

Teacher Resource

World War II Anniversary

O Focus Questions

History of WWII

- 1. Discuss the BTN *History of WWII* story as a class and record the main points of the discussion.
- 2. Who was Adolf Hitler?
- 3. In 1938 the Nazis invaded which country?
 - a. Austria
 - b. United Kingdom
 - c France
- 4. What year did the Allies declare war on Germany?
- 5. Who were the Allied forces? Name one country.
- 6. Who were the Axis powers? Name one country.
- 7. What was the name of the US naval base that was bombed in 1941?
- 8. Complete the following sentence. Jewish people were persecuted by the Nazis and sent to prisons called _____ camps.
- 9. What year did Germany surrender in World War II?
- 10. What words would you use to describe World War II?

Australia's Involvement in WWII

- 1. What did the BTN Australia's Involvement in WWII story explain?
- 2. Complete the following sentence. When World War II started Australia was still part of the _____ Empire.
- 3. It was compulsory for Australian men aged between 18 and 35 to join the armed forces. True or false?
- 4. Approximately how many Australians served during World War II?
 - a. 1,000
 - b. 100,000
 - c. 1,000,000
- 5. How many Indigenous Australian soldiers served during World War II?
- 6. What was the role of women during World War II?
- 7. Where is Kokoda? Find using Google Maps.
- 8. Describe the conditions on the Kokoda track.
- 9. How many Australians died during World War II?
- 10. What questions do you have after watching the BTN story?

Bombing of Darwin

- 1. Discuss the BTN Bombing of Darwin story with another student.
- 2. Where is Darwin? Locate using Google Maps.
- 3. What 3 words would you use to describe Darwin?
- 4. What country attacked Darwin in 1942?

Key Learning

Students will develop a deeper understanding of World War II including its impact on the world and Australia's involvement.

@ Curriculum

HASS - Year 5 & 6

Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges.

Locate and collect relevant information and data from primary sources and secondary sources.

Sequence information about people's lives, events, developments and phenomena using a variety of methods including timelines.

HASS - Years 6 & 7

Examine primary and secondary sources to determine their origin and purpose.

HASS - Year 7

Construct significant questions and propositions to guide investigations about people, events, developments, places, systems and challenges.

Present ideas, findings, viewpoints, explanations and conclusions in a range of texts and modes that incorporate source materials, citations, graphic representations and discipline-specific terms, conventions and concepts.

Please note: Teachers may wish to be sensitive to those students who have personal experience with conflict, family members who are veterans, or parents serving overseas in war zones.



- 5. What was destroyed during the attack on Darwin?
- 6. How many times was Darwin raided?
- 7. Why was Darwin bombed during World War II? Give one reason.
- 8. What was built to defend Darwin from more attacks?
- 9. How does Darwin commemorate the Bombing of Darwin?
- 10. What do you understand more clearly since watching the BTN story?

The World After WWII

- 1. Briefly summarise the BTN The World After WWII story.
- 2. Describe how people celebrated when World War II ended.
- 3. What does VP Day stand for?
- 4. What percent of the world's population died during World War II?
- 5. What was the Holocaust?
- 6. Complete the following sentence. The tension between communist and democratic powers was known as the _____ War.
- 7. What factors contributed to Australia's population growth after World War II?
- 8. Who are Baby Boomers?
- 9. What year was the United Nations created?
- 10. Why was the United Nations created?



Personal response

After watching the BTN World War II Anniversary special, ask students to finish one or more of the following incomplete sentences:



- It was interesting to learn that...
- Learning about the Second World War made me feel...
- BTN covered this because...

Class Discussion

Discuss the information raised in the BTN *World War II Anniversary* special. Use the questions below to guide the discussion.

- · When did World War II start and finish?
- Who were the Axis powers?
- Who were the Allies?
- What does VP stand for?
- What was Australia's involvement in World War II?



