

# Stage 5 Elective History – T. Wiblen - Take Home Pack

## Contents of this pack:

1. Textbook chapter work: Comparative Study World War I and World War II

*NOTE: Students have already been given 2 historical fiction novels to read at home and should continue to read these.*

## Useful Info before you start:

- My Email is: [tiffany.mcgann@det.nsw.edu.au](mailto:tiffany.mcgann@det.nsw.edu.au)

*Please feel free to email me at any time with your work or questions and I will get back to you as soon as possible*

## Instructions:

The Stage 5 Elective History class has been studying the way that film has portrayed World War I throughout the years. We have been looking at how reliable film is in teaching us about the past. In continuing with this, students will also be looking at the way fiction tries to teach us about history.

You have each chosen a historical piece of fiction to take home. I want you to read this for your own enjoyment but I also want you to analyse this in terms of its reliability. As you read, you will think of things you want to question or know more about. You are to create a list of 10 questions that relate to the historical aspects of your book and then find the answers to those questions by researching the info (if you have access to the internet). If you would like me to check your list of questions, please email them to me and I'll provide you with some feedback. If you don't get up to completing these, that is ok but please read your books (this is something you can do anywhere!)

I have also included some textbook work for you to complete if you finish your novels. Please work through the booklet, completing the questions you can do. There will be some that require internet access so some of you may not be able to complete these.

If you finish any of this work and would like more, please email me. 😊



# Chapter 9

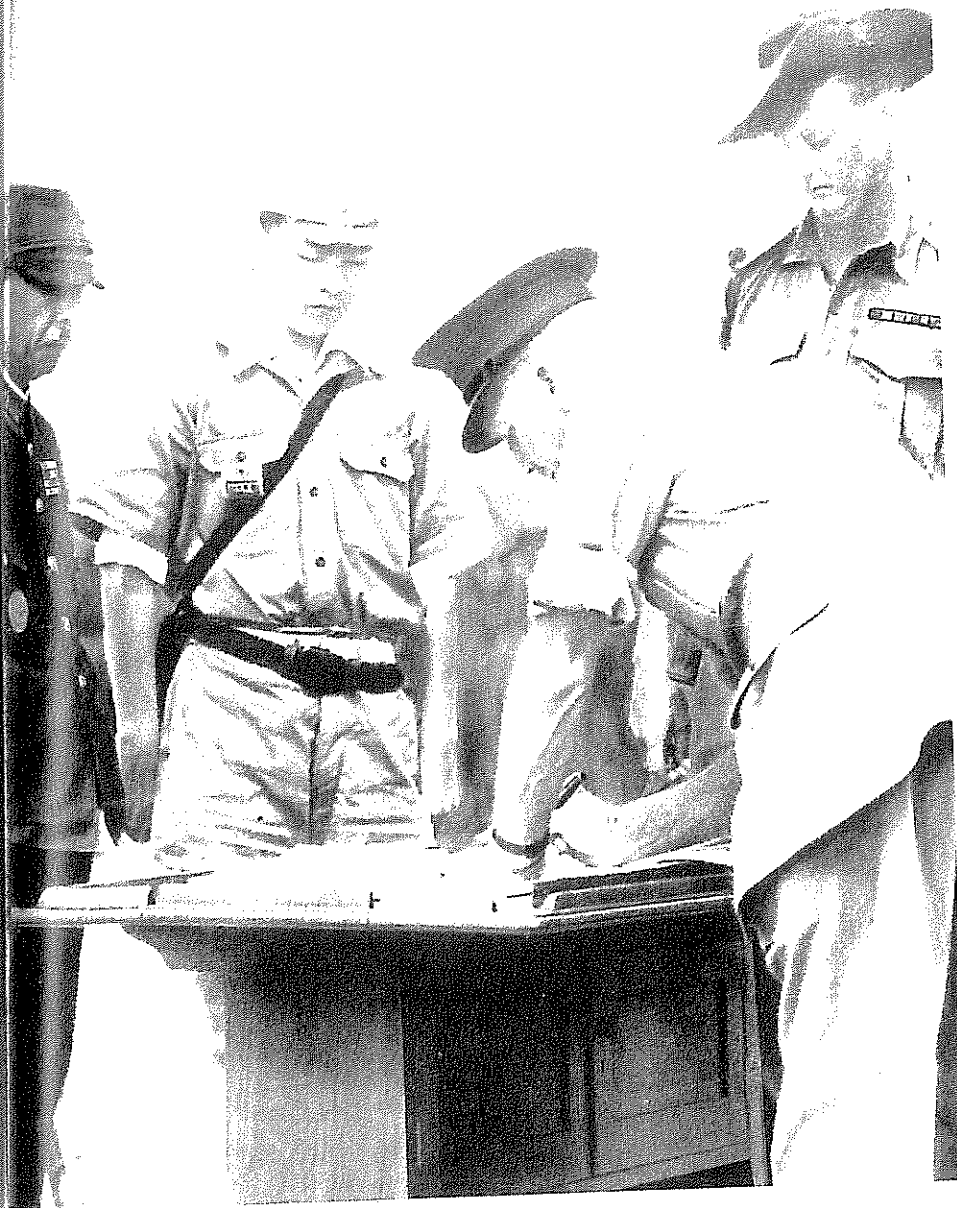
## Comparative study: World Wars I and II ❖

### INVESTIGATION FOCUS AND OUTCOMES

In this chapter your investigation will require you to:

- outline the main causes of both wars
- locate and sequence the places where Australians fought in both wars
- explain why Australians enlisted to fight
- outline and sequence the changing scope and nature of warfare from trenches in World War I to the Holocaust and the use of the atomic bombs to end World War II
- using sources, investigate prisoners of war, a specific campaign, the role of women, and participation of Aboriginal and Torres Strait Islander peoples and a specific event/incident
- outline the Australian governments' control on the home front in both wars for conscription, use of government propaganda, changing roles of women, enemy 'aliens' and wartime controls
- analyse the changing relationship of Australia with other countries after World War II
- explain the impact of the war on returned soldiers/civilians
- explain how and why Australians have commemorated the wars.

