

# Victorians at War



*An Oral History Project  
developed by the State Library of Victoria  
in conjunction with  
the Department of Veterans' Affairs  
[www.victoriansatwar.net](http://www.victoriansatwar.net)*

**STUDENT ACTIVITIES  
and TEACHER'S NOTES  
for CSF II LEVEL 6**

# Victorians at War

## CSF II LEVEL 6 STUDENT ACTIVITIES

### and TEACHER'S NOTES

The activities below are designed to complement the State Library of Victoria's *Victorians at War* website at [www.victoriansatwar.net](http://www.victoriansatwar.net)

They address the following CSF II outcomes:

#### SOSE

**SOHI0602** – *Analyse the continuing significance of major events and ideas which shaped Australian society*

**SOHI0604** – *Analyse the impact of significant events and ideas in shaping world history in the twentieth century*

**SOHI0605** – *Analyse the key changes in social and political attitudes and values in modern Western society*

#### ENGLISH

**ENSL0601** – *Listen to and produce a range of spoken texts to examine different perspectives on complex themes and issues*

**ENSL0603** – *Identify and control the linguistic structures and features of a range of spoken texts to present complex themes and issues*

**ENRE0605** – *Read a range of texts and use them to discuss different perspectives on complex themes and issues*

**ENWR0609** – *Use a range of text types to convey detailed information and discuss different perspectives on complex themes and issues in writing*

**ENWR0611** – *Identify and control the linguistic structures and features of written texts designed to present different perspectives on complex themes and issues*

**ENWR0612** – *Use a range of strategies to plan, compose, revise and edit texts that examine different perspectives on complex themes and issues*

However, all activities may be adapted to suit other CSF levels.

**Please note that students may find some of the material on this site disturbing. We have, where possible, avoided the inclusion of such material in our activity sheets.**

Further useful resources can be found at:

[www.anzacsite.gov.au](http://www.anzacsite.gov.au) - the Anzac Commemorative site developed by the Department of Veterans' Affairs

<http://www.rslvic.com.au> - The Returned and Services League of Australia (RSL) Victorian Branch website

<http://www.awm.gov.au/default.asp> – The Australian War Memorial website

<http://www.acn.net.au/articles/anzac> - The Australian Cultural Network provides detailed information on Anzac Day as well as other useful links.

The Department of Veterans' Affairs has produced a detailed Anzac Day Education Resource which has been sent to all schools around Australia. For further information, contact:

Commemorations Officer

In your State Office of DVA

Telephone: 133 254

The State Library of Victoria has an excellent newspaper collection which is stored on microfilm and can easily be viewed by students visiting the Library. In addition, more than 160,000 pictures from our collection are available online at <http://www.slv.vic.gov.au/slv/mmcatalogue> and include many war-related images.

The following newspaper articles are useful for students undertaking the 'Women in Combat' activity. All are available on microfilm at the State Library of Victoria.

- CUMMINS & HORAN. 'Battle Calls for Women', *Herald Sun*, 5 January 1999, p.7.
- 'Fighting for Equality' (editorial). *Herald Sun*, 5 January 1999, p.18.
- GRAY, P. 'Paul Gray: Why Push Women into War Roles?' *Herald Sun*, 27 January 1999, p.18.
- GREENE, G. 'Military Women in Danger of Being a Passing Parade', *The Age*, 15 January 1999, p.1.
- MADISON, S. & RAZER, H. 'Right to Fight is Feminism's Frontline' / 'Women Who Want to be Men are Crazy', *The Australian*, 9 January 1999, p.21.
- NICHOLSON, B. 'Ruxton Attacks Fighting Women', *The Age*, 5 January 1999, p.5.
- O'CONNOR, M. 'Women in Uniform: Well Dressed to Kill?', *The Australian*, 7 January, 1999, p.13.
- SULLIVAN, J. 'Front-line Feminism', *The Age*, (News Extra Section), 9 January 1999, p.6.
- 'Women Can Hold Their Own in Battle' (letters), *The Australian*, 8 January 1999, p.10.