Act like an historian

Provide your students with the opportunity to act as historians. After watching the BTN *History* of *WWII* story students will write down a list of key events, they think defined World War II. Students can take notes as they watch the story or download the transcript after watching the story to guide them through the activity. Students will use the following as a guide:

- Make a list of 5 key events that you think shaped World War II.
- Record each event on a timeline. Include a title, date, and description for each event, which is added with a dot on the timeline.











- Write a summary for each key event, which answers the 5 W's Who, What, Where, When and Why?
- Analyse each of the events on your list. What caused each event? What effect did it have?
- Compare your list of key events with that of another classmate. How are your list of events similar or different? Collaborate to create a class timeline which includes each students' key events. Can you add any more detail to your class timeline?

Collect objects from WWII

In this activity, students will explore how objects can help tell the story of war. Students will use the internet to 'collect' a range of items and categorise them into primary and secondary sources. Students will reflect on each item by responding to a range of questions. Before starting this activity analyse the Australian War Memorials World War II Memorial Box as a class. Then, individually or in pairs, students will use the following as a guide as they create their own memorial box:

- 'Collect' 6 items to create your own World War II memorial box. Use the internet to find your
 memorial box items, including equipment, objects, works of art, photographs, letters, diaries or
 souvenirs. Alternatively, you may have family member or friend that can share items they have from
 WWII.
- Include an illustration/photo and a description of each object. Why did you include each object in your memorial box? Are there any stories related to the object?
- Categorise the objects into two columns, is it a primary source or secondary source?

Mapping World War II

In this activity, students will research and create a historical map of the key events of World War II. Students will investigate who the Allied and Axis powers were and use maps to locate the places that were affected by World War II. Students will use the following as a guide as they work through this activity:

- What countries were involved in World War II?
- What are the Axis powers and the Allied powers? Make a list of the Allied powers and Axis powers and mark them on a world map.
- What other information about World War II can you add to your world map? Pinpoint where key
 events happened on your map including: the bombing of **Darwin**, the bombing of **Hiroshima** and
 Nagasaki, fighting on the **Eastern Front** which came to a head at **Stalingrad**, the battle of
 Normandy and the **Kokoda** Track campaign.

Reflections on World War II

Provide your students with the opportunity to reflect on the anniversary of the end of World War II. After watching the BTN *History* of *WWII* story ask your class to brainstorm a list of words to describe World War II (E.g. solemn, warfare, destructive, conflict). Record students' responses on a mind map. Students will then choose one of the following activities to work on as they reflect on World War II:

- Write a Haiku poem about WWII.
- Use the internet to find a letter from World War II. It could be a letter from a soldier to his family, or a
 letter of address from the Prime Minister. Analyse the letter and answer these questions: How did
 you feel after reading the letter? How do letters help us understand World War II? What is the
 purpose of the letter? How is the language used in the letter similar or different to language used
 today?
- Choose one of the Australians at War stories on the <u>Anzac Portal</u>. Read and analyse the story. Illustrate an aspect of the story. Discuss unknown words and concepts with your teacher. How did the story make you feel? Write a letter to one of the people featured in the story.
- Design your own class World War II Memorial exhibiting your research. Visit Australia's virtual war memorial for ideas





Australia's involvement in WWII

On 3 September 1939, Prime Minister Robert Gordon Menzies announced that Australia was at war with Germany.

Fellow Australians, it is my melancholy duty to inform you officially, that in consequence of a persistence by Germany in her invasion of Poland, Great Britain has declared war upon her and that, as a result, Australia is also at war. No harder task can fall to the lot of a democratic leader than to make such an announcement.

As a class, discuss the Prime Minister's announcement. Can you explain why the Australian Government felt that Australia should be involved in World War II? How do they think Australian's would have felt about hearing that Australia was at war? How did the speech make you feel?

Working in small groups, students will build on their understanding of Australia's involvement in World War II. The following questions can help guide their research:

- When did World War II begin and end?
- What was Australia's involvement in World War II?
- Which campaigns was Australia involved in?
- How did Australia's participation in World War II vary from that of earlier wars?