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Major General HCH Robertson signing the surrender document marking the defeat of the Japanese, September 1945

### Inquiry questions

- 1 What comparisons can be made about the causes of the wars, why men enlisted and where Australians fought?
- 2 What comparisons can be made about the nature and scope of warfare?
- 3 How do the events and experiences of Australians in World War I compare to those in World War II?
- 4 How did the impact of World War I on Australia compare with the impact of World War II?
- 5 What was the significance of World Wars I and II to Australia?
- 6 What comparisons can be made about how World Wars I and II are commemorated?

# Introduction

**WORLD WARS I AND II** were significant events of the 20th century. Although only 25 years passed between the outbreak of each, major changes in technology had occurred during this time. These changes would influence the nature of warfare during World War II. However, aspects of World Wars I and II were similar.

In this study, you will use your historical skills to compare the causes of each war, how each war was fought, the events and experiences of those involved, and the impact and the significance of each war.

The cause of World War I can be linked to rivalry over territory and colonies by imperialist powers. Both sides need to share some of the blame. World War II, however, was caused by a clash of ideologies, particularly fascism, and the aggression of Germany.

Although World War I is called a 'world war', our study in chapter 7 showed that this war was fought mainly in Europe. Most of the fighting in the early stages was done by the infantry in trenches. World War II, however, was fought on a larger scale, taking in Asia and the Pacific. The method of fighting also changed dramatically. The development of aircraft, tanks and other weapons led to a far more destructive war. The civilian populations on both sides suffered to a much greater extent in World War II, and the dropping of two atomic bombs on Japan signalled how deadly the use of technology had become.

Some historians believe World War II was really an extension of World War I. Germany still held ambitions to be a world power, and Britain and France were challenged by this. Other historians see World War II as being caused by the failures and severity of the peace treaties that followed World War I. When interpretations of the past vary, this is called contestability.

As you work through the inquiry questions in this chapter, keep in mind the similarities and the differences between the two world wars.

## KEY TERMS

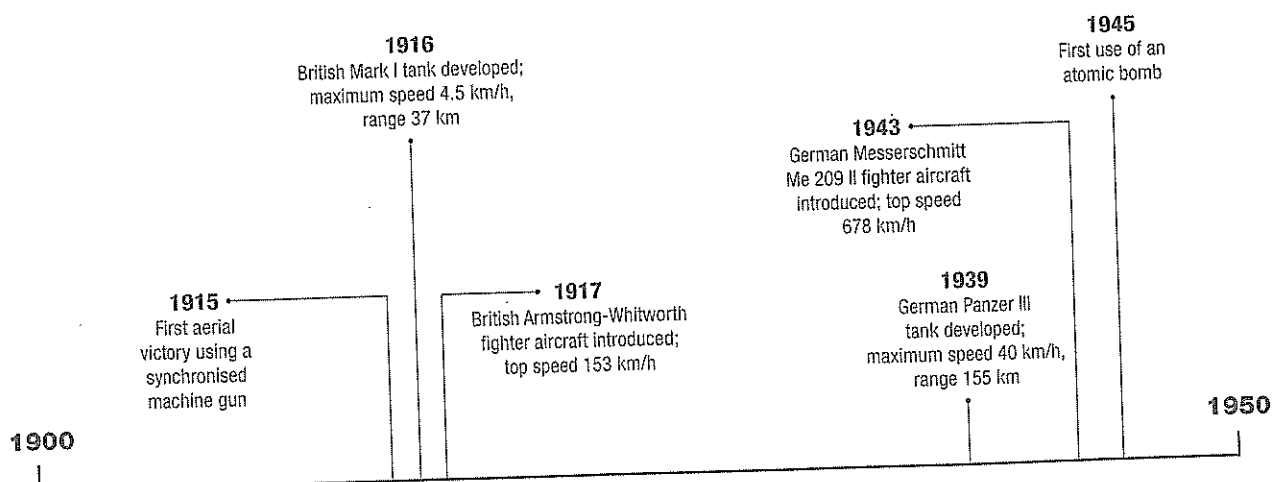
<b>archives</b>	collections of public records, documents and so on, and/or the place(s) where they are stored
<b>compare</b>	to identify similarities between two or more people, objects or events
<b>contestability</b>	when interpretations of the past vary because of different perspectives and/or use of different evidence
<b>continuity and change</b>	aspects of the past that have remained the same over a period of time or have altered over time
<b>contrast</b>	to identify differences between two or more people, objects or events
<b>evidence</b>	information contained within a source that supports an historical argument
<b>interpretation</b>	a way of understanding and explaining what has happened in the past; more than one view of what has happened and why it happened is often possible
<b>significance</b>	the importance given to a particular aspect of the past such as events or sites



### Veteran of both World Wars I and II, Mr Claude Choules



### Timeline of key dates



# Focus on history skills

## SKILL 8

### Comparing and contrasting

Undertaking a comparison involves looking for things that are alike. If you were to **compare** a dog and a cat, the things that could be identified as being alike include the following: both have four legs, both can be pets and both come in a variety of breeds.

Sometimes comparing can also include **contrasting**, which means looking for differences between people, objects or events. For example, contrasting dogs and cats would identify differences such as dogs being part of the canine family whereas cats are part of the feline family.

Historians compare and contrast for two purposes. These are to:

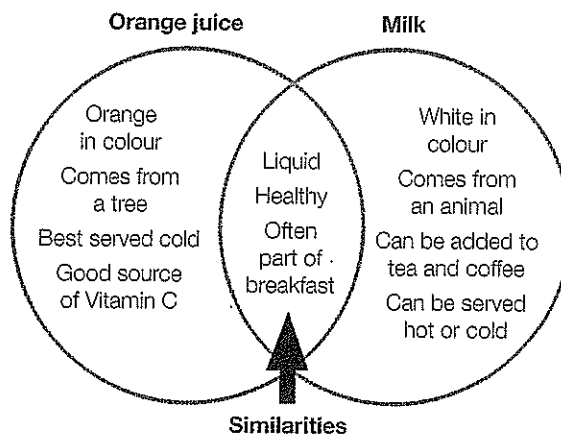
- explain—to show why people, objects or events are similar and/or different
- evaluate—to describe why one person, object or event is better than another

Words for comparing	Words for contrasting
like, similar to	unlike, differs from
same as	in contrast to
as well as	however
also, too	but, except
as do, as did, as does	as opposed to, on the other hand

**SOURCE H9.1** Useful words for comparing and contrasting

When planning a compare and contrast text, a Venn diagram with two overlapping circles can help you to organise information about the people, objects or events you are comparing and contrasting.

