling a far home.
Their own and their land’s youth ran side by side
Heedless and headlong as their unyoked seas-
Lavished o’er all, and set in stubborn pride
Of judgment nurtured by accepted peace.
Thus, suddenly, war took them - seas and skies
Joined with the earth for slaughter. In a breath
They, scoffing at all talk of sacrifice,
Gave themselves without idle words to death.
Thronging as cities throng to watch a game,
Or their own herds move southward with the year;
Secretly, swiftly, from their ports they came,
So that before half Earth had heard their name
Half Earth had learned to speak of them with fear.
Because of certain men who strove to reach
Through the red surf the crest no man might hold,
And gave their name for ever to a beach
Which shall outlive Troy’s tale when time is old.
Because of horsemen, gathered apart and hid-
Merciless riders whom Megiddo sent forth
When the outflanking hour struck and bid
Them close and bar the drove-roads to the north.
And those who, when men feared the last March flood
Of western war had risen beyond recall,
Stormed through the night from Amiens and made good,
At their glad cost, the breach that penetrated all.
Then they returned to their desired land-
The kindly cities and plains where they were bred-
Having revealed their nation in Earth’s sight
So long as sacrifice and honour stand,
And their own sun at the hushed hour shall light
The Shrine of these their dear dead!

Kipling was commissioned to write this ode for the commemoration of the Shrine of Remembrance on 11 November 1934.
Resource 1 (continued):
The language and literature of remembrance

**Homecoming**

All day, day after day, they’re bringing them home, they’re picking them up, those they can find, and bringing them home, they’re bringing them in, piled on the hulls of Grants, in trucks, in convoys, they’re zipping them up in green plastic bags, they’re tagging them now in Saigon, in the mortuary coolness they’re giving them names, they’re rolling them out of the deep-freeze lockers – on the tarmac at Tan Son Nhut.

the noble jets are whining like hounds, they are bringing them home

- curly heads, kinky hairs, crew-cuts, balding non-coms
  - they’re high, now, high and higher, over the land, the steaming chow mein, their shadows are tracing the blue curve of the Pacific with sorrowful quick fingers, heading south, heading east, home, home, home – and the coasts swing upward, the old ridiculous curvatures of earth, the knuckled hills, the mangrove-swamps, the desert emptiness… in their sterile housing they tilt towards these like skiers
  - taxiing in, on the long runways, the howl of their homecoming rises surrounding them like their last moments (the mash, the splendour) then fading at length as they move on to small towns where dogs in the frozen sunset raise muzzles in mute salute, and on to cities in whose wide web of suburbs telegrams tremble live leaves from a wintering tree and the spider grief swings in his bitter geometry they’re bringing them home, now, too late, too early.

Bruce Dawe, *Condolences of the Season*, Cheshire 1976, p. 77
(See also ‘The Saigon-Dalkat Night-Train Runs Infrequently’, p. 68; *Weapons Training*, p. 118)


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Resource 1 (continued):
The language and literature of remembrance

**There is no war in Vietnam**

Take a man and put him alone, Put him 6,000 miles from home, Empty his heart of all but blood, Make him live in sweat and mud, There is a life I have to live, And why my soul to the devil I give, You free boys swing in your easy chair, But you don’t know what it’s like over there. You all have a ball without near trying, While over there our boys are dying, You burn your draft cards, march at dawn, Plant your signs on Parliament’s lawn, You all want to ban the bomb. There is no war in Vietnam. Use your drugs and have your fun, And then refuse to carry a gun. There is nothing else for you to do, Am I supposed to die for you? I’ll hate you till the day I die, You made me hear my mate cry. I saw his arm in a bloody shred, I heard them say: ‘This one’s dead.’ It’s a heavy price he had to pay, Not to live another day.

He had the guts to fight and die, He paid the price, but what did he buy? He bought a life by giving his, But who gives a damn what a soldier gives? His wife, his mum, maybe his son, But they’re about the only ones. There is no war in Vietnam.