Students can display their research as an Interactive timeline, infographic or a presentation.

1939, September Germany invades Poland. World War II begins. 3 Sept – Australia enters World War II.

1942, February Mainland Australia comes under attack when Japanese forces mount two air raids on Darwin.

1945, SeptemberJapan signs surrender agreement, ending war.







Activity

The Kokoda Campaign

Students will investigate Australia's involvement in the Kokoda campaign. Watch the <u>BTN Kokoda Anniversary</u> story as a starting point for students' research. The following questions can help guide their research:

- Who was involved in the battle of Kokoda?
- When did the Kokoda campaign begin and end?
- Why were Australian troops sent to Kokoda?
- What were the experiences of the Australian soldiers?
- How were Papuans impacted by the Kokoda campaign?
- What were the experiences of the Japanese soldiers?
- Why was victory at Kokoda so important to the war effort?
- What impact did the Kokoda campaign have on Australia and its people at the time?
- What is the significance of Kokoda today?
- Has your thinking about Kokoda changed? If so, in what ways?



Students will investigate who was involved in the Kokoda campaign and why. Students will use the internet to learn more about the Kokoda campaign from the perspective of the Australians, Papuans and Japanese, and use the following table to record their findings.

	Australians - 39 th Battalion	Papuans - Papuan Infantry Battalion	Japanese
Why were you fighting in New Guinea? What were your objectives?			
How many people participated in this campaign?			
Explain your strategy			
How successful were your operations in Kokoda? Did they go smoothly? What were some of the challenges?			
Describe some of your experiences			
What was the impact of this campaign on your country and people?			

☆ Activity

Analyse wartime posters

During this activity students will look at war posters as historical documents and learn about the visual and verbal aspects of war posters. Begin a class discussion by asking your students if they know what a war poster is or if they have seen war posters before. What else do they know about war posters?









Choose one of the above posters from the Australian War Memorial website to analyse as a class. Explain to students where you found the poster, who created it and the poster's title and date. Analyse the poster together as a class, responding to the following questions throughout the discussion:

- What do you see? Describe the elements of the poster including text, colour, images, shape, scale.
- How would you explain the mood of the poster? What emotions does the poster evoke?
- What do you think the poster's message is?
- Why do you think the poster was created?
- Who do you think the poster is targeting?
- Where do you think people would've seen this poster?
- What question/s do you have about the poster?
- Are war posters a primary or secondary source of information?
- Further challenge: Is this poster an example of persuasion, propaganda or argument?

Students will choose a war poster from World War II to investigate using the above questions to guide them through their analysis. It could be a war poster from Australia or from another country involved in World War II. Below are some examples of war posters from countries other than Australia.









Life in Australia during WWII

Students will explore what life was like living in Australia during World War II. Hold a class discussion about the topic using the following questions to help guide the discussion:

- What did the BTN special tell you about what life was like in Australia during WWII?
- What insight did the people who remembered the war give?
- What do you think life might have been like for children in Australia during WWII?
- What do you think were some challenges for people living in Australia during WWII?
- How did the role of women change during the war?

Students will explore in more detail what life was like for children in Australia during World War II. Watch the video Growing up during World War II and respond to the following questions:

- Where was Terry's father sent during World War II?
- How did the war change the types of work done by women and children?
- Where did people get information about the war from?
- What roles did Carmel's dad and sister have in the war?
- What work did Carmel and her mum do during the war?
- How were the experiences of Carmel and Terry as children different to yours? What might be some similarities?



Further research: Investigate how work changed for women and children in Australia during World War II. Students could extend their research to include experiences of children from other countries that were involved in World War II.

Examine the <u>children's jigsaw puzzle</u> showing military aircraft used by the Allied and Axis forces during World War II. Ask students to respond to the following questions:

- Why do you think this jigsaw was made for children?
- The symbols on the tail and wings of each country's aircraft are shown at the bottom of the jigsaw. Why do you think those symbols were included in the jigsaw?



Source of image

In small groups or as a class, discuss what is meant by home security in the context of a war and what role children were given.

Discuss with students the idea that food and clothing were rationed during the World War II to manage shortages of essential goods. Watch these videos <u>Lean times and wartime rationing</u> and <u>Getting around town during the war years</u> to learn more about the rationing of essential goods. Students can then reflect on the following questions:

- Why were some goods rationed during the war?
- What sorts of goods could you get with coupons?
- How do you think your family would cope with rationing food, clothing and fuel?
- What do you think would have happened if rationing had not been introduced?



Memories of WWII

Do you know someone who remembers World War II? Students will interview someone who remembers World War II (perhaps a great grandparent) and ask them to share their memories about the event. They will prepare a list of questions, conduct the interview and then share their interview findings. Below are some example questions.

- What was life like as a child in the 1940s?
- Where were you during World War II?
- What was it like living through World War II?
- Did you know anyone that went to World War II?
- What are your memories of the war?
- How did the war affect your family?
- Can you remember the day the war ended and what was it like?
- How did you feel when the war ended?
- What do you think the world learnt from the war?





The Bombing of Darwin

Discuss with students the *Bombing of Darwin* story in the BTN Special. They can also watch a previous BTN story <u>Bombing of Darwin Anniversary</u>. Use the following questions to guide the discussion:

- Why was Darwin bombed during World War II?
- What were the events leading up to the bombing?
- What impact did the bombing have on Darwin?
- Why was it an important event in Australian history?

<u>Listen to Army veteran Basil Stahl describe his experience</u> of the Darwin bombing. Students retell his account (written or oral) then respond to the following questions:

- What was surprising about Basil's story?
- How did his story help you understand the bombing of Darwin more clearly?
- How did his story make you feel?



Images of the bombing of Darwin

Below are photographs depicting the bombing of Darwin. Ask students to look at the images and then respond to the following questions:

- What is happening in the image?
- What question/s would you like to ask about the image?
- How does the image make you feel?
- Create a caption for each image.



Source of image





Source of image



Source of image



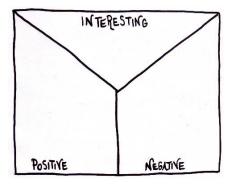


The World after World War II

Students will practise their note-taking skills while watching the BTN *The World After WWII* story. After watching the story, ask students to reflect and organise the information into three categories.

What information in this story was...?

- Positive
- Negative or
- Interesting



Students may want to watch the story again or download a copy of the *The World After WWII* transcript to assist them with this activity.

KWLH

The KWLH organiser provides students with a framework to explore their knowledge on World War II and its impact on Australia after the war. Students will consider what they would like to know and learn.

What do l	What do I <u>w</u> ant	What have I	<u>H</u> ow will I find
<u>k</u> now?	to know?	<u>l</u> earnt?	out?

Research questions for inquiry

Students will determine a focus for their inquiry and develop a key question to guide their inquiry (below are some examples). Students will collect and record information from a wide variety of sources (internet, books, newspaper and magazines).

- In what ways did the war affect Australians? Explore the social and economic effects on Australia.
- How did the war affect people in other countries? Choose one country and investigate the impact of World War II.
- The popular belief after World War II was that Australia must 'populate or perish'. What does this mean? Explore and explain.
- Who are the Baby Boomers? Explore the economic impact of World War II on Australia and what it was like for kids growing up in the 1950s.
- How has post-war immigration transformed Australian society? Investigate the contributions that migrants have made to Australia since World War II.
- Why was the League of Nations (now the United Nations) created? Explore the history of the United
 Nations highlighting your findings on a timeline.
- What were the causes of the Cold War? Create a cause and effect diagram to help understand the Cold War.

Further Investigation

After watching the BTN *The World After WWII* story, students will choose one of the following to work on (in pairs or individually):

• Imagine you are a reporter for an Australian newspaper. Write a news article dated 2nd September 1942 which reports on the end of World War II.