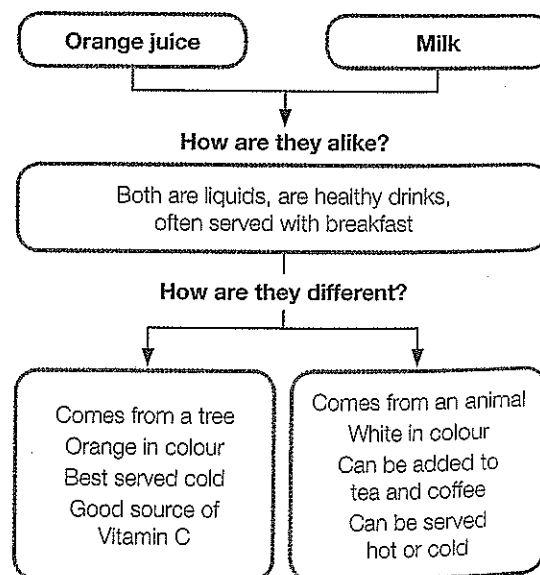
Write the features of the subjects inside each of the circles. Features that are the same for both go into the overlapping section (centre) of the two circles.



**SOURCE H9.2** Using a Venn diagram to plan a comparison text

When you have finished, your information will be divided into similarities (the overlapping part) and the differences. Source H9.2 compares and contrasts orange juice and milk.

Another method for planning a compare and contrast text is to use a graphic organiser, as shown in source H9.3.



**SOURCE H9.3** Compare and contrast graphic organiser

## Focus on history skills activities

Read the following text, which compares and contrasts aspects of World War I and World War II, and then answer or complete the following:

- 1 Which paragraphs compare World Wars I and II?
- 2 Which paragraphs contrast World Wars I and II?
- 3 Referring to the list of comparing words, how many of these can you find in the text?
- 4 Referring to the list of contrasting words, how many of these can you find in the text?
- 5 Draw a Venn diagram showing the similarities and differences included in the text.
- 6 Create a graphic organiser to show the similarities and differences included in the text.
- 7 Which method do you prefer for planning a compare and contrast text—a Venn diagram or a graphic organiser? Explain your choice.

### COMPARING AND CONTRASTING WORLD WARS I AND II

During the 20th century, two major wars were fought that became known as 'world wars'. Although 25 years apart, a number of similarities and differences can be identified when World War I and World War II are compared and contrasted.

In both wars, Germany can be viewed as the aggressor. In 1914, German militarism was blamed as one of the main causes of World War I. Similarly in 1939, Germany's militarism under the Nazis led to the outbreak of World War II.

Germany forming alliances with Italy is also another similarity. In World War I, Germany and Italy were part of the Triple Alliance. In World War II, they were members of the Rome-Berlin Axis.

Britain and France were victors in World War I and in World War II too. America did not

enter World War I at the outbreak. This was the same as World War II. Australia supported the British Empire in World War I, as it did in World War II.

The location and methods of fighting differ between World Wars I and II. In World War I, most of the fighting was on the Western Front involving trench warfare. However, in World War II, the fighting occurred in Europe, the Pacific and Asia. In contrast to World War I, World War II used more advanced weapons such as bomber aircraft and the atomic bomb.

Unlike World War I, Australia was directly threatened in World War II. Japanese aggression led to the bombing of northern Australia and midget submarine attacks in Sydney Harbour.

Therefore, both similarities and differences can be found when World War I and World War II are compared and contrasted.

● What comparisons can be made about the causes of the wars, why men enlisted and where Australians fought?

### Comparison of causes

In preparation for undertaking this inquiry question, you will need to have completed the sections 'What caused World War I?' (see chapter 7, pages 274 to 279) and 'What caused World War II?' (see chapter 8, pages 324 to 327).

The study of history involves an understanding of the concept of cause and effect. This requires identifying events, decisions and developments in the past that later result in actions and outcomes. In comparing the causes of World Wars I and II, we first need to identify the background causes of each war. Next, we need to compare the immediate cause of each war. This involves identifying the event that triggered the declaration of each war. You will do this in activity 1.



**SOURCE 9.1** Adolf Hitler and Benito Mussolini in Kufstein, German Reich, Europe, in 1939

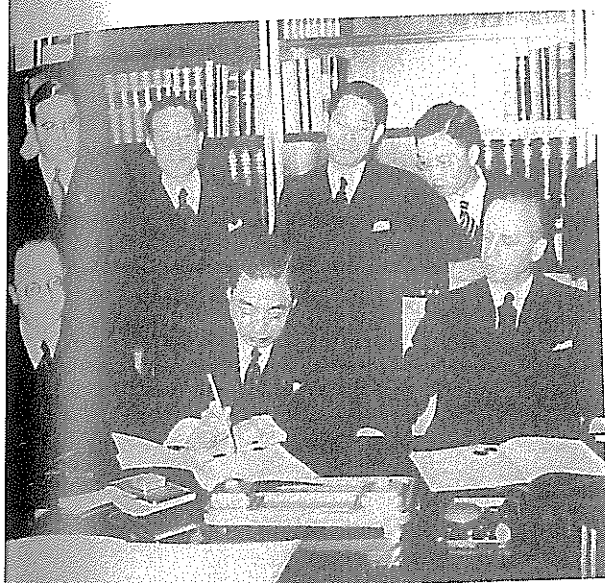
### Chronology of background causes of World War I: alliances