The Sun, 9 May 1970, p. 8

A group of young servicemen at Puckapunyal wrote this poem to answer the anti-Vietnam demonstrators. It was published on Moratorium Day.
Resource 2: Reading photographs

TARAKAN

AWM image 120303

TARAKAN

AWM image 089449

DARWIN

AWM image 027801

DARWIN

AWM image 052916

Resource 2 (continued): Reading photographs
Resource 3: Bus stop questions

What were the causes of World War II?
Who were the Allies?
Who were the Axis powers?
Where were the main theatres of war in which Australians served?
Why were Australian service personnel stationed in North Africa?
What turn of events made the Australian Prime Minister, John Curtin, bring many of Australia’s defence force personnel closer to home in 1942?
What was the Battle for Australia?
How did the war affect the role of women at home and in action?
What happened to Australian soldiers captured after the Fall of Singapore?
How close to Australia did the Japanese forces come?
What is the difference between ‘war’ and ‘peacekeeping’?
In what wars and peacekeeping activities has Australia participated since 1945?
What is the United Nations, and what does it do?
Why did Australia become involved in the Vietnam War?
Why were Australians divided in their attitudes to the Vietnam War?
Why do you think Australia played a leading role in East Timor?

Resource 4: People and places

<table>
<thead>
<tr>
<th>Robert Menzies</th>
<th>John Curtin</th>
<th>Field Marshal Thomas Blamey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winston Churchill</td>
<td>Adolf Hitler</td>
<td>Emperor Hirohito</td>
</tr>
<tr>
<td>Vivian Bullwinkel</td>
<td>Diver Derrick</td>
<td>Edward “Weary” Dunlop</td>
</tr>
<tr>
<td>Edith Cavell</td>
<td>General Douglas MacArthur</td>
<td>Major-General Peter Cosgrove</td>
</tr>
<tr>
<td>Women’s Land Army</td>
<td>Australian Women’s Army Service</td>
<td>Women’s Australian Auxiliary Air Force</td>
</tr>
<tr>
<td>British Commonwealth Occupation Force</td>
<td>Benito Mussolini</td>
<td>Rommel</td>
</tr>
<tr>
<td>Indonesian Confrontation</td>
<td>Field Marshal Montgomery</td>
<td>Rwanda</td>
</tr>
<tr>
<td>Tobruk</td>
<td>Kokoda</td>
<td>Darwin</td>
</tr>
<tr>
<td>Singapore</td>
<td>Changi</td>
<td>Greece</td>
</tr>
<tr>
<td>Crete</td>
<td>Dunkirk</td>
<td>Hiroshima</td>
</tr>
<tr>
<td>Coral Sea</td>
<td>Vietnam</td>
<td>East Timor</td>
</tr>
<tr>
<td>Iraq</td>
<td>Korea</td>
<td>Malaysia</td>
</tr>
<tr>
<td>Borneo</td>
<td>Bougainville</td>
<td>Sandakan</td>
</tr>
<tr>
<td>Somalia</td>
<td>Pearl Harbour</td>
<td>El Alamein</td>
</tr>
<tr>
<td>Midway</td>
<td>Milne Bay</td>
<td>Port Moresby</td>
</tr>
<tr>
<td>Tarakan</td>
<td>Middle East</td>
<td>Sattelberg</td>
</tr>
</tbody>
</table>
Resource 5:
Class timeline

<table>
<thead>
<tr>
<th>Year</th>
<th>Europe, Mediterranean, North Africa</th>
<th>Asia-Pacific</th>
<th>General</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>February</td>
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<td>September</td>
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<td>October</td>
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<td>November</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>December</td>
<td></td>
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</tr>
</tbody>
</table>

Resource 6:
Theatres of war since 1939

Students work in small groups, each group focusing on one theatre of war. Use the questions on Activity Sheet No. 3 to guide group discussions.