In addition, the Ebscohost database provides abstracts and indexing for more than 3,100 periodicals and full text for more than 1,500 periodicals. To access Ebscohost from home or school, you need to be a local library member. Follow these steps:

1. Go to **[www.libraries.vic.gov.au](http://www.libraries.vic.gov.au)**
2. Click on 'Gulliver' from the Menu bar.
3. Under 'Link to the Gulliver Databases', choose the local library to which you belong.
4. Select 'Test: Click here to use the World Magazine Bank from home'.
5. Enter the number on your local library membership card and select 'Login'.
6. Tick the databases you require, then click on 'enter'.
7. If you only want complete articles, tick 'full text only results'. Then type in a keyword (try 'women in combat') and click on 'Search'.
8. To view an article, you need to click on the full text icon. You can then save this to disk, print it or email it to yourself by selecting 'Print/E-mail/Save' at the bottom of the page.

For further information about the Library's resources, contact:

The Manager, School Services

State Library of Victoria

328 Swanston Street

Melbourne 3000

Tel: 03 9669 9835

Fax: 03 9669 9078

Email: [schoolservices@slv.vic.gov.au](mailto:schoolservices@slv.vic.gov.au)

# Victorians at War

Name: \_\_\_\_\_

To complete the following activities you will need to visit the State Library of Victoria's *Victorians at War* website at [www.victoriansatwar.net](http://www.victoriansatwar.net)

1. Read the conflict outlines to fill in the gaps in the table.

Conflict	Commenced	Ended	Australian allies	Australians killed
World War One				
	3 September 1939			
		30 July 1960		
Korean War			USA, UN	
	1962			520

2. On the timeline below, mark in the conflicts.

1910

2000

3. Working in pairs, use the conflict outlines to help you answer the following:

## World War One

Why did Australia become involved in a war that was so far away? \_\_\_\_\_

Who were the ANZACS? \_\_\_\_\_

What approximate percentage of the Australian population was killed or wounded in World War One? \_\_\_\_\_

## World War Two

How was the second Australian Imperial Force formed? \_\_\_\_\_

Why did Australia approach the USA for help in 1942? \_\_\_\_\_

How was the advance of the Japanese halted? \_\_\_\_\_

## Korean War

In which two major conflicts were Australian military involved during the Korean War?

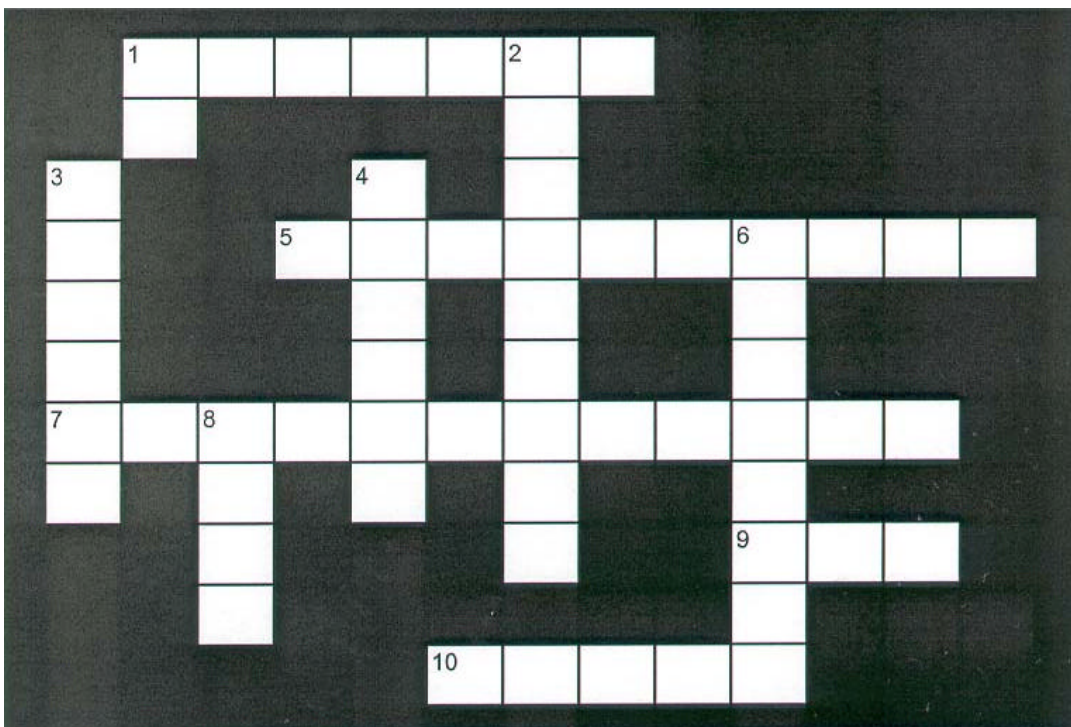
How did the Korean War end? \_\_\_\_\_

## Vietnam War

Why did the USA intervene in the situation in Vietnam? \_\_\_\_\_

Why did Australia send military support? \_\_\_\_\_

4. Complete the crossword below using key words from the conflict outlines.



### ACROSS

1. An ex-servicemember
5. Enrolment in military service
7. Compulsory military service
9. The Australian Imperial Force
10. A floral symbol of remembrance

### DOWN

1. Medal awarded for bravery (abbrev)
2. Temporary cessation of fighting
3. A dug-out corridor of earth
4. A combined Australian-New Zealand force
6. Relating to soldiers and armed forces
8. A nation's warships and crews

## Victorians at War

# Veteran Profile

Select one of the veterans listed on the website. Read about them and listen to their interview then complete the profile below.

Name: \_\_\_\_\_

Place of Birth: \_\_\_\_\_

Year or Age when enlisted: \_\_\_\_\_

Conflict/s in which she/he served: \_\_\_\_\_

Places in which she/he served: \_\_\_\_\_

Tasks undertaken: \_\_\_\_\_

On the map provided, mark in the areas in which this veteran served.

Summarise your chosen veteran's comments on the following topics:

Enlistment	
Daily Routine / Living Conditions	
Sing Along	
Back Home	
Reflections on War	

# DISCUSSION

In pairs or groups of three (preferably with people who've chosen different veterans to yours), compare your summary of comments. Discuss the following questions and record your responses, giving reasons:

Why do people enlist? Would you choose to enlist if war was declared now? Why/why not?

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How does war change the lives of individuals who enlist? \_\_\_\_\_

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How does war change the lives of people on the homefront? \_\_\_\_\_

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Why do you think the 'sing along' was an important part of the war culture? \_\_\_\_\_

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On your own or with your group, study the experiences of either Trevor Anderson, Lansell West or Wilma Young.

How do they make you feel? \_\_\_\_\_

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# Victorians at War

## EXPRESSING YOUR OPINION

**ANZAC Day is no longer a relevant celebration.**

☆

**Involvement in conflict has only had negative consequences for Australia.**

☆

**It is important that Australia is adequately defended. Bring back conscription!**

☆

**Australia should never have become involved in World War One.**

☆

**We should not forgive those countries which have been our enemies in the past.**

1. Read the statements in the box above.
2. Select the statement about which you feel most strongly, identify your reasons and supporting arguments, and choose one of the formats listed below to express your opinion.
3. The objective is to convince the rest of the class that you are right, so you must take care to use rational arguments and to plan your presentation carefully.
  - Produce and distribute a flyer
  - Present a two-minute speech
  - Design a poster or advertisement
  - Write and perform a song
  - Prepare and present your arguments on PowerPoint
  - Create a model or diorama
  - Write a 350-word essay or letter to the Editor
  - Give a dramatic presentation
  - In a group of six, organise and participate in a formal debate

Statement selected: \_\_\_\_\_

\_\_\_\_\_

I agree / disagree for the following reasons:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

## Victorians at War

### Women and War

Read the service record information for the women listed in the table below, and record their service details (you might like to do this with the help of a partner or group). The first one has been done for you.

Name	Year enlisted	Conflict	Role / duties
Joan Johnstone	1941	World War Two	- Switchboard operator - Worked on military magazine <i>Salt</i> .
Jo Faulkner			
Beryl Hogarth			
Wilma Young			
Nancy Ormsby			
Michelle Stevens			
Debbie Phillips			

Using the table as a guide, discuss the following questions:

- Has the role of women in the armed forces changed during the twentieth century?
- Has their involvement in the armed forces affected their role in everyday society?
- What was the impact of women taking over traditionally male tasks during wartime?
- What were the main differences in lifestyle for women in the early 1900s compared to today? Is the lifestyle of women today better or worse?

## Victorians at War

# Women in Combat



Ever since women joined the defence forces, the notion of women in combat has come under consideration. Many believe that the idea of 'equal opportunity' dictates that women should be entitled to fight at the frontline. However, a culture that traditionally protects women is reluctant to allow them to participate in ground combat.

### Should women be allowed in combat?

Your task is to research the issue of women in combat (see your teacher for a list of newspaper articles or ask at your school Library for a copy of *Echo*). You need to establish your point of view on this issue and prepare an argumentative piece, which can be presented in one of the following ways:

- A two-minute speech
- A 350-word essay
- An organised class debate

# MAP OF THE WORLD

Use this map to highlight the locations in which your veteran served.