1879	The Dual Alliance: Germany and Austria–Hungary make an alliance to protect themselves from Russia
1882	The Triple Alliance: Germany and Austria–Hungary make an alliance with Italy, primarily to stop Italy joining sides with Russia
1894	Franco–Russian Alliance: Russia makes an alliance with France to protect herself against Germany and Austria–Hungary
1907	Anglo–Russian Entente: Britain and Russia sign a friendship agreement
1907	Triple Entente: Britain, Russia, and France sign an agreement as a reaction to the growing threat of Germany

### Chronology of background causes of World War II: alliances

1936	Rome–Berlin Axis: Germany and Italy sign an agreement for a common foreign policy
1936	Anti-Comintern Pact: Nazi Germany and the Empire of Japan sign an anti-communist pact
1939–40	Rome–Berlin–Tokyo Axis: The Rome–Berlin Axis becomes a full military alliance when the 1939 Pact of Steel (Germany and Japan), and the 1940 Tripartite Pact (adding Italy) combined the military aims of Germany, Italy and Japan.





**SOURCE 9.2** Japan and Germany signing the Anti-Comintern Pact



**SOURCE 9.3** Rome–Berlin–Tokyo Axis

The military ambitions of Hitler must be considered as the main cause of World War II. Almost immediately from the time he came to power in 1933 he began secretly building up Germany's army. Hitler ordered his generals to prepare to treble the size of the army and to commence building an airforce. His foreign policy was based on creating a powerful Germany and expanding control over other countries to gain 'lebensraum' (living space). By forming alliances with Italy and Japan, he strengthened his position and isolated his traditional enemy, France.

**SOURCE 9.5** Militarism as a background cause of World War II



**SOURCE 9.6** Immediate cause of World War I—Archduke Franz Ferdinand's bloodstained uniform following his assassination in 1914

The formation of rival alliances left Europe divided into two opposing sides prior to the outbreak of World War I. At the same time an arms race between the main countries had developed. The armies of both Germany and France more than doubled between 1870 and 1914. Competition between Britain and Germany for control of the seas led the British to introduce the Dreadnought class battleship in 1906. The Germans reacted by introducing their own powerful battleships.

The motivation of Germany can be linked back to 'Weltpolitik' (world policy), the policy of Kaiser Wilhelm II of Germany who, in 1897, agreed to a foreign policy where German should 'claim our place in the sun'. To avoid fighting a war on two fronts, the German general Von Schlieffen also developed a military plan that involved first attacking France through Belgium, then attacking Russia.

**SOURCE 9.4** Militarism as a background cause of World War I



**SOURCE 9.7** Immediate cause of World War II—monument to the 'September Veterans' near Kraków, Poland, commemorating those who died during the German invasion of Poland in 1939

### ACTIVITY 1

#### Comprehension: chronology, terms and concepts

- 1 Draw a timeline of the alliances and ententes shown in the chronology for World War I on page 372. (Be sure to use a scale.)
- 2 Draw a timeline of the alliances and pacts shown in the chronology for World War II on page 372. (Again, use a scale.)
- 3 Read the captions for sources 9.6 and 9.7. What do they tell us about the immediate cause of each war?

#### Explanation and communication

- 1 Compare and contrast the formation of alliances prior to the outbreak of World Wars I and II.
- 2 Using sources 9.4 and 9.5, explain the similarities in the causes of World Wars I and II.
- 3 Using information from this section and from 'What caused World War I?' (see chapter 7, pages 274 to 279) and 'What caused World War II?' (see chapter 8, pages 324 to 327), compare and contrast the background and immediate causes of World Wars I and II.

### Comparison of why men enlisted

In preparation for undertaking this inquiry question, you will need to have completed the sections 'Why did men enlist to fight in World War I?' (see chapter 7, pages 279 to 280)

and 'Why did Australians enlist to fight in World War II?' (see chapter 8, pages 330 to 332).

By studying the sources below and completing activity 2, you will be able to compare the reasons Australian men enlisted in each war.

Australians had an image of themselves as tough pioneers. In an era that uncritically viewed the occupation of Indigenous lands, Australians found their most persuasive stories in settlement, exploration and the gold rushes. Poetry and paintings celebrated abilities like riding a horse and shooting a rifle. There was a powerful mythology of war being the event that turned boys into men.

'The rush to enlist', <http://ergo.slv.vic.gov.au/explore-history/australia-wwi/home-wwi/rush-enlist>

#### SOURCE 9.8 The rush to enlist in World War I

The outbreak of war in August 1914 seemed to unleash a huge wave of enthusiastic support for Britain, and support for Australia's part in the war. All major political parties, churches, community leaders and newspapers seemed to support Australia's entry. It was seen as a moral and necessary commitment. There was a rush to the recruiting offices, and, at this stage, only the very fittest and healthiest men were accepted.

Robert Lewis, 'The Australian Homefront during World War I', <http://www.anzacday.org.au/history/ww1/homefront/homefront.html>

#### SOURCE 9.9 Reasons for enlisting in World War I

In a letter [The Call to Arms] dated 15 December 1915, Prime Minister WM Hughes appealed directly to all eligible men, 'Australia turns to you for help. We want more men. Fifty thousand (50,000) additional troops are to be raised to form new units of the Expeditionary Forces'. The pressure on eligible men to enlist was enormous. This took many forms, including posters, poetry, newspaper editorials and letters, the activities of organisations such as the Win the War League, and pressure from private individuals.

SA Memory, 'Conflicts: World War One: Recruitment and enlistment', <http://www.samemory.sa.gov.au/site/page.cfm?id=1001>

#### SOURCE 9.10 Pressure to enlist in World War I



COMMONWEALTH OF AUSTRALIA.

## THE CALL TO ARMS.

PRIME MINISTER.  
15th December 1915.

Dear Sir,—

The present state of war imperatively demands that the exercise of the full strength of the Empire and its Allies should be put forth. In this way only can speedy victory be achieved and lasting peace secured.

If those rights and privileges for which Australian democracy has struggled so long and values dearer than life itself are to be preserved, Prussian military despotism must be crushed once and for all.