- Imagine you are a reporter from 1942. The war has just ended, and you have been given the opportunity to interview an Australian that served during World War II. Who will you interview? Think about the questions you would like to ask. Write a list of questions and then try to find answers to your questions.
- Listen to this <u>ABC reporter</u> describe the scenes of jubilation as he broadcasts live in Sydney on the 15th of August 1945. What words would you use to describe people's feelings on the streets of Sydney on this day?
- Imagine you are an Australian that served during World War II. Write a journal entry in your diary about your experiences before, during or after World War II.
- Imagine you are an artist and it is post-war 1945. You have been commissioned by the Australian government to create a poster which promotes immigration to Australia. Think about the images, colours and composition of your poster. Who is your target audience?

Activity World War II Quiz

WWII Q	WWII Quiz Questions Your Answer		
	it year did WWII start? a. 1939 b. 1942 c. 1945		
	ch was NOT one of the Allies during WWII? a. Britain b. United States c. Germany		
	Axis countries were a. Germany, Poland and Italy b. Germany, Italy and Japan c. Germany, Italy and the Soviet Union		
	did Britain declare war on Germany? a. Germany invaded Britain b. Germany invaded Poland c. Britain wanted to rule Europe		
	o ruled Germany during WWII? a. Adolf Hitler b. Winston Churchill c. Joseph Stalin		
Pea	United States joined the war after Japan attacked its base at rl Harbor. a. True b. False		



7.	a. b.	as Australia's Prime Minister at the start of World War II? Robert Menzies Billy Hughes John Gorton
8.	is that? a. b.	WWII the Australian government brought in rationing. What When the government controls how much of certain things you can buy When people are forced to join the military When people are forced to work in certain jobs
9.	a. b.	of these was rationed during WWII? Sausages Tea Chicken
10.	a. b.	rrender of which country marked the end of WWII? Japan Italy Britain

Answers: 1a, 2c, 3b, 4b, 5a, 6a, 7a, 8a, 9b, 10a



Second World War - BTN

https://www.abc.net.au/btn/classroom/second-world-war/11460762

VE Day - BTN

https://www.abc.net.au/btn/classroom/ve-day/12201810

Hiroshima Anniversary - BTN

https://www.abc.net.au/btn/classroom/hiroshima-anniversary/12507256

Anne Frank - BTN

https://www.abc.net.au/btn/classroom/anne-frank/11981700

Second World War – Australian War Memorial https://www.awm.gov.au/articles/second-world-war

Kokoda 75th Anniversary

https://www.abc.net.au/btn/classroom/kokoda-75th-anniversary/10522230

World War 2 - Virtual War Memorial Australia https://vwma.org.au/explore/conflicts/3

Homefront: Second World War – Australian War Memorial https://www.awm.gov.au/articles/encyclopedia/homefront

All in- The Australian homefront 1939-1945 - Anzac Portal

https://anzacportal.dva.gov.au/wars-and-missions/world-war-ii-1939-1945/resources/all-australian-homefront-1939-1945

Bombing of Darwin Anniversary - BTN

https://www.abc.net.au/btn/classroom/darwin-bombing-anniversary/10523548



Bombing of Darwin – Australian War Memorial https://www.awm.gov.au/collection/E84294

the Bombing of Darwin – ABC Education https://education.abc.net.au/home#!/media/2806912/the-bombing-of-darwin

Growing up during World War II – ABC Education https://education.abc.net.au/home#!/media/102758/

Lean times and wartime rationing – ABC Education https://education.abc.net.au/home#!/media/102780/rations-and-coupon-shopping

Getting around town during the war years – ABC Education https://education.abc.net.au/home#!/media/102802/getting-around-town-during-the-war-years

History of the United Nations – UN https://www.un.org/en/sections/history-united-nations/index.html

United Nations – BTN https://www.abc.net.au/btn/classroom/united-nations/10537538

End-of-war celebrations, Sydney, 1945 – ABC Education https://education.abc.net.au/home/#!/media/521177/end-of-war-celebrations-sydney-1945