LIVING IN THE DESERT: WORLD WAR II

021024
‘Fig tree’ aid post, Tobruk, 1941
P02399.008

040632
Bath day, Tobruk. Water is scarce. Tobruk, 1941
009515

Further information
For more photographs, visit [www.awm.gov.au](http://www.awm.gov.au). Use the Collections database. In the Search box type the code for each photograph listed below that you wish to view and/or download.

042473 Soldiers in trench, Tobruk, 1941
021015 General view of the ‘Pimple’ with dug-outs, Tobruk, 1941
041842 Australian and Polish soldiers chatting, Tobruk, 1941
021023 Wounded soldier being carried at Fig Tree, Tobruk, 1941
008403/20A Soldiers advance to front line, Tobruk, 1941
007972 Troops advance in desert with fixed bayonets, Tobruk, 1941

Egypt, 1941. Portable toilets

‘Ship of the Desert’, Tobruk, 1941
Resource 6 (continued):
Theatres of war since 1939

LIVING IN THE JUNGLE AND RAINFORESTS: VIETNAM

- CAM/67/0870/VN
- F00/77/0255/VN
- KEL/65/0036/VN
- BLA/66/0029/VN
- P01706.021
- CAM/67/0804/VN
- COA/66/0877/VN
- CAM/67/0866/VN
- CAM/67/0870/VN

Further information

For more photographs, visit www.awm.gov.au. Use the Collections database. In the Search box type the code for each photograph listed below that you wish to view and/or download.

KEL/65/0036/VN Entertaining the troops, Vietnam, 1965
BLA/66/0029/VN Portable shower hung from a plantation tree, Vietnam, 1966
P01706.021 Christmas Dinner, Vietnam, 1967
P02120.003 Australian Field Hospital, Vung Tau, Vietnam, 1970
CAM/68/0174/VN Resting in the only shade, Bien Hoa Province, South Vietnam, 1968
SHA/65/035/VN Christmas Day food, Vietnam, 1965
CRO/67/1196/VN Mail arrives, 1967
FAI/70/0828/VN Sorting the mail, South Vietnam, 1970
CAM/67/0866/VN Loading fresh food supplies in a helicopter
PJE/71/0502/VN Soldier and nurse marry, Vung Tua, South Vietnam, 1971
PB1596.004 Huts used as bathroom, Vung Tua, 1967

LIVING IN EUROPE: WORLD WAR II

- SUK13382
- P00712.020
- MEA1978
- UK1536
- ART21859
- UK3025
- UK2770
- SUK13382
- P00712.020

Further information

For more photographs, visit www.awm.gov.au. Use the Collections database. In the Search box type the code for each photograph listed below that you wish to view and/or download.

MEA1978 Flying officer prepares for operational flight
UK1536 Home made wash tin
ART21859 Keeping watch, HMAS Nepal
UK1519 France, Warrant officers tent
UK3025 Casualty Air Evacuation Unit hospital

Helping an injured soldier through the jungle, Vietnam, 1966
Using a field radio in jungle, Phouc Thuy Province, Vietnam, 1971
Wading through the deep waters of a paddy field, Vietnam, 1967
Belgium circa November 1944, servicing RAF aircraft in mud and rain
Mess parade, No. 451 Squadron RAAF
Allied prisoners of war with clothes etc after being liberated
Resource 6 (continued):