The resources of the Allies are more than adequate for this task, but they must be marshalled. To wage this war with less than our full strength is to commit national suicide by slowly bleeding to death.

Our soldiers have done great things in this war. They have carved for Australia a niche in the Temple of the Immortals. Those who have died fell gloriously, but had the number of our forces been doubled, many brave lives would have been spared, the Australian armies would long ago have been camping in Constantinople, and the world war would have been practically over.

We must put forth all our strength. The more men Australia sends to the front the less the danger will be to each man. Not only victory but safety belongs to the big battalions.

Australia turns to you for help. We want more men. Fifty thousand (50,000) additional troops are to be raised to form new units of the Expeditionary Forces. Sixteen thousand (16,000) men are required each month for reinforcements at the front.

This Australia of ours, the freest and best country on God's earth, calls to her sons for aid. Destiny has given to you a great opportunity. Now is the hour when you can strike a blow on her behalf. If you love your country, if you love freedom, then take your place alongside your fellow-Australians at the front and help them to achieve a speedy and glorious victory.

On behalf of the Commonwealth Government and in the name of the people of Australia, I ask you to answer 'Yes' to this appeal, and to do your part in this greatest war of all time.

Yours truly,

PRIME MINISTER OF AUSTRALIA

## SOURCE 9.11 The Call to Arms

A strong sense of duty to Britain meant that Menzies' declaration [for Australia to join the war] was met with almost total support. 'I don't think there was a single voice of protest raised in the federal parliament, and almost no newspaper questioned his decision,' says Dr John Knott, a historian at the Australian National University in Canberra. 'Most Australians identified with Britain; they saw themselves, in a sense, as British.' ... In the early stages of the war, Australians who remained at home felt little direct threat. 'But that all changed with the growing fear of Japan,' John says.

Beau Gamble, 'On this day: Australia at war', 2 September 2011,  
<http://www.australiangeographic.com.au/journal/on-this-day-history-australia-enters-world-war-ii.htm>

## SOURCE 9.12 Reasons for enlisting in World War II

There has never been any lack of young men to respond to the call of wars in far places. Australian soldiers are outstanding for their passionate regard of the adventure itself to be discovered in these distant wars.

George Johnson, *My Brother Jack*, Thomas Nelson, Australia, 1986 edition (first published in 1984), p. 300

## SOURCE 9.13 Reasons for enlisting in World War II—the call of far-off places

Why did men volunteer for aircrew? There were probably as many reasons for this as there were volunteers: for some it was patriotism, for others perhaps the novelty, adventure and glamour of flying.

'The road to Bomber Command: the Empire Air Training Scheme',  
[http://www.dva.gov.au/aboutDVA/publications/commemorative/bombercommand/Pages/2\\_BomberCommand.aspx](http://www.dva.gov.au/aboutDVA/publications/commemorative/bombercommand/Pages/2_BomberCommand.aspx)

## SOURCE 9.14 Reasons for enlisting in World War II—joining Bomber Command

## ACTIVITY 2

## Comprehension: chronology, terms and concepts

- 1 What reasons are given in sources 9.8 to 9.10 for men enlisting in World War I?
- 2 What reasons are given in sources 9.12 to 9.14 for men enlisting in World War II?

## Explanation and communication

- 1 Compare the reasons given in sources 9.8 to 9.10 and 9.12 to 9.14 for men enlisting in World Wars I and II.
- 2 Using information from this section and from 'Why did men enlist to fight in World War I?' (see chapter 7, pages 279 to 280) and 'Why did Australians enlist to fight in World War II?' (see chapter 8, pages 330 to 332), compare the reasons Australians enlisted in World Wars I and II.
- 3 Using information on the participation of Aboriginal and Torres Strait Islander peoples in World War I (see chapter 7, pages 296 to 298) and World War II (see chapter 8, pages 332 to 333), explain how and why policies regarding their enlisting into the armed services changed.

## Comparison of where Australians fought

In preparation for undertaking this inquiry question, you will need to have completed the sections 'Where did Australians fight and what was the nature of warfare during World War I?' (see chapter 7, pages 280 to 284) and 'Where did Australians fight and what was the nature of warfare during World War II?' (see chapter 8, pages 333 to 338).

World War I can be considered a European war because the fighting mostly took place in Europe. World War II, with the involvement of Japan on the side of the Axis powers, saw fighting beyond Europe, and Australians were heavily involved in Asia and the Pacific theatres. By completing activity 3, you will be able to compare where Australians fought in each war.

### ACTIVITY 3

#### Analysis and use of sources

- 1 Using source 7.18 on page 281, identify the places Australians fought in World War I.
- 2 Using source 8.19 on page 333, identify the places Australians fought in World War II.

#### Explanation and communication

- 1 What were the similarities in the places Australians fought in World Wars I and II?  
Why were there differences in World War II?

## What comparisons can be made about the nature and scope of warfare?

In preparation for undertaking this inquiry question, you will need to have completed the sections 'The nature of warfare during World War I' (see chapter 7, pages 282 to 284) and 'Where did Australians fight and what was the nature of warfare during World War II?' (see chapter 8, pages 333 to 338).

### The nature and scope of World War I

The outbreak of World War I saw Germany implement the Schlieffen Plan, with the aim of rapidly defeating France. However, the German

army met fierce resistance from the Belgian army and was surprised by how quickly the British Expeditionary Force reached France and Belgium. The Schlieffen Plan had not succeeded.

On the Western Front, each side dug in and built lines of trenches. For the next four years, the nature of fighting was characterised by the use of artillery and each side charging the enemy lines, either on foot or horseback. Any attempts at real advancement were both impossible and suicidal because of the deadly power of defending machine guns.

On the Eastern Front, although the Russian army was large, the Germans were usually victorious. This was because the Russians lacked supplies and the modern weapons needed for success in warfare.





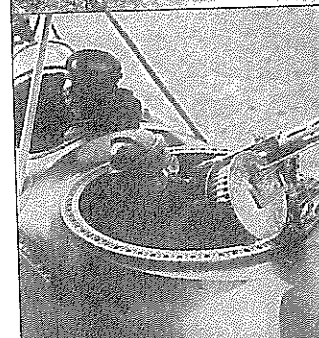
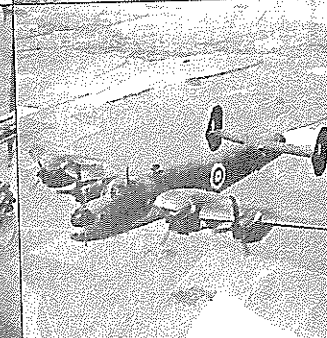
The British put a naval blockade into place as soon as the war began. The Battle of Jutland showed that the German Navy did not have the strength to defeat the Royal Navy. In order to disrupt supplies reaching Britain by sea, in 1917 Germany implemented unrestricted submarine warfare. This involved attacking any Allied ships and became one of the main reasons America joined the war against Germany.

The need to break the stalemate led each side to develop new methods of fighting. Poisonous gas was first used at the Second Battle of Ypres in April 1915. The military initially used aeroplanes for taking aerial photographs of the enemy's position, but, as the war progressed, so too did the design of aircraft, leading to the first fighter planes and bombers. But it was a development of a land craft, the tank, which was to provide a means of breaking through barbed wire and advancing towards the opposing army.

### The nature and scope of World War II

When World War I began, the nature of warfare included the use of cavalry and single-shot rifles; and the tactic of charging the enemy on foot. By 1939, advances in technology meant that World War II would be fought with 'modern' equipment. When we compare the tanks, aircraft and guns used in each war, the differences are obvious. During World War II, the development



World War I	World War II
<b>Casualties</b>	
The estimated number of deaths is 10 million military personnel and about 7 million civilians.	Estimates of the number killed vary, ranging from 60 million to over 70 million. This can be broken down to 22 to 25 million military deaths and 40 to 52 million civilians, which includes 13 to 20 million from war-related famine and disease.
<b>Nature of warfare</b>	
Fought from lines of trenches with minimal mobility. Use of artillery, cavalry, poisonous gas and machine guns. First use of aeroplanes and the tank.	Germany used the Blitzkrieg fighting method. Submarines, bomber aircraft and tanks heavily used. Japanese kamikaze attacks in the Pacific. Secret codes for communication. Radar invented for protection from air attack. Development and use of atomic bombs.
	
	
	

SOURCE 9.15 Comparison of World Wars I and II

of radar, the jet engine and the atomic bomb further changed the nature of warfare.

The nature and scope of World War II also included deadly and horrific actions by both sides—for example:

- the Holocaust, where Jews and others considered 'undesirable' by the Nazis were placed in concentration camps and systematically killed by the use of poisonous gas
- working to death and starving of Allied prisoners of war by the Japanese
- fire-bombing of the civilian population of German cities such as Dresden by the Allies
- dropping of atomic bombs on the Japanese cities of Hiroshima and Nagasaki by the US.

#### ACTIVITY 4

##### Explanation and communication

- 1 Using information from this section and from 'The nature of warfare during World War I' (see chapter 7, pages 282 to 284) and 'Where did Australians fight and what was the nature of warfare during World War II?' (see chapter 8, pages 333 to 338), compare the nature of warfare in each war.

##### Analysis and use of sources

- 1 Using information from source 9.15, what comparisons about the nature of warfare can be made?

##### Research

- 1 Use the internet and resources from your school library to find images that compare:
  - a aircraft in World War I and World War II
  - a battle on the Western Front in World War I and the bombing of Dresden in World War II

## How do the events and experiences of Australians in World War I compare with those in World War II?

In preparation for undertaking this inquiry question, you will need to have completed the sections 'What was the Gallipoli Campaign?' (see chapter 7, pages 285 to 292), and 'The Kokoda campaign' and 'What were experiences of Australian prisoners of war?' (see chapter 8, pages 335 to 342).

Although Australians fought on the Western Front and in Sinai and Palestine, the Gallipoli campaign has become the most significant event of Australia's involvement in World War I. The experiences of Australian diggers, such as the landing at Gallipoli and involvement in major battles on the Western Front including Fromelles, are recorded in primary sources such as dairies, sketches and photographs. Many of these sources are stored in archives.

The events of World War II relevant to Australians include the fall of Singapore, the bombing of Darwin and the Kokoda campaign. Noteworthy experiences that have become a major part of our history are those of Australian nurses evacuated from Singapore, Australian prisoners of war under the Japanese and Australians who flew in Bomber Command. Completing activity 5 will allow you to find out more about these experiences.

### ACTIVITY 5

#### Explanation and communication

- Using information from 'What was the Gallipoli Campaign?' (see chapter 7, pages 285 to 292) and 'What were experiences of Australian prisoners of war?' (see chapter 8, pages 338 to 342), compare the events and experience of each war.

#### Research

- Go to the People Profiles webpage on the Australian War Memorial site (your digital support pack has the link) and find the following people who served in World War I and/or World War II.



After locating their entry, note which war they participated in and summarise their experience.

- Evelyn Ernest Owen
  - Agnes Betty Jeffrey
  - Edward (Teddy) Sheean
  - Walter Ernest Brown
  - Oliver 'Trooper Bluegum' Hogue
  - Frederick Birks.
- Using your answers to the previous question, select one person from World War I and one from World War II. Compare their experiences.
  - Select one event from the events listed in the following table in the column 'World War I' and another from the events listed in column 'World War II'. Research your choices and then compare the events. How were they similar and different? (Go to your digital support for links to information to assist your research.)
  - The Australian War Memorial holds an outstanding collection of primary sources on the experiences of Australians in World Wars I and II. Use its search facility to locate information on the experiences of Australians in each of these wars.

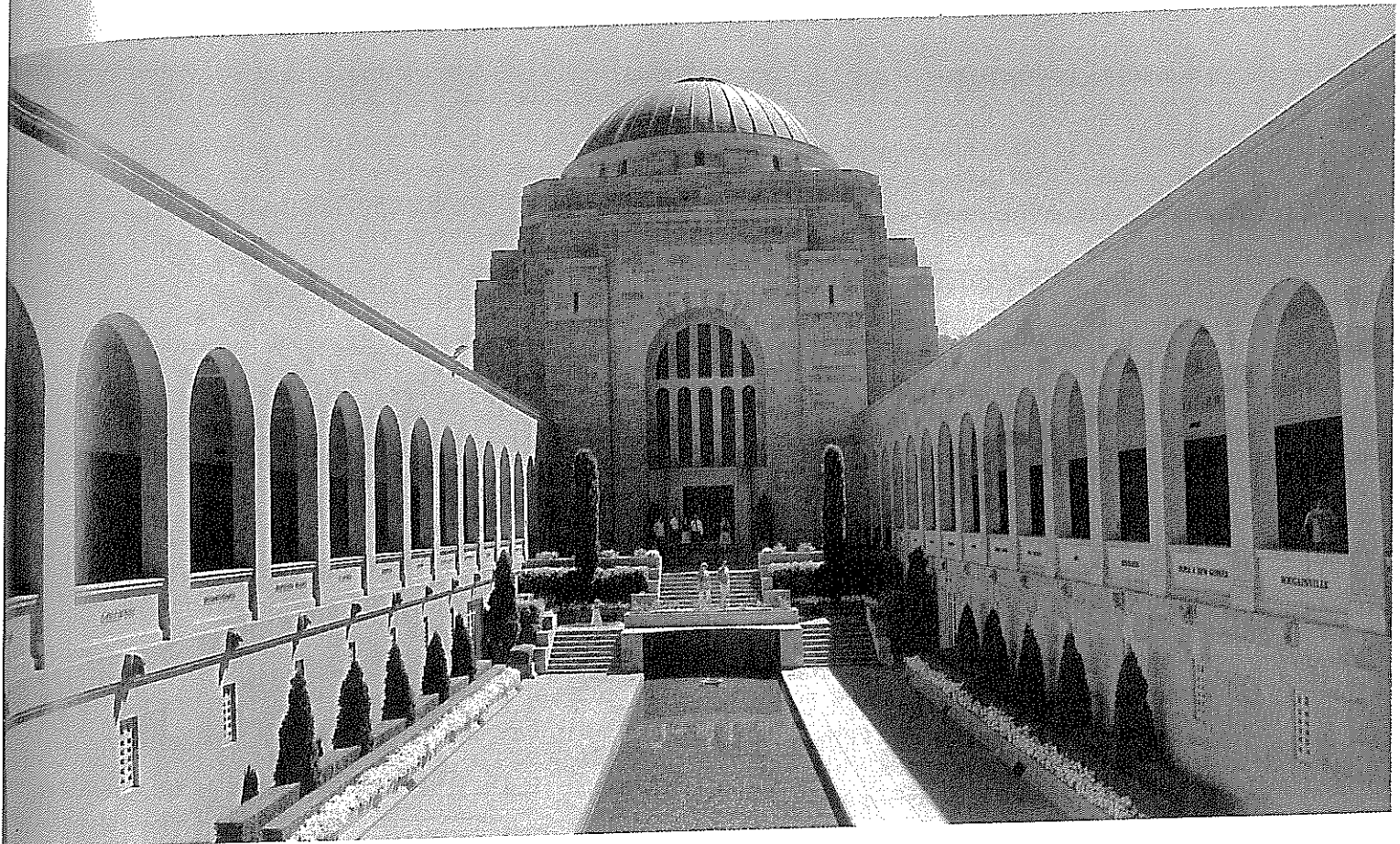


World War I	World War II
Battle of Fromelles	Battle of El Alamein
The Battle of the Somme	Battle of the Coral Sea
Battle of Vimy Ridge	Campaign on Bougainville Island
Battle of Amiens	Aitape-Wewak campaign

## How did the impact of World War I on Australia compare with the impact of World War II?

In preparation for undertaking this inquiry question, you will need to have completed the sections 'What was the impact of World War I on Australia?' (see chapter 7, pages 291 to 299) and 'What was the impact of World War II on Australia?' (see chapter 8, pages 342 to 335).

When comparing the impact of each of the World Wars on Australia, many similarities



SOURCE 9.16 Australian War Memorial

can be identified, and this is an opportunity to examine **continuity and change**. In the following activity, you will plan and write an extended response to answer the inquiry question 'How did the impact of World War I on Australia compare to the impact of World War II?'

### ACTIVITY 6

#### Research

- 1 Locate (in this textbook) information on the impact of World War I on the role of women in Australia. Summarise the key points.
- 2 Locate (in this textbook) information on the impact of World War II on the role of women in Australia. Summarise the key points.
- 3 Locate (in this textbook) information on the impact of World War I on the Australian economy. Summarise the key points.
- 4 Locate (in this textbook) information on the impact of World War II on the Australian economy. Summarise the key points.
- 5 Locate (in this textbook) information on the conscription issue in Australia and its impact on society during World War I. Summarise the key points.
- 6 Locate (in this textbook) information on the conscription issue in Australia and its impact on society during World War II. Summarise the key points.
- 7 Locate (in this textbook) information on the impact of government controls, censorship and propaganda on Australian society during World War I. Summarise the key points.
- 8 Locate (in this textbook) information on the impact of government controls, censorship and propaganda on Australian society during World War II. Summarise the key points.



