In this depth study, students will investigate wartime experiences through a study of World War II. This includes coverage of the causes, events, outcome and broad impact of the conflict as a part of global history, as well as the nature and extent of Australia’s involvement in the conflict.

This depth study MUST be completed by all students.
**Australian Curriculum focus**

**HISTORICAL KNOWLEDGE AND UNDERSTANDING**

- An overview of the causes and course of World War II
- An examination of significant events of World War II, including the Holocaust and the use of the atomic bomb
- The experiences of Australians during World War II (such as Prisoners of War (POW), the Battle of Britain, Kokoda, the Fall of Singapore)
- The impact of World War II, with a particular emphasis on the Australian home front, including the changing roles of women and use of wartime government controls (censorship, manpower controls, rationing and censorship)
- The significance of World War II to Australia’s international relationships in the twentieth century, with particular reference to the United Nations, Britain, the USA and the Soviet Union

**HISTORICAL SKILLS**

- Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places.
- Use historical terms and concepts.
- Identify and select different kinds of questions about the past to inform historical inquiry.
- Evaluate and enhance these questions.
- Identify and locate relevant sources, using ICT and other methods.
- Identify the origin, purpose and context of primary and secondary sources.
- Process and synthesise information from a range of sources for use in an historical argument.
- Evaluate the reliability and usefulness of primary and secondary sources.
- Identify and analyse the perspectives of people from the past.
- Identify and analyse different historical interpretations (including their own).
- Develop skills, particularly explanations and discussions that use evidence from a range of sources that are referenced.
- Select and use a range of communication forms (oral, graphic, written) and digital technologies.

**Getting started**

Make the first lesson memorable and try to spark interest in the topic so students look forward to learning more. Sometimes actually holding an item can make the experience seem more real, so gather the following items from the list below before the lesson and as students enter the room have them each take an item (like a lucky dip). Explain to students that by holding an item, they can be encouraged to find out more about it. If students do not know the significance of the item, they can be encouraged to find out.

**Key inquiry questions**

1. What were the causes of World War II and what course did it take?
2. What were some of the most significant events of World War II?
3. How did the events of World War II affect people around the world and in Australia?
4. How did the events of World War II shape Australia’s international relationships?

**World War II (1939–1945)**

In World War II, civilians became involved in warfare in new ways. The strategic bombing of cities as both sides probably killed over one million civilians, and caused tremendous damage. The Holocaust claimed the lives of an estimated six million Jews, as well as around five million people from other persecuted groups (such as Gypsies, communists and homosexuals). The overall impacts of the atomic bombings of Japan in 1945 lasted for several generations.

**Technology changed greatly throughout World War II. Where was industrial, social and cultural life focused?**

1. Mao Tse-tung and Hu Yaobang in China
2. Joseph Stalin in Russia
3. The United States and the Soviet Union
4. The United Kingdom and its former colonies
5. Japan

**Key terms**

- Weapon
- Aircraft
- Bomb
- Ration
- Uniform

**Flashcard glossary: World War II**

- Can of SPAM (spiced ham). You can still buy this from the supermarket, it was used in World War II as well as SPAM (spiced beef in a can).
- Poster calling for men to enlist (see the weblink in the obook extras panel on this spread) or you could make a colour copy of Source 2.75)
- Image of war cemetery
- Image of Star of David (symbol of Jewish identity)
- Image of Natz swastika
- Image of war cemeteries
- Photographs of Adolf Hitler, Winston Churchill and other significant individuals from World War II
- Shovel (women of Australia worked to support the war effort)
- Radio (many would gather round and listen to war announcements)
- Letter with sections cut out or blacked out (to represent censorship during wartime)
- Ration book (see the weblink in the obook extras panel on this spread for the cover of a ration book you could make up)
- Enlistment poster
- Can of SPAM (spiced ham). You can still buy this from the supermarket, it was used in World War II as well as SPAM (spiced beef in a can).
- Poster calling for men to enlist (see the weblink in the obook extras panel on this spread)
- Image of war cemetery
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- Ration book (see the weblink in the obook extras panel on this spread)
World War II

Although World War I had been called the ‘war to end all wars’, only 20 years after its conclusion the world was once again plunged into war. The Paris Peace Conference paved the way for World War II, and the Great Depression also played a role in destabilising world economies and political systems, making them ripe for conflict.

Specific developments such as Nationalism, fascism and communism also shaped the events that led to the outbreak of war in September 1939. As was the case in World War I, Germany was again seen as the main aggressor. Germany’s invasion of Poland was the final trigger that brought most of Europe into the war. Italy and Japan were allies of Germany and, for a short time, so was the USSR. France and Britain were once again allies, and Australia was involved through its membership in the British Empire. The USA entered the war in December 1941, following the Japanese bombing of Pearl Harbor.

18 September 1939 German invasion of Poland
1 September 1939 Germany invades Poland
22 June 1941 Beginning of Operation Barbarossa
6 June 1944 D-Day landing of Allied troops in Europe
10 February 1942 Japanese forces land on Bougainville
6 August 1945 Atomic bomb dropped on Hiroshima, Japan
9 August 1945 Atomic bomb dropped on Nagasaki, Japan
14 August 1945 Japan declares war on the USA
15 August 1945 Japan's surrender of its armed forces
30 April 1945 Hitler commits suicide
1 May 1945 VE Day—V-E Day
8 May 1945 VE in Europe Day—victory in Europe
8–9 August 1945 Hiroshima and Nagasaki—Japan’s surrender
12 December 1941 Australian troops land in the Philippines
15 December 1941 US Pacific Fleet arrives in Australia
19 January 1942 Australia and the USA declare war on each other
20 February 1942 Japan invades the USA
21 June 1942 Battle of Midway
26 June 1944 Allied forces invade France
28 January 1945 Allied forces acquire the Japanese home islands, including Okinawa
3 September 1939 Germany invades Czechoslovakia
6 April 1942 Italy declares war on the USA
4 September 1939 Germany invades Denmark and the Netherlands
11 November 1918 Armistice Day—marks the end of World War I
17 December 1941 Japanese attack on Pearl Harbor
22 December 1918 Peace Conference begins, ending World War I
16 October 1940 Battle of Britain
19 November 1939 Fall of France, Belgium, Norway, Denmark
19 November 1944 Battle of Rome
1945 Fall of Berlin
19 February 1942 Japanese forces land on Bougainville
19 March 1941 Japanese attack on the USA
5 June 1944 D-Day landing of Allied troops in Europe
5 December 1941 United States enters World War II
19 February 1919 Treaty of Versailles begins
19 January 1942 Australia and the USA declare war on each other
20 February 1942 Japan invades the USA
21 June 1942 Battle of Midway
26 June 1944 Allied forces invade France
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16 October 1940 Battle of Britain
19 November 1939 Fall of France, Belgium, Norway, Denmark
19 November 1944 Battle of Rome
1945 Fall of Berlin

2 WORLD WAR II (1939–1945)

What were the causes of World War II and what course did it take?

World War II lasted for a generation after ‘the war to end all wars’. Certainly the treaties dictated at the end of World War I played a role, including reparations in countries like Germany and Austria. Japan also entered the Pacific War because of an Anglo-American abandonment of a racial equality clause at the Paris Peace Conference. 

Source: Article 231 Treaty of Versailles

‘The Allied and Associated Governments and their representatives . . . declare that Germany is responsible for all loss and damage to the civilian population in all the countries of Europe, in the Soviet Union and elsewhere caused by the military operations of Germany and her allies.’

For your information

The Treaty of Versailles defines the war guilt clause as ‘The Allied and Associated Governments affirm and Germany accepts the responsibility of Germany and her allies for causing all the loss and damage to which the Allied and Associated Governments and their nationals have been subjected as a consequence of the war imposed upon them by the aggression of Germany and her allies.’

Source: Article 231 Treaty of Versailles

2.1 An examination of significant events of World War II, including the Holocaust and use of the atomic bomb.

3 An overview of the causes and course of World War II.

Australian Curriculum focus

HISTORICAL KNOWLEDGE AND UNDERSTANDING

• An overview of the causes and course of World War II

HISTORICAL SKILLS

• Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places.

• Use historical terms and concepts.

• Identify and select different kinds of questions about the past to inform historical inquiry.

• Evaluate and enhance these questions.

• Identify and locate relevant sources, using ICT and other methods.

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

• Process and synthesise information from a range of sources for use as evidence in an historical argument.

• Evaluate the reliability and usefulness of primary and secondary sources.

• Identify and analyse the perspectives of people from the past.

• Identify and analyse different historical interpretations (including their era).

• Develop tools, particularly explanations and discussions that use evidence from a range of sources that are referenced.

• Select and use a range of communication forms (oral, graphic, written) and digital technologies.

Skill booster: Learning about historical terms and places

There are many key concepts, place names and terms that students need to be familiar with, so it is worthwhile asking students to complete this activity to ensure they understand some key terms that will appear often throughout this chapter. Students will also find it useful to review additional key terms using the Flashcard glossary (see the link in the glossary extras panel on this spread).

Have students pick the appropriate word from the following list to fill in the blank for each sentence:

communism, fascism, imperialism, ideology, nationalism, militarism, racial equality.

Flashcard glossary: World War II

It is also important to remind students why it is important to know what they are learning. Ask students why they think they need to know about the causes of World War II? Why should they know what course World War II took?

Source 2.2 Gold Star Mothers' Day Parade in November, Germany, 1917

Source 2.3 British Prime Minister David Lloyd George, Paris Peace Conference, 1919

Workbook resources

Activity 2.1 The causes and initial course of World War II

ebook extras

Enter the ID number below into the search field of your ebook to access this resource.

I0201 Flashcard glossary: World War II

Chapter One: World War I (1914–1918)
The League of Nations was established as part of the Treaty of Versailles in 1919. The League had the backing of US President Woodrow Wilson. The idea was that the League would settle disputes between countries by imposing sanctions, with the aim of preventing another world war. One of the major weaknesses of the scheme was that the USA did not join the League. Although the US President had masterminded the US Congress refusing to join ‘Wilson’s fiasco’, the Democrats, who had been defeated at the 1920 election, seemed that a majority of Americans wanted to ensure the League handled disputes and not become caught up in world affairs. The League had to sever ties of the past, and hold its power. The League had to sever ties of the past, and hold its power. The League had to sever ties of the past, and hold its power...
In order to understand the role of Adolf Hitler and the Nazis in Germany, it is important to examine the sequence of events in the 1920s and 1930s that led to their control over the country and the world. During this time, the political and social climate of Germany was ripe for the rise of extreme nationalism and anti-Semitism.

The Weimar Republic, established after World War I, was a fragile democracy that faced many challenges. The Treaty of Versailles imposed heavy penalties on Germany, leading to economic hardship and widespread discontent. The Nazis, under the leadership of Adolf Hitler, were able to capitalize on this situation by appealing to the German people's desire for a strong, unified country.

In 1923, Hitler attempted to seize power in Munich in an uprising known as the ‘Beer Hall Putsch’. This failed, and Hitler was arrested. However, his popularity grew as he was able to use this experience to further his political goals.

The Nazi Party gained strength in the 1930s as the Great Depression hit Europe, and many people were looking for a solution to their economic problems. The Nazi Party, under Hitler's leadership, promised to restore Germany's荣光 and strengthen its economy, appealing to many Germans.

The Nazi Party's rise to power in 1933 marked the beginning of the Third Reich, a regime under Hitler's control. During this time, the Nazis implemented policies that were aimed at eliminating opposition and consolidating their control. The Holocaust, the extermination of six million Jews, was one of the most extreme consequences of the Nazi regime.

The outbreak of World War II in 1939 was the culmination of these events. The war lasted until 1945, leading to the defeat of the Nazi regime and the end of World War II.

In order to fully understand the impact of the Nazi party in Germany, it is necessary to examine the political, social, and economic factors that contributed to its rise to power and the atrocities that followed. This includes examining the role of propaganda, the impact of economic hardship, and the ways in which the Nazi party was able to appeal to the German people's sense of national pride and identity.
Adolf Hitler

Early life

Hitler was born in the Austrian village of Braunau in Lower Austria. His father was very close to his father, who died when he was 15. Hitler showed early academic promise in primary school but dropped out of secondary school at the age of 18. His father was in jail when he was selected by the Academy of Fine Arts. Hitler's mother told Hitler that his father had told the police before he died that he wanted to celebrate, or whether his name had been caused to be formed or be run and inspired the young Hitler's desire to succeed.

During World War II

Despite his father's death and his father's position in the Austrian public service, Hitler became a strong ardent in German nationalism and anti-Semitism. His early political career was often in conflict with the Nazi party. Hitler was never a member of the Nazi party. Hitler's ideas began to blend with that of the DAP. He joined the DAP and in 1920 he was appointed as the party's propaganda leader. Hitler quickly became the party's most important leader. The DAP became the largest single party in the Reichstag and Hitler was appointed Chancellor of Germany in January 1933 by President Hindenburg (right).

Key influences and ideas

Hitler was influenced by a number of competing ideologies, such as German nationalism, anti-Semitism, and the concept of the 'Aryan' race. Hitler believed in German nationalism and anti-Semitism. He evaded conscription into the Austro-Hungarian army by travelling across the border to Munich, where he enlisted in the German army in 1914. Hitler showed early academic promise in primary school but dropped out of secondary school at the age of 18. His father was in jail when he was selected by the Academy of Fine Arts. Hitler's mother told Hitler that his father had told the police before he died that he wanted to celebrate, or whether his name had been caused to be formed or be run and inspired the young Hitler's desire to succeed.

Nazi rise to power

In 1933, Hitler became Chancellor of Germany. He quickly seized control of the government and abolished all political opposition. The Nazis began to dominate the Reichstag and Hitler to be appointed Chancellor. He quickly seized control of the government and abolished all political opposition. By 1935 the Nazi Party was the largest single party in the Reichstag. Hitler used his position to expand Germany's borders.

World War II

For the first three years of the war, the Nazis' version of how the Agent fielded its defending blood and Hitler's anti-Semitism remained strong. However, in 1942 Germany suffered severe military losses in North Africa and in the Mediterranean. The war in the Pacific was going badly.

Check your learning

1. What single policy did Hitler implement in 1933 that led to the Nazis' first attempt to seize power? Why do you think that was? How did the Great Depression help Hitler and the Nazis rise to power?

2. What were the key characteristics of Hitler's leadership?

3. How did the Great Depression help Hitler and the Nazis rise to power?
Australian Curriculum focus

HISTORICAL KNOWLEDGE AND UNDERSTANDING

- An overview of the causes and course of World War II
- An examination of significant events of World War II, including the Holocaust and use of the atomic bomb

HISTORICAL SKILLS

- Use historical terms and concepts.
- Identify the origin, purpose and context of primary and secondary sources.
- Process and synthesise information from a range of sources for use as evidence in an historical argument.
- Evaluate the reliability and usefulness of primary and secondary sources.
- Identify and analyse the perspectives of people from this period.
- Identify and analyse different historical interpretations (including their own).
- Develop texts, particularly explanations and discussions that use evidence from a range of sources that are relevant.
- Select and use a range of communication forms (oral, graphic, written) and digital technologies.

Skill booster: Hitler takes control

Ask students to decide whether the following statements are true or false:

1. Hitler reintroduced conscription, disregarding the terms of the Treaty of Versailles.
2. The policy of appeasement in the late 1930s was successful in avoiding war.
3. Hitler increased the production of weapons in violation of the Treaty of Versailles.
4. Sudetenland was a region of Czechoslovakia.
5. The policy of appeasement in the late 1930s was known as Anschluss.

Answers: 1T, 2F, 3T, 4T, 5F

Check your learning

1. Why did World War II begin in 1939?
2. What was the first example of what became known as appeasement?
3. Why did Hitler claim to want the Sudetenland returned to Germany?

The failure of appeasement

In the late 1930s, Britain and France were desperate to avoid another war in Europe. In September 1938, Britain and France, together with Italy, negotiated the Munich Agreement with Hitler. The agreement stated that Hitler would not further threaten any of the countries in Europe.

However, the failure of appeasement became apparent when Germany invaded Poland on 1 September 1939.

The war in Europe

On 1 September, Britain and France declared war on Germany. The war became known as World War II. The British and French forces were unable to stop the German advances, and the Allies were forced to retreat. The war ended in 1945 with the defeat of Germany.

Answers: Check your learning

1. World War II began in 1939.
2. The first example of what became known as appeasement was the Munich Agreement.
3. Hitler claimed to want the Sudetenland returned to Germany.

The build-up to war in Europe

Under Hitler’s government, Nazi Germany violated the terms of the Treaty of Versailles by increasing the size of its military, introducing conscription, rearming the military, and with the reoccupation of the Saar region in 1935, commenced the production of weapons and ammunition.

One of Hitler’s first acts in 1933 was to negotiate the territorial demands made by Germany at the World War I peace conference. In this respect, Germany was not held to account for its aggression in World War I. These acts of aggression were in violation of the Treaty of Versailles and in the hope that they could be used toress the Allies to declare war.

The failure of appeasement

In the late 1930s, Britain and France were desperate to avoid another war in Europe. In September 1938, Britain and France, together with Italy, negotiated the Munich Agreement with Hitler. The agreement stated that Hitler would not further threaten any of the countries in Europe.

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The war in Europe

On 1 September, Britain and France declared war on Germany. The war became known as World War II. The British and French forces were unable to stop the German advances, and the Allies were forced to retreat. The war ended in 1945 with the defeat of Germany.

Answers: Check your learning

1. World War II began in 1939.
2. The first example of what became known as appeasement was the Munich Agreement.
3. Hitler claimed to want the Sudetenland returned to Germany.
Panzers were German tanks that were used as the major strike force in Blitzkrieg actions. Defenders used barbed wire, tank traps and deep ditches in an attempt to slow the German advance.

Motorised vehicles—such as trucks, armoured personnel carriers and motorcycles—moved infantry into the battle zones. Field artillery provided supporting fire.

Junkers 87s (or Stukas) were German dive-bombers used to attack enemy tanks and defensive positions. As the bombers flew over and attacked their targets, sirens located on the undercarriage would sound, terrifying the people below.

Heinkel 111s and Dornier 17Zs were high-altitude bombers.

The siren of the Junkers 87 or Stukas became a terrifying symbol of German warfare. The aircraft would dive to make an attack and had dive brakes that would automatically be used because the pilot may have ‘blacked out’ from the fast acceleration. ‘Panza’ is a German word for tank or armour. The Germans kept producing better versions of the tank with the Panzer IV proving effective in terms of speed and reliability. Nine thousand of these tanks were produced until they were superseded by what is known as the Panther tank.

An interactive activity for the Blitzkrieg is available on the ebook (see the link in the ebook extras panel on this spread). This activity includes a range of illustrations, images, and audio and/or video resources for students.
2 What insights have you gained about the Blitz as a result of examining this primary source?

3 Why is primary source material such as this valuable to the historian?

4 Compare your life today with that of a child growing up during the Blitz. How is it similar and how is it different?

Skillbooster: Growing up during the Blitz

StoryVault is a great website that contains valuable primary source material on a range of topics. Have students go to the website (see the weblink in the obook extras panel on this spread) and choose one of the 25 video clips related to the Blitz. They can choose the clip that most interests them and answer the following questions.

1 What was the most interesting point the interviewee made?

2 How is the interviewee’s experience of the Blitz different from yours?

3 Why is the interviewee’s experience of the Blitz valuable to the historian?

## Teaching tips

Start the class by playing an excerpt from the famous speech by Churchill. “Never was so much owed by so many to so few” (see the weblink in the ghook extras panel on this spread). Churchill gave this speech as England was preparing for German invasion. This speech and Churchill’s other famous speeches (“Blood, toil, tears and sweat” and “We shall fight on”) focus on how Britain’s industry, army, navy and air forces will stand up to German attacks.

The Phoney War

In May 1940, Germany invaded the Low Countries (Belgium, the Netherlands and Luxembourg) and Denmark. Churchill sent troops to support the French, and France mounted a counterattack. The British forces were outnumbered by 9 to 1 but defeated the French. On 21 May 1940, French forces surrendered. On 22 June 1940, France surrendered (see Source 2.21). On 22 June 1940, France surrendered (see Source 2.21). On 22 June 1940, France surrendered (see Source 2.21). On 22 June 1940, France surrendered (see Source 2.21).

The Battle of Britain

Germany then turned its attention to defeating Britain. The plan was an immediate invasion by a German invasion fleet. Facing stiff resistance, Germany eventually changed its tactics to focus on bombing Britain’s industrial towns. Although theLuftwaffe could not prevent the Royal Navy from interfering with German attacks, the Royal Air Force could be destroyed, the British air force could not prevent the Royal Navy from interfering with German attacks. Germany eventually changed its tactics to focus on bombing Britain’s industrial towns. Although theLuftwaffe could not prevent the Royal Navy from interfering with German attacks, the Royal Air Force could be destroyed, the British air force could not prevent the Royal Navy from interfering with German attacks. Germany eventually changed its tactics to focus on bombing Britain’s industrial towns. Although theLuftwaffe could not prevent the Royal Navy from interfering with German attacks, the Royal Air Force could be destroyed, the British air force could not prevent the Royal Navy from interfering with German attacks. Germany eventually changed its tactics to focus on bombing Britain’s industrial towns. Although theLuftwaffe could not prevent the Royal Navy from interfering with German attacks, the Royal Air Force could be destroyed, the British air force could not prevent the Royal Navy from interfering with German attacks. Germany eventually changed its tactics to focus on bombing Britain’s industrial towns. Although theLuftwaffe could not prevent the Royal Navy from interfering with German attacks.

The Battle of France

Germany attacked and defeated Denmark and Norway. Germany then invaded the Low Countries (Belgium, the Netherlands and Luxembourg) and Denmark. Churchill sent troops to support the French, and France mounted a counterattack. The British forces were outnumbered by 9 to 1 but defeated the French. On 21 May 1940, French forces surrendered. On 22 June 1940, France surrendered (see Source 2.21). The British forces were outnumbered by 9 to 1 but defeated the French. On 21 May 1940, French forces surrendered. On 22 June 1940, France surrendered (see Source 2.21). The British forces were outnumbered by 9 to 1 but defeated the French. On 21 May 1940, French forces surrendered. On 22 June 1940, France surrendered (see Source 2.21). The British forces were outnumbered by 9 to 1 but defeated the French. On 21 May 1940, French forces surrendered. On 22 June 1940, France surrendered (see Source 2.21). The British forces were outnumbered by 9 to 1 but defeated the French. On 21 May 1940, French forces surrendered. On 22 June 1940, France surrendered (see Source 2.21). The British forces were outnumbered by 9 to 1 but defeated the French. On 21 May 1940, French forces surrendered. On 22 June 1940, France surrendered (see Source 2.21). The British forces were outnumbered by 9 to 1 but defeated the French. On 21 May 1940, French forces surrendered. On 22 June 1940, France surrendered (see Source 2.21). The British forces were outnumbered by 9 to 1 but defeated the French. On 21 May 1940, French forces surrendered. On 22 June 1940, France surrendered (see Source 2.21). The British forces were outnumbered by 9 to 1 but defeated the French. On 21 May 1940, French forces surrendered. On 22 June 1940, France surrendered (see Source 2.21). The British forces were outnumbered by 9 to 1 but defeated the French. On 21 May 1940, French forces surrendered. On 22 June 1940, France surrendered (see Source 2.21). The British forces were outnumbered by 9 to 1 but defeated the French. On 21 May 1940, French forces surrender
Australia Focus

HISTORICAL KNOWLEDGE AND UNDERSTANDING
• An overview of the causes and course of World War I
• An examination of significant events of World War II, including the Holocaust and use of the atomic bomb

HISTORICAL SKILLS
• Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places.
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• Identify the origin, purpose and context of primary and secondary sources.
• Process and synthesise information from a range of sources for use as evidence in an historical argument.
• Evaluate the reliability and usefulness of primary and secondary sources.
• Identify and analyse the perspectives of people from the past.
• Identify and analyse different historical interpretations (including their own).
• Develop holistic, particularly explanations and discussions that use evidence from a range of sources that are referenced.
• Select and use a range of communication forms (oral, graphic, written) and digital technologies.

Teaching tips
Start the lesson by asking students what it took to be a good leader. If students undertake question 5 in the ‘Check your learning’ section they might evaluate the leader they choose in terms of the list the class compiled of attributes that make a good leader. Churchill is such an interesting character for students to learn about. He was an accomplished artist and won the Nobel Prize for Literature in 1953. Churchill played his greatest role in bolstering students to learn about. He was an accomplished artist and won the Nobel Prize for Literature in 1953. Churchill played his greatest role in bolstering...
The Path of Tobruk

The 'Phoney War' was the period from September 1939 to March 1940, when the Allies, France and Britain, continued to hold back the German army that had invaded Poland. Despite the fact that Britain had fought a stiff German invasion, the Allies continued to fight back, but the German army had already captured most of the Eastern Front in 1941. The Soviet Union, which began in June 1941. Code-named Operation Barbarossa, it is still the largest military operation—in terms of manpower, area covered and casualties—in human history. The Axis force was made up of over three million troops, 3600 tanks and 4300 aircraft.

In 1941, Germany invaded the Soviet Union, which began the war in the east. The invasion was not as successful as it had been in the west, where the Allies had been quickly and easily defeated. The Russian army was more determined and tenacious than expected. The Axis forces were defeated in the summer of 1941, and by the end of 1941, the tide had turned against the Axis powers. The Soviet Union regained its land and restored its strength, and by the end of 1941, the tide had turned against the Axis powers. The Soviet Union regained its land and restored its strength, and by the end of 1941, the tide had turned against the Axis powers.

The motivations were also ideological. The Nazis hated communism and wanted to destroy it. They believed that communism was a threat to their own survival and would spread to Germany. They also wanted to conquer Eastern Europe and establish a Lebensraum (living space) for the German people. The Nazis believed that they could achieve this by defeating the Soviet Union and occupying the land in Eastern Europe.

The technology associated with code-breaking during the war was not only significant because of its impact on the outcome of battles and events, but also because of the fact that much of this technology went on to be used in the development of the computer. However, the Allies did not have the advantage of superior technology. They had to rely on human ingenuity and perseverance to break the code.

The result was that the Allies were able to decode German Enigma-machine-encrypted signals during the war. This was achieved with the help of earlier encryption technology by Polish mathematicians, who after the war played a major role in the development of the computer. The technology associated with code-breaking during the war was not only significant because of its impact on the outcome of battles and events, but also because of the fact that much of this technology went on to be used in the development of the computer.

Check your learning

1. Using the text above and the image (Source 2.25), list the crucial factors that led to the defeat of the Axis powers.

2. Present the path World War II took with a process diagram using ‘SmartArt’ in Microsoft Word.

3. Present the path World War II took as a series of drawings/paintings/collage noting the crucial factors that led to the defeat of the Axis powers.

4. Present the path World War II took as a cartoon strip noting the crucial factors that lead to the declaration of war.

5. Present the path World War II took as a series of short radio announcements you may wish to use primary source audio, such as Chamberlain declaring war on Germany.

6. Present the path World War II took as a series of short radio announcements you may wish to use primary source audio, such as Chamberlain declaring war on Germany.

7. Present the path World War II took as a series of short radio announcements you may wish to use primary source audio, such as Chamberlain declaring war on Germany.

8. Present the path World War II took as a series of short radio announcements you may wish to use primary source audio, such as Chamberlain declaring war on Germany.

For your information

Joan Turnour was an Australian code-breaker during World War II. She had vowed not to speak of her work until 30 years after the war had ended and in 2011 received a medal from the British prime minister to commemorate her work. (see the website, in the ebook extras on this spreadsheet).

Answers: Check your learning

1. Germany, Austria, Czechoslovakia, Poland, the Free City of Danzig, the Netherlands, Belgium, Luxembourg, Denmark, Norway, Serbia and parts of Russia. Additionally, governments that were sympathetic to or allied with Nazi Germany in power in Europe, notably Italy, Finland, Hungary, Albania, Greece, Bulgaria, Slovakia, Croatia and Romania.

2. Blinding tactics involved coordinating ground and air forces, such as tanks and bombers, to delay, destroy, systematically and effectively stifle the enemy.

3. The ‘Phoney War’ was the period from September 1939 to April 1940, when Britain, France and Germany had declared war, but there were no significant land battles. It ended with the German invasion of Norway and Denmark in April 1940.

4. The ‘Blitz of Tobruk’ was a series of air attacks on Australian soldiers who occupied and held the city of Tobruk in Libya in 1941. Despite repeated German and Italian air attacks, the Australian soldiers held the city.

5. The ‘Blitz of Tobruk’ was a series of air attacks on Australian soldiers who occupied and held the city of Tobruk in Libya in 1941. Despite repeated German and Italian air attacks, the Australian soldiers held the city.

6. ‘Joan Turnour was an Australian code-breaker during World War II. She had vowed not to speak of her work until 30 years after the war had ended and in 2011 received a medal from the British prime minister to commemorate her work. (see the website, in the ebook extras on this spreadsheet).’

7. ‘The motivations were also ideological. The Nazis hated communism and wanted to destroy it. They believed that communism was a threat to their own survival and would spread to Germany.’

8. ‘The motivations were also ideological. The Nazis hated communism and wanted to destroy it. They believed that communism was a threat to their own survival and would spread to Germany.’

9. ‘The motivations were also ideological. The Nazis hated communism and wanted to destroy it. They believed that communism was a threat to their own survival and would spread to Germany.’

10. ‘The motivations were also ideological. The Nazis hated communism and wanted to destroy it. They believed that communism was a threat to their own survival and would spread to Germany.’
2 WORLD WAR II (1939–1945)

HISTORICAL KNOWLEDGE AND UNDERSTANDING
- An overview of the causes and course of World War II
- An examination of significant events of World War II, including the Holocaust and use of the atomic bomb

HISTORICAL SKILLS
- Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places.
- Use historical terms and concepts.
- Identify and select different kinds of questions about the past to inform historical inquiry.
- Evaluate and enhance these questions.
- Identify and select relevant sources, using ICT and other methods.
- Identify the origin, purpose and context of primary and secondary sources.
- Process and synthesise information from a range of sources for use as evidence in an historical argument.
- Evaluate the reliability and usefulness of primary and secondary sources.
- Identify and analyse the perspectives of people from the past.
- Identify and analyse different historical interpretations (including their own).
- Develop texts, particularly explanations and discussions that use evidence from a range of sources that are witnessed.
- Select and use a range of communication forms (oral, graphic, written) and digital technologies.

Teaching tips
Consider starting the class with a song by Iron Maiden called ‘The Longest Day’. The song depicts the combat on D-Day. The lyrics can be accessed through the website in the digital extra panel on this spread, or you may want to show the students a video clip.

Skillbooster: War map
Students could complete the following exercises.
1. Refer to Source 2.3. Given the conquered land and the axis powers had in 1942, was it the Allies or the Axis powers that looked likely to be defeated?
2. Trace the map in Source 2.3. and draw a new key which shows lands of the Allied powers and those of the Axis powers by the end of 1945.
3. Why was the liberation of France such a victory for the Allies?
4. Describe how you would have felt if you woke up and read the front page of the News Chronicle on 2 May 1945 (Source 2.53).

The tide of war turns in Europe
By 1940, the German attacks had seriously weakened the Allied forces, and many governments had sought peace (see Source 2.20). However, the British Dominions, the USA, the Soviet Union and the free French forces formed (to resist racial interference) and called into action an unprecedented coalition. By 1941, the Secretariat agreed a series of debates on Germany. By 1940, Germany had been invaded by the Soviet Empire, with strict to some surprising news. In Poland, Romania, Czechoslovakia, and the Baltic States. The Eastern European satellite states invaded Germany, and reached the German capitol, Berlin, on April 30. In Western Europe, the Allies began major victorious campaigns against Germany from 1942, primarily focusing on destroying the battle fleet of the Kriegsmarine and its industrial cities. This campaign led to significant Allied victories in Italy, but on no coalition could lead the way. The Allies developed a plan to invade France. On June 6, 1944 (D-Day), Allied troops landed on the beaches of Normandy, in Northern France. This operation, known as 50 years, precipitated the Liberation of France in August 1944 (see Source 2.31).

The end of the war in Europe
3. Why was the liberation of France such a victory for the Allies? 4. What similarities and what differences were there in the beach landings of Normandy in World War II and the beach landings in Gallipoli in World War I?

For your information
D-Day is a military term that refers to the day a combat attack or operation is to be initiated.

Answers: Check your learning
1. The German tactics had both the element of surprise, and the Allies had developed effective ways of dealing with them.
2. The bombing of industrial cities in Germany was influential, but it did not do enough damage to the cities nor to the morale of the citizenry to be a decisive factor in the outcome of the war.
3. The D-Day landings were part of the Normandy Campaign, which was part of the Liberation of France. 
4. Answers may include: German tactics had lost the element of surprise by 1945. Germany was overestimated in terms of fighting, the USA and the Soviet Union joined Britain and the Free French Forces in an alliance to defeat Germany. Allied bombing campaigns damaged industrial cities in Germany, and the Allies won several victory on both the Eastern and Western Fronts, forcing the German military to retreat.

ID02.19 Wikibook: The Longest Day
Read the lyrics to the Iron Maiden song about the D-Day invasion.
ID02.20 Wikibook: D-Day
Visit the History website to watch a short video about D-Day.
The war in Asia

In 1937, Japan signed an agreement with Germany known as the Anti-Comintern Pact. This was followed in 1938 by the Tripartite Pact, which committed the Axis powers’ alliance. In 1939, that joined Italy and Japan.

In 1936, Japan signed an agreement with Germany known as the Anti-Comintern Pact. This was followed in 1938 by the Tripartite Pact, which committed the Axis powers’ alliance. In 1939, that joined Italy and Japan.

The attack on Pearl Harbor

While World War II continued in Europe, the attention of Britain, France, the USA and Australia was devoted almost exclusively to Japan. Despite objections from many Japanese advisers, there was still a belief that the Japanese dictator was determined to strike a quick strike to destroy the ‘American’ threat. The attack on the American naval base at Pearl Harbor was the first of the war. It killed 2,403 people and injured 1,178. The attack on Pearl Harbor was the first of the war. It killed 2,403 people and injured 1,178. The attack on Pearl Harbor was the first of the war. It killed 2,403 people and injured 1,178. The attack on Pearl Harbor was the first of the war. It killed 2,403 people and injured 1,178.

The only reason Bennett escaped was to pass information about how to fight the Japanese. He wanted to lead the army, a wish that had been inordinately reinforced since the attack on Pearl Harbor.
The Battle for northern Australia

The fall of Singapore at the beginning of the year meant that Australia had lost a major naval and air base. After World War I, Australia had stayed out of the war, and now it faced the full force of the Japanese threat. The Allies were preparing to launch an offensive at Port Moresby, New Guinea, in the Pacific by May, and they had hoped to lure Japanese forces away from Darwin. Instead, the Japanese launched an attack on the port city of Darwin on 19 February 1942. This attack proved Darwin’s vulnerability. The Japanese forces were there to prevent Australia from interfering with their midget submarines, which were to attack the nearby port of Sydney. The attack was a failure, but it showed the Japanese that they could invade Australia if they wanted to.

The Japanese forces launched an air raid on Darwin, Australia on 9 February 1942. This attack was a failure, but it showed the Japanese that they could invade Australia if they wanted to.

The Battle of the Coral Sea (4–8 May 1942) was fought off the coast of Australia. It was the first major sea battle of World War II, and it set a precedent for future naval battles. The Battle of the Coral Sea was fought between the Japanese and Allied navies. The Allies had fewer ships, but they had the advantage of having more experienced sailors. The battle was a tactical victory for the Allies, but it was a strategic defeat for the Japanese. The Japanese invasion of Australia was thwarted by the Battle of the Coral Sea, and the Allied forces were able to push the Japanese back to the Philippines.

The Battle of Midway (4–5 June 1942) was another major battle in the Pacific Theater. The battle was fought between the Japanese and Allied navies, and it was a decisive victory for the Allies. The battle was fought off the coast of Midway Island, and it was a turning point in the war. The battle was a decisive victory for the Allies, and it marked the end of the Japanese advance in the Pacific Theater.

Check your learning


2. Why did the Japanese invade Darwin in 1942?

3. What was the result of the Battle of the Coral Sea?

4. Where was the Battle of Midway fought?

5. What was the result of the Battle of Midway?

6. What was the impact of the Battle of Midway on the war in the Pacific?

7. How did the Battle of Midway change the course of World War II?

8. What was the role of Australia in the Battle of Midway?

9. How did the Battle of Midway affect the war in the Pacific?

10. What was the impact of the Battle of Midway on the war in the Pacific?

11. What was the role of Australia in the Battle of Midway?

12. How did the Battle of Midway affect the war in the Pacific?

13. What was the impact of the Battle of Midway on the war in the Pacific?

14. What was the role of Australia in the Battle of Midway?

15. How did the Battle of Midway affect the war in the Pacific?

16. What was the impact of the Battle of Midway on the war in the Pacific?

17. What was the role of Australia in the Battle of Midway?

18. How did the Battle of Midway affect the war in the Pacific?

19. What was the impact of the Battle of Midway on the war in the Pacific?

20. What was the role of Australia in the Battle of Midway?

21. How did the Battle of Midway affect the war in the Pacific?

22. What was the impact of the Battle of Midway on the war in the Pacific?

23. What was the role of Australia in the Battle of Midway?

24. How did the Battle of Midway affect the war in the Pacific?

25. What was the impact of the Battle of Midway on the war in the Pacific?

26. What was the role of Australia in the Battle of Midway?

27. How did the Battle of Midway affect the war in the Pacific?

28. What was the impact of the Battle of Midway on the war in the Pacific?

29. What was the role of Australia in the Battle of Midway?

30. How did the Battle of Midway affect the war in the Pacific?

31. What was the impact of the Battle of Midway on the war in the Pacific?

32. What was the role of Australia in the Battle of Midway?

33. How did the Battle of Midway affect the war in the Pacific?

34. What was the impact of the Battle of Midway on the war in the Pacific?

35. What was the role of Australia in the Battle of Midway?

36. How did the Battle of Midway affect the war in the Pacific?

37. What was the impact of the Battle of Midway on the war in the Pacific?

38. What was the role of Australia in the Battle of Midway?

39. How did the Battle of Midway affect the war in the Pacific?

40. What was the impact of the Battle of Midway on the war in the Pacific?

41. What was the role of Australia in the Battle of Midway?

42. How did the Battle of Midway affect the war in the Pacific?

43. What was the impact of the Battle of Midway on the war in the Pacific?

44. What was the role of Australia in the Battle of Midway?

45. How did the Battle of Midway affect the war in the Pacific?

46. What was the impact of the Battle of Midway on the war in the Pacific?

47. What was the role of Australia in the Battle of Midway?

48. How did the Battle of Midway affect the war in the Pacific?

49. What was the impact of the Battle of Midway on the war in the Pacific?

50. What was the role of Australia in the Battle of Midway?

51. How did the Battle of Midway affect the war in the Pacific?

52. What was the impact of the Battle of Midway on the war in the Pacific?

53. What was the role of Australia in the Battle of Midway?

54. How did the Battle of Midway affect the war in the Pacific?

55. What was the impact of the Battle of Midway on the war in the Pacific?

56. What was the role of Australia in the Battle of Midway?

57. How did the Battle of Midway affect the war in the Pacific?

58. What was the impact of the Battle of Midway on the war in the Pacific?

59. What was the role of Australia in the Battle of Midway?

60. How did the Battle of Midway affect the war in the Pacific?

61. What was the impact of the Battle of Midway on the war in the Pacific?

62. What was the role of Australia in the Battle of Midway?

63. How did the Battle of Midway affect the war in the Pacific?

64. What was the impact of the Battle of Midway on the war in the Pacific?

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66. How did the Battle of Midway affect the war in the Pacific?

67. What was the impact of the Battle of Midway on the war in the Pacific?

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69. How did the Battle of Midway affect the war in the Pacific?

70. What was the impact of the Battle of Midway on the war in the Pacific?

71. What was the role of Australia in the Battle of Midway?

72. How did the Battle of Midway affect the war in the Pacific?

73. What was the impact of the Battle of Midway on the war in the Pacific?

74. What was the role of Australia in the Battle of Midway?

75. How did the Battle of Midway affect the war in the Pacific?

76. What was the impact of the Battle of Midway on the war in the Pacific?

77. What was the role of Australia in the Battle of Midway?

78. How did the Battle of Midway affect the war in the Pacific?

79. What was the impact of the Battle of Midway on the war in the Pacific?

80. What was the role of Australia in the Battle of Midway?

81. How did the Battle of Midway affect the war in the Pacific?

82. What was the impact of the Battle of Midway on the war in the Pacific?

83. What was the role of Australia in the Battle of Midway?

84. How did the Battle of Midway affect the war in the Pacific?

85. What was the impact of the Battle of Midway on the war in the Pacific?
**Australian Curriculum focus**

**HISTORICAL KNOWLEDGE AND UNDERSTANDING**

- An overview of the causes and course of World War II,
- An examination of significant events of World War II, including the Holocaust and use of the atomic bomb,
- The experiences of Australians during World War II, such as those of POWs in Java (The Battle of Britain), Kokoda, the Fall of Singapore)

**HISTORICAL SKILLS**

- Use chronological sequencing to demonstrate the relationship between events and developments in different countries and regions
- Use historical terms and concepts
- Identify and select different kinds of questions about the past to inform historical inquiry
- Evaluate and enhance these questions
- Identify and use relevant sources, using ICT and other methods
- Identify the origin, purpose, context and primary and secondary sources
- Process and synthesise information from a range of sources for use as evidence in an historical argument
- Evaluate the reliability and usefulness of primary and secondary sources
- Identify and analyse the perspectives of people from this period
- Identify and analyse the perspectives of people from other periods
- Develop tools, particularly explanations and discussions that use evidence from a range of sources that are referenced
- Select and use a range of communication forms (oral, graphic, written) and digital technologies.

### Teaching tips

Have students watch seven short interviews with Kokoda veterans recounting their experiences (see the weblink in the quiz extra panel on this spread). Play each interview and have students discuss in groups the significance of each interviewee’s response and experiences. Four of the interviewees have some questions for students that may also want them to consider. Ask students why examining primary sources such as these is important in history.

The Australian Kokoda Commemoration website also has a short video that shows students the type of terrain soldiers were fighting in, as well as interactive battle maps and statistics about casualties.

### Answers: Check your learning

1. Maroubra Force was made up entirely of conscripts from the Citizen-Military Force, who were poorly equipped, had received only limited training and had no experience of combat.

2. Ponds raised might include: the jungle was extremely dense; malaria caused diseases such as malaria; both armies were poorly supplied; an absence of supplies was unreliable; the track crossed the steep Owen Stanley mountain range; the track was muddy, slippery, steep and in poor condition; marching in the difficult conditions shrinkled the life of many soldiers’ feet; and the soldiers had to march, fight and survive for huge lengths of time.

3. Points raised might include: Kokoda Force for all the time it was believed that the campaign was fought in defence of Australia; it was fought in incredible conditions; and some people say that the spirit and lessons of Kokoda are more relevant to contemporary Australia. Against: Japan probably did not intend to actually invade Australia. Anzac Day has become an established tradition. Gallipoli: For it was one of Australia’s first experiences of warfare; the ANZACs suffered all expectations with their performances at Gallipoli; the values and lessons of Gallipoli are part of Australian national identity. Against: It was an invasion of a foreign country, the invasion was unsuccessful; it was a disastrous campaign with many major errors, including the Anzac initially landing on the wrong beach; and Australia had no real need to be at Gallipoli.

4. The ‘Fuzzy-Wuzzy’ or ‘Fuzzy-Wuzzy Angels’ were a group of Papua New Guineans who assisted the Australians at Kokoda by carrying wounded soldiers and serving as stretcher bearers. Despite some of the Fuzzy-Wuzzy being concepts, Australian soldiers said that they never returned a wounded soldier, even under heavy fire in terrible conditions. Their service is yet to be officially recognised, but since 2008 the Australian Government has examined ways of recognising their contribution to the campaign.

### Legacy

Approximately 6000 Australians were killed fighting along the Trail, while at least 11 000 were wounded and some 4000 infants ferried from serious disease like malaria. In the immediate aftermath of the campaign, much of the Australian population believed the Kokoda campaign was the real focus of national identity. As the war continued, the Kokoda campaign was forgotten, and during the Korean War, Australians overlooked the efforts of their soldiers in Papua. It was only during the Vietnam War that the importance of the Kokoda campaign was recognised by the Australian public. It is now considered one of the most significant events in Australian history, and much is still learned from the experiences of soldiers at Kokoda.

### Check your learning

1. What was significant about the units that included Maroubra Force at the start of the first Kokoda campaign?
   - The organisation of both the American and Australian armies. The Allies accepted the organisation of the American forces, which was based on the ‘fighting man’ model. A still from the film Gallipoli:
   - The contribution of the ‘Fuzzy-Wuzzy’ to the campaign. The ‘Fuzzy-Wuzzy’ and Gallipoli being the focus of Australia’s national commemoration of war?
   - The organisation of both the American and Australian armies. The Allies accepted the organisation of the American forces, which was based on the ‘fighting man’ model. The ‘Fuzzy-Wuzzy’ and Gallipoli being the focus of Australia’s national commemoration of war?
   - The organisation of both the American and Australian armies. The Allies accepted the organisation of the American forces, which was based on the ‘fighting man’ model. The ‘Fuzzy-Wuzzy’ and Gallipoli being the focus of Australia’s national commemoration of war?
   - The organisation of both the American and Australian armies. The Allies accepted the organisation of the American forces, which was based on the ‘fighting man’ model.

### Enter the 10 number below into the search bar to access this resource.

**0027 Webkin: The Kokoda Trail**

Visit the Australian Kokoda Commemoration website for interviews with veterans as well as lots more information about the Kokoda campaign.
**History Concepts and Skills**

**Historical Knowledge and Understanding**
- An overview of the causes and course of World War II
- An examination of significant events of World War II, including the Holocaust and use of the atomic bomb
- The experiences of Australians during World War II (such as Prisoners of War (POWs), the Battle of Britain, Kokoda, the Fall of Singapore)

**Big Ideas**

2.1 What were the causes of World War II and what course did it take?

**Remember**
- The 2008 Teacher Professional Standard 8.1 requires teachers to support students to research and critically evaluate sources of information.
- The Big Ideas, from the Australian Curriculum, cover a number of historical skills and concepts.

**HISTORICAL SKILLS**
- Use historical terms and concepts.

**Answers: Big Ideas**

1. (a) Malaya, Singapore, Crete, Greece, Syria, Libya, Lebanon, New Guinea, the Pacific, China, Borneo, Burma, Italy, India, Syria, Australia, Britain and France.

2. (a) The governments of Britain and France tolerated Germany's territorial expansion and violation of the military terms of the Treaty of Versailles, in the hopes of avoiding another war.

(b) Japan and Italy were both alienated and angered by the outcome of the Paris Peace Conference, as neither felt their demands had been sufficiently addressed.

(c) Japan won a series of rapid victories as they expanded their territory; both German and Japanese tactics relied on speed, mobility and the element of surprise; both took advantage of their earlier experiences.

3. (a) The experiences of Australians during World War II and tanks, to overrun the enemy using speed and the element of surprise; both German and Japanese tactics relied on speed, mobility and the element of surprise; both took advantage of their earlier experiences.

(b) The tactics became less successful as the German military became stretched, they lost the element of surprise, and the Allies developed effective and surprising Blitzkrieg tactics.

(c) Australia had learned from the experience of World War I; many of the young men who would be expected to serve in the Second World War were the same generation as those who had fought in the First World War, and the expectation was that they would fight again.

**Apply**
- Research the experiences of Australian prisoners of war (POWs) in the Pacific, and the experience of Vietnam POWs in Germany and Eastern Europe. Prepare PowerPoint presentations that compare and contrast the experiences of the two groups.

- Study the propaganda posters used by the Nazis at the Nuremberg Rallies (Sources 2.7 and 2.8), held between 1927 and 1932, to develop your understanding of how propaganda was used to exploit the rules of the Geneva Convention to gain an advantage. Imagine you are the person who had to make the decisions that led to the use of passionate slogans such as 'German Might'.

**Evaluate**
- Consider which events are significant to your family history.

**Extended responses**

1. A few possible points to consider.

(a) The consequences of the war were enormous, both in terms of human suffering and material damage.

(b) The war shaped the political and social landscape of the 20th century, with the rise of the United States as a global power and the decline of European empires.

(c) The war led to the development of new technologies, such as the development of the atomic bomb.

(d) The war led to the creation of new international organizations, such as the United Nations.

2. The war had significant consequences for Australia, including the loss of thousands of lives, the destruction of property and infrastructure, and the economic strain on the country.

- The government's response to the war was to mobilize the country as a whole, with the formation of the Australian Defence Force and the establishment of the war industry.

- The war led to significant changes in society, with the introduction of conscription and the establishment of the welfare state.

- The war had a profound impact on the country's culture, with the emergence of a national identity and a sense of purpose.

3. The war had significant consequences for Britain, including the loss of its traditional empire and the rise of the United States as a global power.

- The war led to significant changes in society, with the introduction of conscription and the establishment of the welfare state.

- The war had a profound impact on the country's culture, with the emergence of a national identity and a sense of purpose.

4. The war had significant consequences for the United States, including the emergence as a global power and the establishment of a new international order.

- The war led to significant changes in society, with the introduction of conscription and the establishment of the welfare state.

- The war had a profound impact on the country's culture, with the emergence of a national identity and a sense of purpose.
What were some of the most significant events of World War II?

World War II was similar to earlier wars in some ways, but it also represented a radical change in the way wars were fought. Genocide—wiping out a whole group of people or an entire race and ethnicity—was a consequence of the war that had far-reaching repercussions in the modern world. The Universal Declaration of Human Rights was one global response to the devastation of the Holocaust.

The Holocaust

The Holocaust was the systematic, government-endorsed persecution and murder of Jews. It was a radical change in the way wars were fought. Genocide—wiping out a whole group of people or an entire race and ethnicity—was a consequence of the war that had far-reaching repercussions in the modern world. The Universal Declaration of Human Rights was one global response to the devastation of the Holocaust.

In 1945, it was estimated that the Jewish population of Europe stood at around 11 million. By the end of the war in 1945, it was estimated that around 6 million Jews and others had died at the hands of the Nazis. From this data, it is clear that more than half of all European Jews were killed.

This systematic, government-endorsed persecution and murder of Jews took place throughout the Nazi-occupied territories under the command of Adolf Hitler. It was among the most brutal and destructive periods of the 20th century, and it continues to be a focus of study. Billions were collated in a forced labor system without pay. The word ‘Holocaust’ is of Greek origin and means ‘sacrificed by fire’ or ‘burnt’. Jewish communities are the fewest survivors of the Second World War.

Beginnings of the Holocaust

The origins of the Holocaust can be traced back farther than the 1930s. Anti-Semitism had its origins in the ancient world and was reawakened and brought up to date in the 19th and 20th centuries.

By the 1930s, the Nazi Party in Germany had risen to power. It championed policies towards Jews in his 1925 manifesto Mein Kampf. He declared that ‘the personification of the anti-Semite’ was the ‘German in me’. By the 1930s, the eugenics movement had popularized the notion that the ‘Aryan race’ was superior to other races and that people with ‘Jewish blood’ were inferior. The Nazis used this ideology to expand their power and support their policies.

The Holocaust

In 1880s, the eugenics movement had outlined the development of ideas about race and its role in society. By the 1930s, the eugenics movement had popularized the notion that the ‘Aryan race’ was superior to other races and that people with ‘Jewish blood’ were inferior. The Nazis used this ideology to expand their power and support their policies.

In 1933, it is estimated that the Jewish population of Europe stood at around 11 million. By the end of the war in 1945, it was estimated that around 6 million Jews and others had died at the hands of the Nazis.

To put this into perspective, more than half of all European Jews were killed.

New technology was highlighted by the emergence of the atomic bomb. It was a weapon that had never been seen before. It was a weapon that could摧毁 cities and whole countries.

The conical-shaped Hall of Names in the Holocaust History Museum in the Yad Vashem in Israel. The Hall of Names contains one of 850 portraits of Jewish Holocaust survivors.

An examination of significant events of World War II

identifying what students are about to examine the Holocaust and use of the atomic bombs

Identifying and analysing the perspectives of people from different periods and places

Identify and select different kinds of questions about the past to inform historical inquiry

Evaluate and enhance those questions

Identify and locate relevant sources, using ICT and other methods

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

Process and synthesise information from a range of sources for use as evidence in an historical argument.

Evaluate the reliability and usefulness of primary and secondary sources

Identify and analyse the perspectives of people from the past

Identify and analyse different historical interpretations (including their own)

Develop tests, particularly explanations and discussions that use evidence from a range of sources that are referenced.

Select and use a range of communication forms (oral, graphic, written) and digital technologies

Skillbooster: Discussion questions

In small groups, have students discuss the following questions and then report back to the class.

1. What do you think the Holocaust was an important event in the history of humankind?
2. It is estimated that around 8 million Jews died at the hands of the Nazis. Look at Source 2.43. Why is this display important and how does it tell the true story of the tragedies of the Holocaust.
3. Adolf Hitler set the seeds of the Holocaust in his manifesto Mein Kampf, but his wish to exterminate Jews had to be supported by others. Who supported Hitler in his wishes to exterminate Jews?
4. Look at Source 2.44. Do you think the Nazi SA members bringing people to the Jewish shop was morally responsible for his actions or do you think he was just carrying out instructions?
5. Define what racial prejudice is. Examine your own conscience and consider whether you are always accepting of others from different races.

Getting started

As a teacher, you will be sensitive to the fact that learning about the Holocaust can be extremely upsetting for some students. Ask students before you commence why it is important to learn about the Holocaust—while the information students read might be upsetting, it is important that they see there is a purpose to learning about the Holocaust. Understanding lessons about prejudice, racism, hatred, fighting against oppression, the importance of democracy and civil rights are all issues for discussion that could be raised.

2.2 An examination of significant events of World War II

Understanding lessons about prejudice, racism, hatred, fighting against oppression, the important of democracy and civil rights are all issues for discussion that could be raised.

Getting started

As a teacher, you will be sensitive to the fact that learning about the Holocaust can be extremely upsetting for some students. Ask students before you commence why it is important to learn about the Holocaust—while the information students read might be upsetting, it is important that they see there is a purpose to learning about the Holocaust. Understanding lessons about prejudice, racism, hatred, fighting against oppression, the importance of democracy and civil rights are all issues for discussion that could be raised.

Part of being a good teacher is also anticipating what questions students will ask and how you can appropriately answer them—see the ebook extras on this spread for common questions students ask about the Holocaust and possible answers.

Highlight the key inquiry question, ‘What were some of the most significant events of World War II?’ noting that the students are about to examine the Holocaust and the use of the atomic bombs.

Highlight the key inquiry question, ‘What were some of the most significant events of World War II?’ noting that the students are about to examine the Holocaust and the atomic bombings.

Enter the ID number below into the search field of your obook to access this resource.

ID02.01 Flashcard glories: World War II

ID02.28 Weblink: Common questions about the Holocaust

Visit the United States Holocaust Memorial Museum to see how you can appropriately respond to students’ questions about the Holocaust.
What laws do we have in place in Australia to protect people from discrimination?

Ask students to complete the following exercises.

**Skillbooster: Discrimination and its effects**

Published by the United Nations.

Many education sites state the need to be precise when talking about terms such as 'Holocaust', 'genocide', 'crimes against humanity', and 'war crime'. See the web link in the glossary extras panel on this spread for definitions of key Holocaust terms published by the United Nations.

### Teaching tips

**Many education sites state the need to be precise when talking about terms such as “Holocaust”, “genocide”, “crimes against humanity” and “war crime.”**

See the web link in the glossary extras panel on this spread for definitions of key Holocaust terms published by the United Nations.

## Skillbooster: Discrimination and its effects

**Ask students to complete the following exercises.**

1. Among others, Hitler singled out people with mental or physical disabilities as being undesirable.
   a. What policy did he use to ensure people with disabilities never had children?
   b. Why is being different confronting to some people?
   c. What other sections of society were targeted by the Nazis besides Jews and people with disabilities?

2. What laws do we have in place in Australia to ensure there is equal opportunity and people from all backgrounds are treated equally and given the same opportunities?

3. Source 2.46 shows Jews that have been captured being led to an assembly point for removal from the Warsaw ghetto. Germany occupied Poland during World War II and a number of ghettos were set up, one of which was in Warsaw, the capital of Poland. The Jews in the ghetto were told of a resettlement plan in the East and in 1942 over 250,000 residents were deported and met their deaths at the Treblinka extermination camp.

   a. What is a ghettos?
   b. Give two other examples of racial segregation that have occurred in other parts of the world in modern history.

   Explain why the Jews decided to revolt in 1943.

   a. Source 2.46
   b. Describe the terror shown in Source 2.46.

   In reference to Source 2.46 it is known that the woman in front left is mother of the little girl in the front row and the man to the right of the little girl is her father. The older woman holding on to the little girl is her grandmother. Only the father survived.

   4. Look at Sources 2.47 and 2.48 and describe what you feel. Why do you think it is important to learn about the Holocaust?

## Spread of anti-Semitism and formation of ghettos

Some of the victims of Poland in 1939, ghettos were set up in Nazi-occupied territories, such as Poland, Hungary and the Soviet Union. When it was known that a region’s Jewish population contained a “threat,” the territories were separated, and Jews were confined to a few ghettos.

One of the largest ghettos was in Warsaw, Poland. You can see the borders and the ghettos were extremely limit. It was very cold and there were often no running water, although in 1940/1941, they were often not allowed to bring the food and had to depend on the available provisions of food. These ghettos were described for Warsaw, ghettos as ‘prisons within a prison.’ Approximately 600,000 Jews died in the ghettos, including children and elderly.

## Concentration camps

In addition to ghettos, the concentration camps in Nazi Germany contained Jews. The concentration camps were set up in the occupied territories of the European continent and many camps had direct connections, mostly in Poland. The exact number of concentration camps is not known, however, it is generally accepted that there were between 200 and 500 camps.
An American historian, Christopher Browning, looked at Source 2.49. You may wonder about participating in mass killings. Were these men motivated by basic obedience to authority in these duties but the majority (485 of 500 men) were motivated by basic obedience to authority. The men were given the option by their commander to not to take part in these duties but the majority (485 of 500 men) were motivated by basic obedience to authority. The men were given the option by their commander to not to take part in these duties but the majority (485 of 500 men) were motivated by basic obedience to authority.

The ‘Final Solution’

In January 1942, at a meeting in the city of Warsaw near Berlin,ss leaders identified a process to achieve a ‘final solution to the Jewish question’. The site was the extermination of the estimated 11 million European Jews. ‘The Final Solution’ combined local persecution and transportation of Jews to labour camps before extermination. Historians generally agree that at least 6 million Jews were killed in concentration and extermination camps, but estimates vary as to the number of people killed in concentration camps. At least 1 million women, children, and others, were killed in extermination camps.

The Holocaust’s legacy

The horrors and suffering wrought during the Holocaust shocked the conscience of the world. Nations of the world were determined to prevent such crimes from happening again. It is essential that people committed to this cause should not go unacknowledged. The Holocaust demonstrated the importance of human dignity and the inherent value of each individual.

Check your learning

1. What was the Final Solution? How was it carried out?
2. What were some of the other groups persecuted by the Nazis, 1941?
3. The ‘Final Solution’ and how it was carried out.
4. What were some of the other groups persecuted by the Nazis, 1941?

Chapter two

Evaluate the reliability and usefulness of primary and secondary sources.

Process and synthesise information from a range of sources.

Identify and locate relevant sources, using ICT and other methods.

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

Skill booster: Research the motivation for participating in mass killings

Have students complete the following exercises.

1. Look at Source 2.49. You may wonder about the motivation of Nazi soldiers seen in the photograph who participated in the mass shootings of civilians. Make a list of reasons why the Nazi soldiers might have participated in the mass murder of Jews.

2. An American historian, Christopher Browning, studied a battalion used to massacre and round up Jews for deportation to death camps. He studied a battalion used to massacre and round up Jews for deportation to death camps. He studied a battalion used to massacre and round up Jews for deportation to death camps. He studied a battalion used to massacre and round up Jews for deportation to death camps. He studied a battalion used to massacre and round up Jews for deportation to death camps. He studied a battalion used to massacre and round up Jews for deportation to death camps. He studied a battalion used to massacre and round up Jews for deportation to death camps. He studied a battalion used to massacre and round up Jews for deportation to death camps. He studied a battalion used to massacre and round up Jews for deportation to death camps. He studied a battalion used to massacre and round up Jews for deportation to death camps. He studied a battalion used to massacre and round up Jews for deportation to death camps. He studied a battalion used to massacre and round up Jews for deportation to death camps. He studied a battalion used to massacre and round up Jews for deportation to death camps. He studied a battalion used to massacre and round up Jews for deportation to death camps. He studied a battalion used to massacre and round up Jews for deportation to death camps. He studied a battalion used to massacre and round up Jews for deportation to death camps. He studied a battalion used to massacre and round up Jews for deportation to death camps. He studied a battalion used to massacre and round up Jews for deportation to death camps. He studied a battalion used to massacre and round up Jews for deportation to death camps. He studied a battalion used to massacre and round up Jews for deportation to death camps. He studied a battalion used to massacre and round up Jews for deportation to death camps. He studied a battalion used to massacre and round up Jews for deportation to death camps. He studied a battalion used to massacre and round up Jews for deportation to death camps. He studied a battalion used to massacre and round up Jews for deportation to death camps. He studied a battalion used to massacre and round up Jews for deportation to death camps. He studied a battalion used to massacre and round up Jews for deportation to death camps. He studied a battalion used to massacre and round up Jews for deportation to death camps. He studied a battalion used to massacre and round up Jews for deportation to death camps. He studied a battalion used to massacre and round up Jew...
HISTORICAL SKILLS
• Identify and select different kinds of questions about the past to inform historical inquiry.
• Evaluate and enhance these questions.
• Identify and locate relevant sources, using ICT and other methods.
• Identify the origin, purpose and context of primary and secondary sources.
• Process and synthesise information from a range of sources for use as evidence in an historical argument.
• Evaluate the reliability and usefulness of primary and secondary sources.
• Identify and analyse different historical interpretations (including their own).
• Develop lists, particularly explanations and discussions that use evidence from a range of sources that are referenced.
• Select and use a range of communication forms (oral, graphic, written) and digital technologies.

AUSTRALIAN CURRICULUM focus
HISTORICAL KNOWLEDGE AND UNDERSTANDING
• An examination of significant events of World War II, including the Holocaust and use of the atomic bomb.

HISTORICAL SKILLS
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Skill booster: Primary source accounts
Show three video clips about Holocaust survivors to the class (see the walkthrough in the ebook extra panel on this spread). The clips explore what happened to the Jews who were used as slave labour during World War II and compensation for Holocaust victims today. Once students have watched the clips, they could answer the following questions.

Clip 1:
1. Why was Abraham Bulemchi brother shot?
2. What groups were used as slave labourers in World War II?
3. What were the two ‘choices’ for slave labourers in World War II?
4. Which German companies used slave labour during World War II?
5. In 1944, 20 000 slave labourers worked for BMW. Which German companies used slave labour during World War II?
6. What were the two ‘choices’ for slave labourers in World War II?
7. What groups were used as slave labourers in World War II?

Clip 2:
1. What does the organisation The Claims Conference on Jewish Material Claims Against Germany do and why is its work important?
2. What was the destruction through work policy?
3. What did President Rau of Germany do and why is its work important?

Clip 3:
1. What did Oskar Schindler, German Industrialist who saved many Jews, do?
2. What was the destruction through work policy?
3. In Australia, what did the former Prime Minister Kevin Rudd apologise for in 2008?

Check your learning
1. How do these sources support the Nazi attitude to Jews?
2. How was the Holocaust ‘explained’ at the Nuremberg trials?
3. How do these sources explain the Nazi attitude to Jews?
4. What do you think is the purpose of showing these clips to your class?

For your information
Germany has paid nearly $70 billion to the state of Israel in reparations and $13 billion to Holocaust survivors. German companies have paid $6.7 billion to victims of slave labour during World War II.

Answers: Check your learning
1. Germany has paid nearly $70 billion to the state of Israel in reparations and $13 billion to Holocaust survivors. German companies have paid $6.7 billion to victims of slave labour during World War II.

2. People may have been�
camp. Going to work. Tie shoes together. Because when you come out, you don’t so much spend time look for your shoes and
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The atomic bombings

The development of more sophisticated technology as World War II advanced in the emerged threat of atomic bombs. In light of the horrific bombing scales experienced in Europe during the war, and the huge loss of life, the bombing of Japan for the Allies using even the slightest weapon remains as a symbol of the terrifying power and force of atomic weapons. The use of the atomic bombs that effectively ended the war also signaled the beginning of the Cold War, as the ever-present threat of nuclear destruction.

The Potsdam Declaration

Failing the war in Europe was over, the Allies turned their attention to forcing Japan to surrender. At the Potsdam Conference in July 1945, the Allied leaders issued the Potsdam Declaration. The Potsdam Declaration was an ultimatum; admitting that Japan did not surrender would be an admission it should have surrendered.

The Manhattan Project

The Manhattan Project was more given to the research project that developed the first atomic bomb. It had its origins in two of the world’s leading physicists, Enrico Fermi and Albert Einstein, in Presidential Franklin D. Roosevelt. He had learned that Nazi Germany was beginning research into atomic bombs, and recommended that the USA should begin its own program. Roosevelt accepted the proposal, and began funding current research into nuclear energy. In 1942, a research project was placed under the command of the American military, and became the Manhattan Project. Before the USA entered World War II, there was little interest in atomic energy. However, after the war, there was increased interest in atomic power.

For three years of using their research to develop an actual weapon, the Manhattan Project produced the atomic bomb. It was dropped on Hiroshima on 6 August 1945. This was an act of utter destruction.

The second bomb was dropped on Nagasaki on 9 August 1945. This was an act of utter destruction.

The dropping of the first atomic bombs on Japan by the USA is an interesting event for students to consider. The effects on Hiroshima and Nagasaki were devastating and it is worth having students consider whether the use of such force is ever really justifiable. Highlight the key inquiry question, ‘What were some of the most significant events of World War II, noting that the atomic bombings were one of the significant events of World War II?’

Consider showing students a short video clip about World War II, bombings were one of the significant events of World War II, noting that the atomic bombings were one of the significant events of World War II.

Historical knowledge and understanding

• An examination of significant events of World War II, including the Holocaust and use of the atomic bomb.

Historical skills

• Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places.
• Use historical terms and concepts.
• Identify and select different kinds of questions about the past to inform historical inquiry.
• Evaluate and enhance these questions.
• Identify and locate relevant sources, using ICT and other methods.
• Identify the origin, purpose and context of primary and secondary sources.
• Process and synthesise information from a range of sources for use as evidence in an historical argument.
• Evaluate the reliability and usefulness of primary and secondary sources.
• Identify and analyse the perspectives of people from the past.
• Identify and analyse different historical interpretations (including their own).

Understanding

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1 Ask students what their initial reaction is and have them note this down now.

2 Brainstorm the possible arguments for the use of atomic bombs on Japan and the possible arguments against the use of atomic bombs on Japan. Ask students to draft their own personal opinion for the moment and try to think of all arguments. Do this activity before looking at the student book so students can arrive at some general arguments, for example ‘the destruction of life on this scale is never justified’.

3 Students can now look at the student book and note arguments others have made about the use of the atomic bombs on Japan and record those in a table such as the one shown here.

4 Now it is time to evaluate. Ask students to look at the first column on their table and rank the arguments in order, from the most important argument saying the bombings were justified to the least important. Students can then do the same for the second column, where they can rank the most important argument saying the bombings were not justified to the least important argument made.

5 Ask students to circle the two most important arguments on both sides of the table according to their own ranking. Students can then compare the most important arguments for both sides and discuss which argument they agree with the most.

6 Students can then write a response to question 11 having weighed up all the arguments.

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**Teaching tips**

Origami cranes are a powerful symbol of the legacy of the atomic bombing of Japan. In Japan, the long-named crane is considered to be a mythical creature and is said to live for a thousand years. The process of folding an origami crane can be introduced in a meaningful historical discussion. It can also be an interesting and personal way to introduce the topic to students as they are more likely to respond to the personal nature of Sadako Sasaki’s story.

See the Webb site in the glossary extra panel on this spread for instructions on how to make an origami crane. Students might like to see an example of one of the origami cranes that Sadako Sasaki was never able to finish.

You might also consider playing some anti-nuclear music. Students might be upset by some of the images and the information about the suffering of the victims.

Hiroshima had been chosen because it was a large, urban, industrial city that also served as a military storage depot. On 6 August 1945, an atomic bomb nicknamed 'Little Boy' was dropped on the city of Hiroshima. Hiroshima was chosen because the city's residents had been given no warning of the atomic bombing. At least 80 000 were killed, and another 70 000 were injured. This would be an opportunity to present the different explanations of the destruction caused by the bomb.

Sadako Sasaki was born in 1929 in Yawata, Japan. She was taught her to fold paper to make origami cranes. She attempted to fold 1000 cranes, but died in October 1955. Her wish was to grant the person who folds one wish. Sasaki is now a memorial to Sasaki, and all the children who were affected by the bombings.

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**For your information**

British nuclear tests were carried out at the Maralinga site in Western Australia in 1956 and at Maralinga in South Australia between 1955 and 1963. The Maralinga site was contaminated with radioactive waste and traditional Aboriginal owners of the land and former military personnel suffered long-term health effects. These health effects became apparent in the 1980s with blindness, sores and illnesses such as cancer developing.

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**Australian Curriculum focus**

HISTORICAL SKILLS

- An examination of significant events of World War II, including the Holocaust and use of the atomic bomb.

HISTORICAL KNOWLEDGE AND UNDERSTANDING

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The atomic bombings

Source 2.35

I am become Death, the destroyer of worlds.

Hindu Bhagavad Gita

Source 2.36

3

Operation Downfall was the American military command plan to invade the Japanese homeland in late 1945.

4

Operation Crossroads was the American military operation that tested the atomic bombs used on Japan.

5

Point 1

Weapon development

2 What were some of the most significant events of World War II?

3 What was the role of the atomic bomb in the end of the war?

10 Individual responses will vary.

- The atomic bombings of Hiroshima and Nagasaki, and the declaration of war by the Soviet Union.
- The military opposed Emperor Hirohito’s decision to surrender, and attempted to launch a military coup to depose the emperor and continue the war.
- Albert Einstein and Louis Slotin. The main points of the letter were to express hope that Paul Germany was developing atomic bombs and to encourage the US to start its own atomic program.
- S黩it was horrified by his involvement in the Manhattan Project and abandoned theoretical physics altogether, becoming a medical doctor for the rest of his career.

1 Historical

2 A large, urban, industrial city that served as a military storage area and an assembly point for troops, making it a valuable target. The city was also one of the few that had not been flooded by the US aerial bombardments. This was significant because the scientists and the military worked to locate how much damage the atomic bomb could do, so an undefended city was needed.

3 The atomic movement

4 The ghosts were small, relocated off areas of larger cities that were used to contain communities of people, such as Jews.

5 Some sources argue that the Holocaust refers only to the Nazis’ treatment and extermination of Jews, but others include the deaths of other groups targeted by the Nazi regime, such as Romans and Serb people, homosexuals, communists, political dissidents and the disabled.

6 Concentration camps were usually located in central regions and were often guarded by the German military. They were established as a way to control and exploit the workforce of the Nazi regime. The camps were divided into different sections for different groups, such as Jews, political prisoners, and homosexuals. The camps were surrounded by barbed wire fences and were often located in remote areas.

7 Some sources argue that the Holocaust began with the Nazi regime’s anti-Semitic policies and the persecution of Jews, but others include the deaths of other groups targeted by the Nazi regime, such as Romans and Serb people, homosexuals, communists, political dissidents and the disabled.

8 Some sources argue that the Holocaust began with the Nazi regime’s anti-Semitic policies and the persecution of Jews, but others include the deaths of other groups targeted by the Nazi regime, such as Romans and Serb people, homosexuals, communists, political dissidents and the disabled.

9 Points raised might include: the war would have continued; the US might have been forced to portray Operation Downfall into action; President Truman may have decided to authorize more nuclear bombings; the Soviet Union would have proceeded with a full-scale invasion of Manchuria; many more people on both sides would have been killed; the Allies would have been angry and frustrated by a successful coup in Japan; and the Allies might have sought to impose even harsher peace terms on the Japanese had the coup been successful.

10 Points raised might include: they thought their status as German citizens would protect them; many people may have simply refused to believe that Hitler’s plan would be put into action; many Jews felt culturally German, and some Jews even supported the Nazi Party; and some people may have thought that their fellow citizens would not allow the government to introduce such repressive and genocidal policies.

11 Individual responses will vary. Points raised might include: For the bombings had the potential to force the Japanese to surrender immediately, saving thousands of lives; the bombings would mean that Operation Downfall would not be needed; some people argued that the bombings were the inevitable result of the two sides engaging in total war.

12 Against the bombings targeted civilians, without warning, which some saw as excessively wrong; the long-term effects of radiation from the bombings was unknown; the bombs also killed Allied prisoners of war; the bombs destroyed most of the basic infrastructure of the cities, meaning that there was little medical care available for those who survived.

13 Individual responses will vary.

For answers to these questions, visit the History website to watch a short video clip about Einstein and the atom bomb.
How did the events of World War II affect people around the world and in Australia?

When World War II broke out, in Australia it was not greeted with the same enthusiasm as World War I. Australia's armed forces were poorly funded and underequipped, and the then Prime Minister Robert Menzies was reluctant to mobilise the nation for the war effort. 

Despite his doubts, Menzies authorised the creation of a second AIF in September 1939. The Australian government had promised to allocate the British war effort, but Australia was gradually pulled into the conflict. Australia's commitment to the war was slow to develop. In October 1939, the then Minister for Defence, curled up in a hospital bed, made a speech to the nation (see Source 2.73).

Fellow Australians,

When Britain declared war on Germany in September 1939, only a few hours after the event, Australia gave its full support to the declaration. Only a few hours after Britain declared war on Germany, the Australian Prime Minister, Robert Menzies, made a radio broadcast to the nation (see Source 2.73).

Despite his doubts, Menzies authorised the creation of a second AIF in September 1939. The Australian government had promised to allocate the British war effort, but eventually struggled to find its commitment. When the AIF was formed, the men who served in the RAAF were paid less than those in the CMF, and AIF wages were even lower than the dole. The Royal Australian Air Force (RAAF) was also much more attractive to many Australians, because it seemed exciting and offered higher wages. Many members of the CMF were also reluctant to transfer to the AIF. In some cases, they resented the U-turn and considered the new men invaders.

Students could be encouraged to select one activity from their preferred learning style and may have to do some Internet research before embarking on their chosen activity.

Learning styles include:

Linguistic: Write a 'this is your life' story. It could be presented as a speech and you could read the script with appropriate background music.

Interpersonal: Produce a PowerPoint presentation where you look at the person's life and divide what happened into set scenes. Choose music for each scene. For example, if you choose a woman at war who knits socks for the troops, choose music appropriate or even the background sound of knitting needles. You could depict a woman coming home from the war by choosing a song that indicated the excitement and significance of a mother's first reaction to a son she has not seen for a long time.

Logical-mathematical: Produce a timeline (it could be an electronic one) where you pinpoint the major events during the war that would have affected that person's life.

Visual-spatial: Paint a picture about the person's life or create a 3-D model of their life. It could be a simple road with stops on the way to indicate important turning points. It could be a 3-D representation of a house and in every room the person experiences something different. For example, in one room you could have a woman changing into her nurse's uniform and in another you might have her standing at the door reading a telegram.

Bodily-kinesthetic: Create a sculpture that shows aspects of the person's life and how the war affected them. Alternatively, create a play that runs for only a few minutes that captures what that person did and how their life was affected. For example, if you choose a soldier going off to war, the first snapshot could have him kissing his family goodbye, the second snapshot might be an army hospital and so on. Choose whether you videocast your play or just perform it live.

Intrapersonal: Write a journal or diary reflecting on a person's life and how the war affected them.

Naturalist: Produce a display that depicts a person's life and how they were affected by the war. Make use of nature, such as flowers, rocks, sticks, feathers and plant material, to build your display. For example, the daisy flower may indicate innocence as the war begins and by the end of the war that person may feel adrift so you could use a piece of driftwood or a message in a bottle for help. Sticks might be labelled with turning points in the person's life.

Presentations

Set aside 1–2 lessons where students share their project with the rest of the class.
The bombing of Darwin in February 1942 changed Australia’s perception of the war. The bombing was unexpected; there were divisions in both the UK and Australia, and the government was divided over war-related industries. From 1939 to 1941, the AIF proved unable to defend against the Japanese invasion of Malaya and the Philippines. Eventually, Australians and their families were called upon to defend their homes.

The bombing of Darwin was a result of the increasing threat from Japan. The Japanese naval and air forces launched an unprovoked attack on Pearl Harbor and the fall of Singapore. This change in the war’s impact in Australia. This changed dramatically with the outbreak of hostilities in the Pacific and the fall of Singapore.

Following September 1939 until December 1941, Australia gave full support to the European war. Australia responded to the war in the Pacific as the first instance in which the Australian Government recognised the need to support the war effort. Australians were encouraged to save their savings, industry was nationalised, and crucial industries were expanded and nationalised. With the fall of Singapore, Australia saw its supplies of food and resources threatened for the first time.

On 8 December 1941, the Prime Minister, John Curtin, addressed the nation.

Men and women of Australia, we are at war with Japan. The war actually reached Australia’s shores in February 1942, when Japanese fighter and bomber planes launched a series of bomb attacks across northern Australia. The Prime Minister said the United States of America had been attacked.

At the outbreak of war, the AIF had less than 20,000 soldiers. This number increased as Australia began to prepare for war. Men and women were encouraged to enlist in the AIF. The government wanted to ensure Australia had the number of men and women it needed to fight against the Japanese. As a result, Australia’s population grew rapidly throughout the war.

In 1939, the government introduced conscription. This was a way of encouraging men to enlist in the AIF. However, there was a lot of opposition to this idea. The government wanted to ensure Australia had enough men to fight against the Japanese. As a result, Australia’s population grew rapidly throughout the war.

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The Australian experience of war — abroad and at home

In the early years of World War II, Australia’s contribution to the war effort quickly exceeded what it had provided in World War I. Roughly 8184 Australian service personnel were captured by the enemy in all the major areas of war. Roughly 8184

Prisoners of War

Australian service personnel were captured by the enemy in all the major areas of war. Roughly 8184 Australian service personnel were captured by the enemy in all the major areas of war. Roughly 8184 Australian service personnel were captured by the enemy in all the major areas of war. Roughly 8184 Australian service personnel were captured by the enemy in all the major areas of war. Roughly 8184 Australian service personnel were captured by the enemy in all the major areas of war. Roughly 8184 Australian service personnel were captured by the enemy in all the major areas of war. Roughly 8184

In Australia, as with the other nations involved in World War II, local and national efforts were made to ensure that prisoners of war (POW) were treated with dignity and respect. The Geneva Conventions provided a legal framework for the treatment of POWs and many of the standards set by the convention were observed by the Australians. However, there were also instances where the standards were not met. The majority of Australian POWs were captured by the Japanese. In the early years of World War II, roughly 8184 Australian service personnel were captured by the enemy in all the major areas of war. Roughly 8184

In some cases it may not be clear if a particular condition is being met, as evidence for this is not provided in the source material. In this case, students should indicate that no evidence is provided.

Skilibooster: Prisoners of war

Have students complete the following exercises:

1. If you were a POW in World War II, would you have preferred to have been captured by the Japanese or the Germans? Give reasons for your choice.

2. Imagine you are a family member of one of the men pictured in Source 2.80. Describe how you would feel at sensing your relatives in these conditions.

3. Look at Sources 2.80 and 2.81 and state whether the conditions for POWs under the Convention relative to the Treatment of Prisoners of War Geneva, 27 July 1929 had been met or not met.

In Australia, as with the other nations involved in World War II, local and national efforts were made to ensure that prisoners of war (POW) were treated with dignity and respect. The Geneva Conventions provided a legal framework for the treatment of POWs and many of the standards set by the convention were observed by the Australians. However, there were also instances where the standards were not met. The majority of Australian POWs were captured by the Japanese. In the early years of World War II, roughly 8184 Australian service personnel were captured by the enemy in all the major areas of war. Roughly 8184

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Life on the home front

When Australian Prime Minister Robert Menzies convened Australia to war on 1 August 1939, the idea of the Australian workforce being called to arms was firmly resisted. The war was seen as a European conflict. However, when the threat of a Japanese invasion of Australia became reality in 1941, the Australian war effort had greater consequences for the civilian population.

National Security Act

One of the first important ‘total war’ legislations passed by the Australian government was the National Security Act. This Act, passed on 8 September 1939, allowed the federal government greater powers to respond to the threat of war. It allowed the government to control the movement and address of its citizens, ‘enemies’ and ‘enemies’—for example, Japanese living in Australia. It also meant that groups that opposed the war, such as the Communist Party of Australia and fascists, were outlawed.

Control on the home front

Throughout the war years, the Australian government believed that strict censorship was necessary to maintain national security and boost public morale. The Department of Information was responsible for its administration. All forms of media, such as newspapers and radio broadcasts, had to follow strict controls that limited what could be reported. For example, when Japanese forces launched an attack on Darwin in 1942, the extent of damage, the death toll and the loss of lives were downplayed in newspapers and radio news.

Censorship

The impact of World War II, with a particular emphasis on the Australian home front, including the changing roles of women and use of wartime government controls (censorship, manpower controls, rationing and conscription).

HISTORICAL SKILLS

• Use historical terms and concepts.
• Identify and select different kinds of sources about the past in order to form historical inquiry.
• Evaluate primary and secondary sources.
• Identify and locate relevant sources, using ICT and other methods.
• Identify the origin, purpose and context of primary and secondary sources.
• Process and synthesise information from a range of sources for use as evidence in an historical argument.
• Evaluate the reliability and usefulness of primary and secondary sources.

HISTORICAL KNOWLEDGE AND UNDERSTANDING

The impact of World War II, with a particular emphasis on the Australian home front, including the changing roles of women and use of wartime government controls (censorship, manpower controls, rationing and conscription).

Have students answer the following questions based on the primary source material in this section.

1. The sources mentioned in the first column of the tables across the bottom of this spread are all posters used by the government during World War II. Look at each poster and tick the reason/s that it encourages Australians to support the war effort.

2. What would it have been like for a parent whose son is fighting in World War II who receives a son’s letter from home? Would it have been like for a parent whose son is fighting in World War II who receives a letter from a Japanese prisoner of war?

3. How would that parent feel?

4. Would it have been like for a parent whose son is fighting in World War II who receives a son’s letter from enemy hands?

5. How would that parent feel?

6. Notice how all the posters used during World War II encourage Australians to support the war effort. Propaganda was very much like advertising that encouraged Australians to support the war effort. Propaganda was used to encourage people to buy war bonds, to encourage women to work in factories, or to encourage men to fight for Australia.

7. What was the effect of censorship on the Australian media during World War II?

8. How did censorship affect the media?

9. What was the media’s role during World War II?

10. Why did the Australian government limit what the media could report?

11. What was the impact of censorship on newspapers and radio broadcasts, were subject to controls that limited what could be reported?

Closely related to censorship was propaganda. This involved the use of posters, radio, newsreels aimed specifically at women, encouraging them to enlist in the auxiliary forces or to make” sacrifices for the war effort.

Source 2.84

Source 2.85

Source 2.86

Source 2.85

Source 2.86

Source 2.87

Source 2.88

Source 2.84

Source 2.85

Source 2.86

Source 2.87

Source 2.87

Source 2.84

Source 2.85

Source 2.86
### Everyday life

Although most of Australia’s natural resources were untouched by the Japanese, the lives of most Australians were not dramatically affected by the actual fighting of World War II. However, their lives were irrevocably altered in other ways, including the types of work they were allowed to perform. The government strictly controlled industries such as manufacturing during the war (see also unit 3). As a result, many jobs that had been on hold during World War I were opened up for women. Many women were also encouraged to take on casual, part-time or even full-time work that had been previously closed to them. Women were employed in a variety of roles, including service industry workers, in the fields, as domestic servants, and in various other capacities.

### Men on the home front

Almost three-quarters of all Australian males were directly enlisted in the Second Australian Imperial Force (2nd AIF) or joined the Australian Army (AIF). The military services engaged in the war recovery. Many jobs were not allocated to women in the armed forces because they worked on the war economy, such as in factories and manufacturing. However, many men working in factories were employed to support the production of goods for the armed forces. Ration coupons entitled civilians to certain goods. Alcoholic drinks were also rationed (see Source 2.90). Ration books (see Source 2.90) offered advice to housewives about how to cope with shortages. This included handy hints for cooking, or advice about the types of food that could be prepared at home. Australians realised that rationing was not a way to increase food supplies. Rationing was a way to control the flow of goods to ensure that everyone had equal access to them. Rationing during the war and how it affected them (see the weblink in the ebook extras panel on this spreadsheet).

### Artillery in the war

Australian women had a very broad range of duties and responsibilities during World War II. The needs of the war economy and the deployment of men in the armed forces meant that women were needed to fill empty roles. This included jobs such as the munitions industry, which had to be established to support the war effort. Women worked in reserved occupations, such as farming and the manufacture of munitions. The Allied Works Council was set up in 1917 to manage the war economy. Many men were not recruited into the armed forces because they worked on the war economy, such as in factories and manufacturing. Women were encouraged to contribute to the war effort through voluntary work and military service, such as with the Voluntary Defence Force (VDF). Women were also encouraged to contribute to the war effort through volunteer work and military service, such as with the Voluntary Defence Force (VDF). Women were also encouraged to contribute to the war effort through volunteer work and military service, such as with the Voluntary Defence Force (VDF). Women were also encouraged to contribute to the war effort through volunteer work and military service, such as with the Voluntary Defence Force (VDF). Women were also encouraged to contribute to the war effort through volunteer work and military service, such as with the Voluntary Defence Force (VDF). Women were also encouraged to contribute to the war effort through volunteer work and military service, such as with the Voluntary Defence Force (VDF). Women were also encouraged to contribute to the war effort through volunteer work and military service, such as with the Voluntary Defence Force (VDF). Women were also encouraged to contribute to the war effort through volunteer work and military service, such as with the Voluntary Defence Force (VDF). Women were also encouraged to contribute to the war effort through volunteer work and military service, such as with the Voluntary Defence Force (VDF). Women were also encouraged to contribute to the war effort through volunteer work and military service, such as with the Voluntary Defence Force (VDF). Women were also encouraged to contribute to the war effort through volunteer work and military service, such as with the Voluntary Defence Force (VDF). Women were also encouraged to contribute to the war effort through volunteer work and military service, such as with the Voluntary Defence Force (VDF). Women were also encouraged to contribute to the war effort through volunteer work and military service, such as with the Voluntary Defence Force (VDF). Women were also encouraged to contribute to the war effort through volunteer work and military service, such as with the Voluntary Defence Force (VDF). Women were also encouraged to contribute to the war effort through volunteer work and military service, such as with the Voluntary Defence Force (VDF). Women were also encouraged to contribute to the war effort through volunteer work and military service, such as with the Voluntary Defence Force (VDF). Women were also encouraged to contribute to the war effort through volunteer work and military service, such as with the Voluntary Defence Force (VDF). Women were also encouraged to contribute to the war effort through volunteer work and military service, such as with the Voluntary Defence Force (VDF). Women were also encouraged to contribute to the war effort through volunteer work and military service, such as with the Voluntary Defence Force (VDF). Women were also encouraged to contribute to the war effort through volunteer work and military service, such as with the Voluntary Defence Force (VDF). Women were also encouraged to contribute to the war effort through volunteer work and military service, such as with the Voluntary Defence Force (VDF). Women were also encouraged to contribute to the war effort through volunteer work and military service, such as with the Voluntary Defence Force (VDF). Women were also encouraged to contribute to the war effort through volunteer work and military service, such as with the Voluntary Defence Force (VDF). Women were also encouraged to contribute to the war effort through volunteer work and military service, such as with the Voluntary Defence Force (VDF). Women were also encouraged to contribute to the war effort through volunteer work and military service, such as with the Voluntary Defence Force (VDF). Women were also encouraged to contrib...
Volunteer groups were set up during the war, but the number of women who entered the workforce increased significantly. Manpower regulations meant that women could be deployed in occupations that suited their skills. Nurses served in combat areas during World War II and were permitted to take on combat roles or serve outside Australia. The exception to this was the nurses who served in the Women’s Auxiliary Australian Nursing Service (WAANS). Women were not to be sent overseas to fight, but were encouraged to join the services (see Source 2.92). Around 24,000 women served in the Army, navy, and air force between 1939 and 2015. Women who had previously been employed in clerical positions during the war were delighted to return to domestic duties after the war. This is mostly what happened, but there were some women, especially single women, who remained fighting fit. The occupation of nurses meant that women were forced out of the workforce and back to a dull domestic existence at the end of the war. There is a trade-off here, but these women were encouraged by the government to return to work in order to enable more men to serve in the armed forces. Women were also encouraged to join the services because of their skills; a dancer could be sent to US intelligence officers, wireless telegraphers or aircraft mechanics.

Women were paid the same amount as men for the work they did during World War II. This changed as the war came closer to Australia. From late 1943, women were not well paid, just as they had been encouraged to join the forces (see Source 2.92). Around 24,000 women served in the forces between 1939 and 2015. Women who had previously been employed in clerical positions during the war were delighted to return to domestic duties after the war. This is mostly what happened, but there were some women, especially single women, who remained fighting fit. The occupation of nurses meant that women were forced out of the workforce and back to a dull domestic existence at the end of the war. There is a trade-off here, but these women were encouraged by the government to return to work in order to enable more men to serve in the armed forces. Women were also encouraged to join the services because of their skills; a dancer could be sent to US intelligence officers, wireless telegraphers or aircraft mechanics.

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Australian Curriculum focus

HISTORICAL KNOWLEDGE AND UNDERSTANDING

• The experiences of Australians during World War II (such as Finest Hour, the Battle of Britain, Kokoda, the Fall of Singapore)
• The impact of World War II, with a particular emphasis on the Australian home front, including the changing roles of women and use of wartime government controls (conscription, manpower controls, rationing and censorship)

HISTORICAL SKILLS

• Use historical terms and concepts.
• Identify and select different kinds of questions about the past to inform historical inquiry.
• Evaluate and enhance these questions.
• Identify and locate relevant sources, using ICT and other methods.
• Identify the origin, purpose and context of primary and secondary sources.
• Process and synthesise information from a range of sources for use as evidence in an historical argument.
• Evaluate the reliability and usefulness of primary and secondary sources.
• Identify and analyse the perspectives of people from the past.
• Identify and analyse different historical interpretations (including their own).
• Develop tests, particularly explanations and discussions that use evidence from a range of sources that are influential.
• Select and use a range of communication forms (oral, graphic, written) and digital technologies.

Skillbooster: Indigenous Australians at war

Teaching tips

The Australian government’s World War II website has a section on indigenous service where students can see photographs and watch short videos about Indigenous service. The website is http://www.awm.gov.au/vader/wwii/wwii_indigenous/index.html.

Indigenous Australians

It is impossible to know how many Indigenous Australians served during World War II. In the heat of the war, the AIF officially only accepted Aboriginals who were of ‘substantially European descent’. However, some Aboriginals did join. In 1941, anthropologist and soldier Donald Thomson was arrested and imprisoned for organizing another indigenous nation. Due to the early deaths of several, many accounts have people accepted Aboriginals because they were thought to be friendly. Donald Saunders became the first Indigenous officer in the Australian army in 1939. After the battle of Darwin, that extra fighting force was disbanded. However, many Aboriginals were drafted into an all-Aboriginal unit that saw some action. Saucers were trusted with the land while they patrolled the coastline of northern Australia. In the event of a Japanese invasion, they were to conduct a guerrilla campaign based on traditional Aboriginal methods. The Aboriginals of Torres Strait also saw serious action in the Torres Strait Light Infantry. This unit consisted of all-Aboriginal and Torres Strait Islanders. It saw action during the Second World War, but the men and women who served another nationality was probably never known.

Australian Indigenous Australians now also employed by the police in a variety of roles, such as police officers, prison officers, and traffic police, in addition to their roles in finance, healthcare, and community services. They also often held specialized roles, such as a driver for special needs transport or a community worker for Indigenous families. Many Aboriginal nurses were also in demand in rural areas, even as a recognized shortage of nurses developed. Other Indigenous Australians were employed in war-related industries, such as coal mining and railway maintenance. Many worked from late 1940 onwards to be employed in the workforce, filling the roles of women and using wartime government infrastructure projects, or being given the opportunity to utilise the skills when they returned to Australia. Most were banned from joining the Returned Servicemen's League and only a few were allowed to join the AIF (Australian Imperial Force). However, their work was often not highly paid, and they received little recognition. Why was this the case?

Check your learning
1. Why did people in Australia, in the 1930s and the general economy, during World War II?
2. Do Indigenous women have a higher risk of death from breast cancer than women in the general population?
3. In what ways could the treatment of Indigenous Australians after World War II?
4. Would you support or oppose the idea of a national memorial to Indigenous Australians?
5. How effective is your idea to reduce the incidence of breast cancer in Indigenous women?

Answers to Big Ideas
1. Answers may include: dairy products, eggs, meat, tea, clothes, shoes, petrol and alcohol were all rationed, while people were encouraged to restrict travel and to recycle scrap metal, cloth and rubber.
2. There were several recorded fist fights between Australian and American troops, including the famous "Battle of Kowloon" in 1942. The Australian government was also very reluctant to allow African-American troops to be stationed in Australia, and took steps to keep them segregated from white Australian women.
3. In 1944, lust was an Aboriginal pilot in the RAAF who flew 35 missions during World War II. Despite attempting to become a civilian pilot after the war, Lust was never able to fly again after his discharge and was forced to return to his pre-war occupation as a shearer. Lust was one of the founders of the Aboriginal Advancement League after the war.

History Big Ideas
2.3 How did the events of World War II affect people around the world and in Australia?

Remember
- What were the terms of the Treaty of Versailles?
- What evidence is there to suggest that Australia's migration policy still excluded non-Europeans?
- How do you think the treatment of Indigenous Australians at the time was characterized by gender and limited opportunities for Aboriginal people?

Evaluate
- Why do you think there were ongoing struggles in the introduction of consumerism in World War II, even when the same consumer culture continued during World War II?
- Would you agree that significant progress has been made in the treatment of Indigenous Australians since World War II?

Create
1. Describe a day in the life of an Australian in World War II, including work, leisure, and family life.
2. Analyse: In what ways could the treatment of Indigenous Australians in the Second World War be characterized as systemic discrimination?

Assessments

Oxford Big Ideas History 10: Australian Curriculum

2 World War II (1939–1945)
How did the events of World War II shape Australia’s international relationships?

World War II completely changed the way Australians viewed their place in the world. The fall of Singapore forced Australians in war-torn Asia to turn to the United States for protection. Australia always looked after itself before its former colonies. The USA emerged from the War as an unchallengeable superpower, and Australia was forced to alter its interest, its security and its future. Australia faced a choice between Australian foreign policy. Until recently, Australia was placed firmly in the American camp in the Cold War period. Australia's foreign policy was determined by the needs of the British Empire. The USA entered the War as an unchallengeable superpower, and Australia faced a choice between alliance with the USA and Asia in the twentieth century, with particular reference to the United States, Britain, the USA and Asia.

**Digging deeper: SWOT analysis**

Have students conduct a SWOT analysis of Australia’s closer alignment with the USA during and (directly after) World War II. SWOT stands for strengths, weaknesses, opportunities, and threats. For more information on this method see the link in the glossary.

- **Strengths**
  - Australia has loyalty to the mother country.
  - Australia has a strategic problem. The long-term consequence was the realisation that Australia could no longer rely on Britain to defend it. Australia now focused on a strategic relationship with the USA. After the war, Australia was an important ally in a world on the brink of the Cold War. Australia's closer alignment with the USA during and after World War II was a major change in Australia's international relationships.

- **Weaknesses**
  - Australia's foreign policy was determined by the needs of the British Empire. The USA entered the War as an unchallengeable superpower, and Australia faced a choice between alliance with the USA and Asia.

- **Opportunities**
  - The war shapes Australia

- **Threats**
  - Australia and the USA

The war shapes Australia

Although Australia did not experience the ferocity of war damage in many of its cities and towns, it occupied former sources, the conflict held a number of important consequences. It fundamentally altered Australia’s relationship with Britain and the USA. The impact of World War II laid the foundations for great economic and social change in the second half of the 20th century.

**Australia and the USA**

In 1919, Australia's Prime Minister, Stanley Bruce, had concluded an alliance with the USA, which he referred to as a special relationship. By 1940, the USA had changed dramatically. Britain now considered the conflict as the world’s greatest power. The USA was a global superpower, competing with the USSR for global dominance. However, after the conflict expanded into a global war, Britain became dependent on the USA for financial, military, and economic support of its empire. At the same time, the USA was determined to limit the spread of communism and ensure that there would be no repeat of the situation in the 1930s, where the USA had failed to intervene for the weak and the powerless. The weight of US economic power and military might was a significant factor in the American decision to enter the war. The USA provided the Allies with food, raw materials, and other supplies, which helped to sustain them during the war. The USA was the largest supplier of goods and services to the Allies, providing more than 40% of the total value of goods and services supplied to the Allies.

**Domestic changes**

The social and economic implications of the war were far-reaching for Australia. The war brought about significant changes in the country, including the development of new industries, the expansion of manufacturing and service industries, and the growth of the consumer goods sector. Food processing was heavily involved in the formation of the United Nations. The United Nations provided a platform for small countries like Australia to have their voices heard at the international level. The war was a turning point in the history of Australia and had a profound impact on the country's development. It marked the end of the White Australia policy and the beginning of a new era of race relations. It encouraged the growth of manufacturing and service industries, which helped to bring Australia to the forefront of the world economy. The war also encouraged the growth of the consumer goods sector, which continued to grow throughout the post-war period. Overall, the war had a significant impact on Australia's economy, society, and international standing.

**Conclusion**

The war was a significant turning point in the history of Australia, shaping its relationship with the USA and setting the stage for the country's continued development and prosperity in the decades to come.
The presence of about one million Australian service personnel in Australia during the war also had a significant cultural impact. For some Australians this was a return to their traditional homeland. The influence of American cinema, language and culture was to impact noticeably on Australia during this period. Australians had mixed feelings about this cultural invasion. On the one hand, many young Australians saw it as a laudable form of Americanisation, done and done.

The experiences of the war years also enlarged the Australian government's pan-victims and confirmed the place of the federal parliament as the most significant legislative body in the nation. In order to fight the war, the federal government had significantly expanded the scope of nationalism. Sources showed that spending was now centrally controlled, and the banking system was registered with the government. Australia's position on overseas investments also began to change as the government anticipated manage international financial relations.

The experience of war and the deaths of so many young Australians prompted personal and national shaped Australia's future. The consolidation of the 1945 Yalta conference into the communications of World War I, I was an opportunity that no one really desired, and the nation's first major requirement for the end of the 1940s, the country's economy, directly affected the war to end all wars.

Post-war migration
After World War II, many Australians left what they had only recently left a distant invasion. The government, under the new Prime Minister John Curtin, decided that Australia needed to increase its population to protect itself from the threat of invasion. The slogan 'Populate or perish' was coined by the Immigration Minister, Arthur Calwell, to promote this new migration policy. The slogan 'Populate or perish' initially was ineffective in recruiting migrants, but this led to the setting up of Displaced Persons Camps (DPCs)

Skillbooster: Post-war changes in Australia

1. What were the major economic activities in Australia before the war and how did this change?
2. Who coined the slogan 'Populate or perish'?
3. What was the role of the International Refugee Organisation (IRO)?
4. Where were Displaced Persons’ Camps (DPCs) established?
5. What was the main reason for deciding to encourage immigration after World War II?
Australian Curriculum focus

HISTORICAL KNOWLEDGE AND UNDERSTANDING

• The significance of World War II to Australia's international relationships in the twentieth century, with particular reference to the United Nations, Britain, the USA and Asia

HISTORICAL SKILLS

• Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places.
• Use historical terms and concepts.
• Identify and select different kinds of questions about the past to inform historical inquiry.
• Evaluate and enhance questions.
• Identify and locate relevant sources, using ICT and other methods.
• Identify the purpose, context and primary and secondary sources.
• Process and synthesise information from a range of texts to provide evidence in a historical account.
• Evaluate the reliability and usefulness of primary and secondary evidence.
• Identify and analyse different historical interpretations (including those of others).
• Develop skills, particularly explanations and discussions, that use evidence from a range of sources that are referenced.
• Select and use a range of communication forms (oral, graphic, written) and digital technologies.

Answers: Big ideas

1. Many Australians felt that the nation had only narrowly avoided a full-scale invasion by Japan.
2. It forced Australia to begin accepting refugees and avoided a full-scale invasion by Japan.
3. Australia was determined to increase the size of its population to support economic reconstruction and to promote and protect national security. To do this, the government accepted around 125,000 displaced refugees after World War II, as well as leading to almost migrants from Britain, southern Europe and central Europe. This large influx of non-English speaking migrants influenced the nature of Australian society, and also contributed to a change in Australia’s migration policy to allow more immigrants from all parts of the world.
4. Points raised might include: Because the League of Nations had failed, and a new organization was needed quickly so that the United Nations could assist with the post-war reconstruction projects; and so that the United Nations could coordinate and assist the repatriation or resettlement of displaced refugees.
5. Points raised might include: Australia had an assimilation policy towards migrants: Australia was still a white, British nation, so Europeans were more likely to assimilate, and Australia was concerned about the threat of communism, so Eastern and anti-communist were more useful for the government.
6. Points raised might indicate: Australians were new to the country, and their government was not in favor of them.
7. Points raised might indicate: Australia had an assimilation policy towards migrants: Australia was still a white, British nation, so Europeans were more likely to assimilate, and Australia was concerned about the threat of communism, so Eastern anti-communist were more useful for the government.
8. Individual responses will vary. Points raised might include: Menzies was strongly pro-British, and probably would not have ignored Churchill to recall the AP and negotiate an alliance with the USA, as Curtin did. Australia may have still had strong ties to Britain and not to the USA. Australia may have been forced to surrender to Japan, changing the balance of power in the region. Australia might still be connected to European political affairs, rather than Asian affairs; and Australia’s population may have not become as multicultural as it did.
9. Points raised might include: It was generally recognized that the Americans were necessary for Australia’s national defence; Australians, and many young, Jewish women in particular, were impressed by the American culture; most Australian troops preserved the Americans’ presence in Australia; there was resentment that the Americans were claiming too much credit and marginalising Australian soldiers’ role in the defence of their own country; and Australia’s government policy was uncomfortable with the presence of African-American soldiers in Australia.
10. Points raised might indicate: Australia may have been forced to develop a stronger relationship with the USA, and may therefore not have followed the USA into conflicts such as Vietnam, the Gulf War, Iraq and Afghanistan. Australia may eventually have developed stronger ties with Japan; Australia’s population would probably be smaller and its migration policy more exclusionary, as the government would not have been frightened by the threat of a Japanese invasion; and Australia’s foreign policy might still be closely linked to that of Britain.
11. Points raised might indicate: greater ties with the USA (permanent); significantly increased population (permanent); economic changes (permanent); federal government established as dominant level of government (permanent); increased diversity of population (permanent).
12. Individual responses will vary.

Answers: Check your learning

1. Australia was determined to increase the size of its population to support economic reconstruction and to promote and protect national security. To do this, the government accepted around 125,000 displaced refugees after World War II, as well as leading to almost migrants from Britain, southern Europe and central Europe. This large influx of non-English speaking migrants influenced the nature of Australian society, and also contributed to a change in Australia’s migration policy to allow more immigrants from all parts of the world.
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Foundation of the United Nations

The League of Nations, which had been set up after World War I to provide an international forum for peace, had failed. The first move toward its replacement was the Declaration of the United Nations. From late World War II to the early 1950s, plans were made to create some form of world government. The United Nations officially came into existence in 1945, with 51 nations as founding members. The first meeting to prepare the Charter of the United Nations was held in San Francisco in April 1945. The Australian delegations included Opposition Leader Ben Chifley and the then Minister for External Affairs, Herbert ‘Doc’ Evatt. Australia played a key role in drafting the Charter of the United Nations. The Charter outlined the role of the United Nations as an international organisation to prevent war. It also included provisions for the United Nations to address, negotiate or supervise peace after the war, and protect human rights.

Herbert ‘Doc’ Evatt is seated second from the right. Source: NAA, T1123, 184/1325/D/E. The United Nations officially came into existence in 1945, with 51 nations as founding members. The first meeting to prepare the Charter of the United Nations was held in San Francisco in April 1945. The Australian delegations included Opposition Leader Ben Chifley and the then Minister for External Affairs, Herbert ‘Doc’ Evatt. Australia played a key role in drafting the Charter of the United Nations. The Charter outlined the role of the United Nations as an international organisation to prevent war. It also included provisions for the United Nations to address, negotiate or supervise peace after the war, and protect human rights.

The United Nations

The United Nations ofﬁcially came into existence in 1945, with 51 nations as founding 

answers.
• Many Australians felt that the nation had only narrowly avoided a full-scale invasion by Japan. 
• It forced Australia to begin accepting refugees and migrants from outside of Britain and Northern Europe. The eventually began to change Australia's migration policy, contributing to the abolition of the dictated test, Australia's active involvement in settling refugees in the second half of the 20th century, and the acceptance of Asian immigration. 
• The International Refugee Organisation. 
• Answers may include: to settle refugees, to assist post-war economic reconstruction, and to promote and protect national security.

Notes

13. Individual responses will vary.

Teacher resources

Chapter 2 World War II

Available online at www.oup.com.au/bighistorystory1. Click on the ‘Teacher Resources’ tab and enter the password (which can be obtained by contacting your Oxford representative).

Create

13. In groups, social and political discussion between members of an Eastern European family in a Displaced Persons Camp.

Chapter 2 World War II

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**HISTORICAL SKILLS**

- Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places.
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- Evaluate and enhance these questions.
- Identify and locate relevant sources, using ICT and other methods.
- Identify the origin, purpose and context of primary and secondary sources.
- Process and evaluate information from a range of sources for use as evidence in an historical argument.
- Evaluate the reliability and usefulness of primary and secondary sources.
- Identify and analyze different historical interpretations (including their own).
- Develop, test, particularly explanations and discussions that use evidence from a range of sources that are referenced.
- Select and use a range of communication forms (oral, graphic, written) and digital technologies.

**History as tourism**

Tourism is the term used to describe a sector of the tourism industry that promotes sites based on their historical significance. These popular sites are often museums or memorials, but they also include battlefields, shipwrecks and buildings that are connected to historical events. Historical tourism has existed for a long time, but sites associated with World War II have become increasingly popular in the last decade or so.

**SITES OF HISTORICAL TOURISM**

Many World War II sites, such as memorials and memorials, are now part of large-scale historical tourism. Battlefields, former concentration camps, museums and even entire towns have become popular sites for historical tourism. The example of the United States has demonstrated the potential for historical tourism in the United States and is an excellent example of the potential for historical tourism in Australia.

**Keeping sites sacred**

While some World War II sites have become popular with tourists, others have been protected by law. Legislation forbidding the taking of souvenirs from German shipwrecks in Australia has prevented historical tourism from developing. The sinking of the German ship Bismarck in 1941 off the coast of Western Australia, which ended when it sank on May 27, 1941, has been protected from historical tourism by government legislation. The sinking of the German ship Bismarck in 1941 off the coast of Western Australia, which ended when it sank on May 27, 1941, has been protected from historical tourism by government legislation. The sinking of the German ship Bismarck in 1941 off the coast of Western Australia, which ended when it sank on May 27, 1941, has been protected from historical tourism by government legislation.

**The Kokoda Track**

The Kokoda Track has been a significant site for Australian historical tourism, but in recent years, museums, commemorating sites and sites that link to the Kokoda Track have become increasingly popular. There is a strong sense of pride and identity associated with the Kokoda Track, but there is also a growing sense of responsibility to ensure that the Kokoda Track is protected for future generations.

**The atom bomb**

The dropping of the atomic bomb on Hiroshima and Nagasaki in 1945 is a significant historical event and is seen as a turning point in the development of the world. The dropping of the atomic bomb on Hiroshima and Nagasaki in 1945 is a significant historical event and is seen as a turning point in the development of the world. The dropping of the atomic bomb on Hiroshima and Nagasaki in 1945 is a significant historical event and is seen as a turning point in the development of the world.