Theatres of war since 1939

AT SEA: VARIOUS CONFLICTS

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
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<tbody>
<tr>
<td>121146</td>
<td>Lifeboat coming aboard after rescue mission, 1945</td>
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<tr>
<td>098021</td>
<td>Mess deck of Motor launch 825, New Britain, 1945</td>
</tr>
<tr>
<td>077989</td>
<td>Navy personnel receive Christmas Hampers</td>
</tr>
<tr>
<td></td>
<td>from Australian Comforts Fund, 1944</td>
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<tr>
<td>002239/05</td>
<td>Sailors embarking with kit bags, 1940</td>
</tr>
<tr>
<td>073491</td>
<td>At sea, 1944</td>
</tr>
<tr>
<td>077989</td>
<td>Anti-aircraft gunners, Tobruk, 1941</td>
</tr>
<tr>
<td>068828</td>
<td>Navy Beach Commandos during an invasion exercise, North Queensland, 1944</td>
</tr>
<tr>
<td>066345</td>
<td>Beach Landing Group, Navy, Queensland, 1944</td>
</tr>
<tr>
<td>021154</td>
<td>Asleep on ship deck, Tobruk, 1941</td>
</tr>
<tr>
<td>P01813.873</td>
<td>Australian sailors on US troopship, Sea of Japan, 1950</td>
</tr>
</tbody>
</table>

Further information

For more photographs, visit www.awm.gov.au. Use the Collections database. In the Search box type the code for each photograph listed below that you wish to view and/or download.

<table>
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<th>Code</th>
<th>Description</th>
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<tbody>
<tr>
<td>040561</td>
<td>Anti-aircraft gunners, Tobruk, 1941</td>
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<tr>
<td>068828</td>
<td>Navy Beach Commandos during an invasion exercise, North Queensland, 1944</td>
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<tr>
<td>066345</td>
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<tr>
<td>021154</td>
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</tr>
<tr>
<td>073491</td>
<td>At sea, 1944</td>
</tr>
</tbody>
</table>

Resource 7:

Is art a reliable historical record?

Select questions from the following lists to guide your discussions.

Analysing the purpose of the images:

- Who and what is in each work of art?
- What are the people doing?
- How soon or how long after the events portrayed were these images made? Do you think this would make a difference to the accuracy of the art work? Why?
- Why do you think these images were made? What do they tell you?
- What might be happening outside each image?
- How do these images create an atmosphere of importance about the events they portray?
- What can you identify in these works to help you better understand the living and fighting conditions of Australian men and women?
- How do you think that the people in these images might be feeling?
- What are some of the feelings you had as you looked at each image?
- What details do you think are missing from these images?
- Are they important images or details? Why?
- If you had to write a caption for each image for a newspaper article, what would it be?
Resource 7 (continued):

Is art a reliable historical record?

WORLD WAR II

ART22739
Barge landing, Oro Bay, New Guinea

KOREA

ART40022
HMAS Warramunga, UN ships at Day Anchorage off Chodo

VIETNAM

ART40741
Insertion

Further information

For more photographs, visit www.awm.gov.au. Use the Collections database. In the Search box type the code for each photograph listed below that you wish to view and/or download.

WORLD WAR II:
ART27554 Action in the Vale of Tempe, Greece
ART21344 Sick and wounded being landed at Morobe
ART22927 Defeat, Singapore, February 1942
ART22053 Anti-aircraft lookout, Red Sea
ART27683 ‘The Mad Mile’, Jezzine, Lebanon 1941
ART22233 Tobruk

KOREA:
ART40375 Meal in trenches, Hill 210
ART40037 Wheeling back aircraft, HMAS Ocean
ART40025 Transferring mail (HMAS Warramunga and HMAS Bataan)

VIETNAM:
ART40625 No 9 Iriquois Squadron
ART40740 Back from patrol
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Introduction/Topic</td>
<td>Student(s) properly generate questions and or problems around a topic.</td>
</tr>
<tr>
<td>Conclusions Reached</td>
<td>Numerous detailed conclusions are reached from the evidence offered.</td>
</tr>
<tr>
<td>Information Gathering</td>
<td>Information is gathered from multiple electronic and non-electronic sources and cited properly.</td>
</tr>
<tr>
<td>Summary Paragraph</td>
<td>Well organized, demonstrates logical sequencing and sentence structure.</td>
</tr>
<tr>
<td>Punctuation, Capitalization, &amp; Spelling</td>
<td>Punctuation and capitalization are correct.</td>
</tr>
<tr>
<td>Teacher Comments:</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL**