



Teacher Resource

# Kokoda Track

## Focus Questions

Discuss the BTN story as a class and record the main points of the discussion. Students will then respond to the following:

1. Why was Prime Minister Anthony Albanese visiting Papua New Guinea recently?
2. During which war was the Kokoda campaign?
3. Why were Australian soldiers sent to New Guinea?
4. Describe the conditions on the Kokoda Track.
5. Why is the Kokoda campaign an important symbol to many Australians today?

## Activity: See, Think and Wonder

After watching the BTN Kokoda Track story, students will respond to the following questions:

- What did you SEE in this video?
- What did you LEARN from this story?
- What do you WONDER about this story?
- What QUESTIONS do you have about this story?

## Activity: Class Discussion

After watching the BTN Kokoda Track story, hold a class discussion using the following discussion starters:

- Where is the Kokoda Track? Locate on a map.
- When did the Kokoda campaign begin and end?
- Who was involved?
- What images/words come to mind when you think of the Kokoda campaign?
- Why do you think the Kokoda campaign remains an important symbol to many Australians today?



**EPISODE 10**  
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### KEY LEARNING

Students will explore in more detail Australia's involvement in the Kokoda campaign and the impact the campaign had on those involved.

### CURRICULUM

#### HASS – Years 5 & 6

Develop questions to investigate people, events, developments, places and systems.

Locate, collect and organise information and data from primary and secondary sources in a range of formats.

#### History – Year 7

Develop historical questions about the past to inform historical inquiry.

Locate and identify primary and secondary sources to use in historical inquiry.

Identify the origin, content, context and purpose of primary and secondary sources.

## Activity: Word Cloud

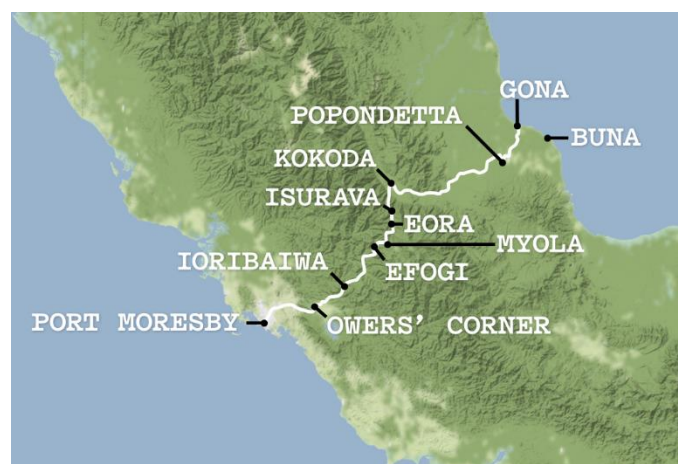
Students will brainstorm a list of key words that relate to the BTN Kokoda Track story and create a word cloud. A word cloud is a visual made up of important/key words relating to a topic. Ask students to think of words they associate with the Kokoda campaign. Create a word cloud using a free online word cloud creator such as [MonkeyLearn](#) or [Word It Out](#). Working in pairs, students can clarify the meanings of the words included in their word clouds.



## Activity: Kokoda Campaign Research

Discuss the information raised in the BTN Kokoda Track story. What questions were raised in the discussion and what are the gaps in students' knowledge? Students will develop their own question/s to research or choose one or more of the questions below.

- What was Australia's involvement in World War II?
- Why were Australian troops sent to Kokoda?
- Why was the Kokoda campaign important in World War II?
- What were the experiences of the Australian soldiers that fought in the Kokoda campaign? include 2-3 primary sources to support your explanation.
- What were the conditions on the Kokoda Track like? Think about the terrain, weather and vegetation. What impacts did the conditions have on the soldiers?
- During the Kokoda campaign, more Australian soldiers died from sickness than in battle. Find out more about diseases or infections that affected soldiers including information about what the symptoms were and how the soldiers were affected. What treatment was available to the soldiers?
- Investigate the psychological factors that impacted Australian soldiers during the Kokoda campaign.
- How were Papuans impacted by the Kokoda campaign?
- How did the Kokoda campaign impact Australia's relationship with Papua New Guinea?
- What is the significance of Kokoda today?
- Using the map of Kokoda, highlight key locations explaining why they were important in the context of the Kokoda campaign.



## Activity: Conditions on the Kokoda Track

Below are photographs depicting conditions on the track during the Kokoda campaign. Students will look at the images and then respond to the following questions:

- What is happening in the image?
- What does the photo tell you about the conditions on the Kokoda track?
- How do you think the people in the image might be feeling?
- What question/s would you like to ask the people in the photo?
- Create a caption for each image.



[Image Source](#)



[Image Source](#)



[Image Source](#)



[Image Source](#)

## Activity: Primary and Secondary Sources

Begin by clarifying students' understanding of primary and secondary sources. Ask them to give some examples.

*Through using primary sources, a document like a diary, painting or a physical object, that was written or created at a particular time, we can gain an understanding of what might have happened at a place in time.*

*Example of a primary source – [Photographs of Japanese bombing raids on Port Moresby](#)*

*Secondary sources are documents written after an event has occurred, providing 'second-hand' accounts of that event, person, or topic. Unlike primary sources, which provide first-hand accounts, secondary sources offer different perspectives, analysis, and conclusions of those accounts. Example of a secondary source –*

*[The Age, May 20, 1942 49 Planes in Attack](#)*

## Analysing Sources

Students will analyse primary and secondary sources from the Kokoda campaign. Look at each image/clip and respond to the questions provided. **Click on each link to see the source in more detail.**

### Source A



[Source](#)

- Is source A, a primary or secondary source?
- Who wrote the diary?
- When was it written?
- What information is included in the source?
- Why was the source created?
- Who was the intended audience?
- What does the source tell us about the Kokoda track?
- Do you think it's a reliable source? Explain.

### Source B



[Source](#)

- Is source B a primary or secondary source?
- Who took the photograph?
- When was it taken?
- What is happening in the image?
- Why was the source created?
- Who was the intended audience?
- What do you think the Papuans in the image might be thinking or how might they be feeling?
- Do you think it's a reliable source? Explain.

### Source C



[Source](#)

- Is source C a primary or secondary source?
- Who created the painting?
- When was it created?
- What is happening in the painting?
- Why was the source created?
- Who was the intended audience?
- Do you think it's a reliable source? Explain.

### Source D



[Source](#)

Watch the clip from the [Kokoda Front Line](#) and respond to the following questions:

- Is source D a primary or secondary source?
- Who created the film?
- When was it created?
- What does the film tell you?
- Why was the film created?
- Who was the intended audience?
- What language, images and tone are used in the film?
- Do you think it's a reliable source? Explain.

## Useful Websites

- [Anthony Albanese and PNG PM James Marape walk Kokoda Track ahead of Anzac Day](#) – ABC News
- [Kokoda 80<sup>th</sup> Anniversary](#) – BTN
- [Kokoda 75<sup>th</sup> Anniversary](#) – BTN
- [Kokoda Trail Campaign](#) – Australian War Memorial
- [Kokoda Trail](#) – National Museum Australia