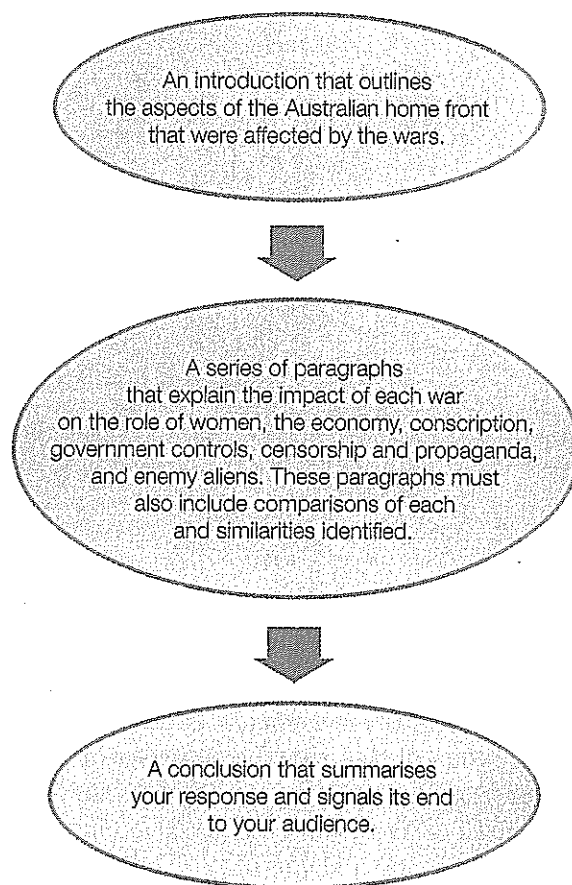
- 9 Locate (in this textbook) information on the Australian government's treatment of enemy 'aliens' during World War I. Summarise the key points.
- 10 Locate (in this textbook) information on the Australian government's treatment of enemy 'aliens' during World War II. Summarise the key points.
- 11 Locate (in this textbook) information on how Australia came under attack during World War II. How does this compare to World War I? Summarise the key points.
- 12 Locate (in this textbook) information on how many Australians
  - a enlisted in World War I and World War II
  - b were killed in World War I and World War II.

### Explanation and communication

- 1 From the research you undertook for the preceding questions 1 and 2, which war do you think had the greater impact on women? Explain your answer.
- 2 From the research you undertook for the preceding questions 3 and 4, which war do you think had the greater impact on the Australian economy? Explain your answer.
- 3 From the research you undertook for the preceding questions 5 and 6, do you think the impact of the conscription debate on Australian society was greater in World War I compared to World War II? Explain your answer.
- 4 From the research you undertook for the preceding questions 7 and 8, compare the impact of government controls, censorship and propaganda on Australian society during World Wars I and II.
- 5 From the research you undertook for the preceding questions 9 and 10, compare the impact of government treatment of enemy 'aliens' in Australia during World Wars I and II.
- 6 From the research you undertook for the preceding question 11, would you agree that the impact of enemy attacks on Australia was greater in World War II than World War I? Explain your answer.
- 7 Using your answers to all of the preceding questions, explain the impact of World Wars I and II on the Australian home front. How was the impact similar during each war? Use the scaffold below to structure your response.

For more assistance on writing an explanation text, see skill 1 from the 'Focus on history skills' in chapter 2, page 38.

Source 9.17 covers how to use an explanation scaffold for the topic 'Explain the impact of World Wars I and II on the Australian home front. How was the impact similar during each war?'.



**SOURCE 9.17** Explanation scaffold

## What was the significance of World Wars I and II to Australia?

In preparation for undertaking this inquiry question, you will need to have completed the sections 'What is the Anzac legend?' (see chapter 7, pages 314 to 316) and 'What was the significance of World War II to Australia's international relationships?' (see chapter 8, pages 358 to 360).



At the end of World War I, about 400 000 soldiers returned to Australia with the hope of resuming normal lives after years of war. The significance of the war to these men was very much a personal matter. Some were able to put their war experience behind them and return to their regular lifestyle. Other, however, suffered the effects of war and found it difficult to adjust. In June 1916, the Returned Sailors and Soldiers Imperial League of Australia (now called the Returned and Services League or RSL) was established. The RSL defended the rights of those who served and supported soldiers who had problems returning into society.

To Australians as a whole, World War I was significant because they believed the war had put Australia on the world stage. The Commonwealth of Australia had been formed less than 20 years previously, when the states federated in 1901. World War I was seen as the new nation's 'baptism by fire'. From it the Anzac legend was born, and this would shape our national identity over the next 100 years. However, it must be remembered that Australia's foreign policy and legal system were still strongly influenced by Britain.

The significance of World War II to the individual men and women who served the country was also a very personal matter. Experiences varied, with the worst possibly being those who suffered as prisoners of war under the Japanese. But to the nation, World War II led to significant changes—especially in Australia's foreign relations, as summed up by Prime Minister Curtin in 1941 when he stated that 'Australia looks to America, free of any pangs as to our traditional links of kinship with the United Kingdom'.

Through using the following sources and completing the related activities, you will undertake a comparison of the significance of World Wars I and II to Australia. In doing so, take note of the interpretation presented in each source.

Australia rides safely in harbour to-day, a new nation. Five years ago the world barely knew her. To-day, the men who went to fight for her have placed her high in the world's regard... She has been given a place in the conference of nations; the great world has recognised her right to mould her future as she pleases.

Quoted in Bill Gammage, *The Broken Years*, Penguin, Melbourne, 1990, p. 297

**SOURCE 9.18** Speech for Peace Day, 1919, by General White

[H]idden in homes all over Australia were men who had gone to World War I and who were never the same again. For most the disabilities were physical, but there were plenty who were... remote or morose or who shouted all the time. For the worst affected, family life became punctuated by sudden rages, drinking bouts and black depressions, but even for the most stable, there was always a shadow: 'My father was in both wars. I didn't think they had any effect on him until I sat with him in his last illness. He cried for his friends in the trenches at Gallipoli and told of his fears. I realised as children we had only been told the funny bits.'

Janet McCalman, *Journeys*, Melbourne University Press, Melbourne, 1993, pp. 80–81

**SOURCE 9.19** Significance of war to individuals

If we take a random sample of [World War I returned soldiers' files]... it is clear that they suffered higher rates of employment disruption, suicide, vagrancy and marital instability than ordinary Australians... It is only to be expected that men with chronic injuries, ill health, and, sometimes, mental instability should also suffer social and psychological problems. Moreover, these afflictions placed a disproportionate burden on families, leading in some instances to divorce and separation.

Stephen Garton, *The Cost of War*, Oxford University Press, Melbourne, 1996, p. 28

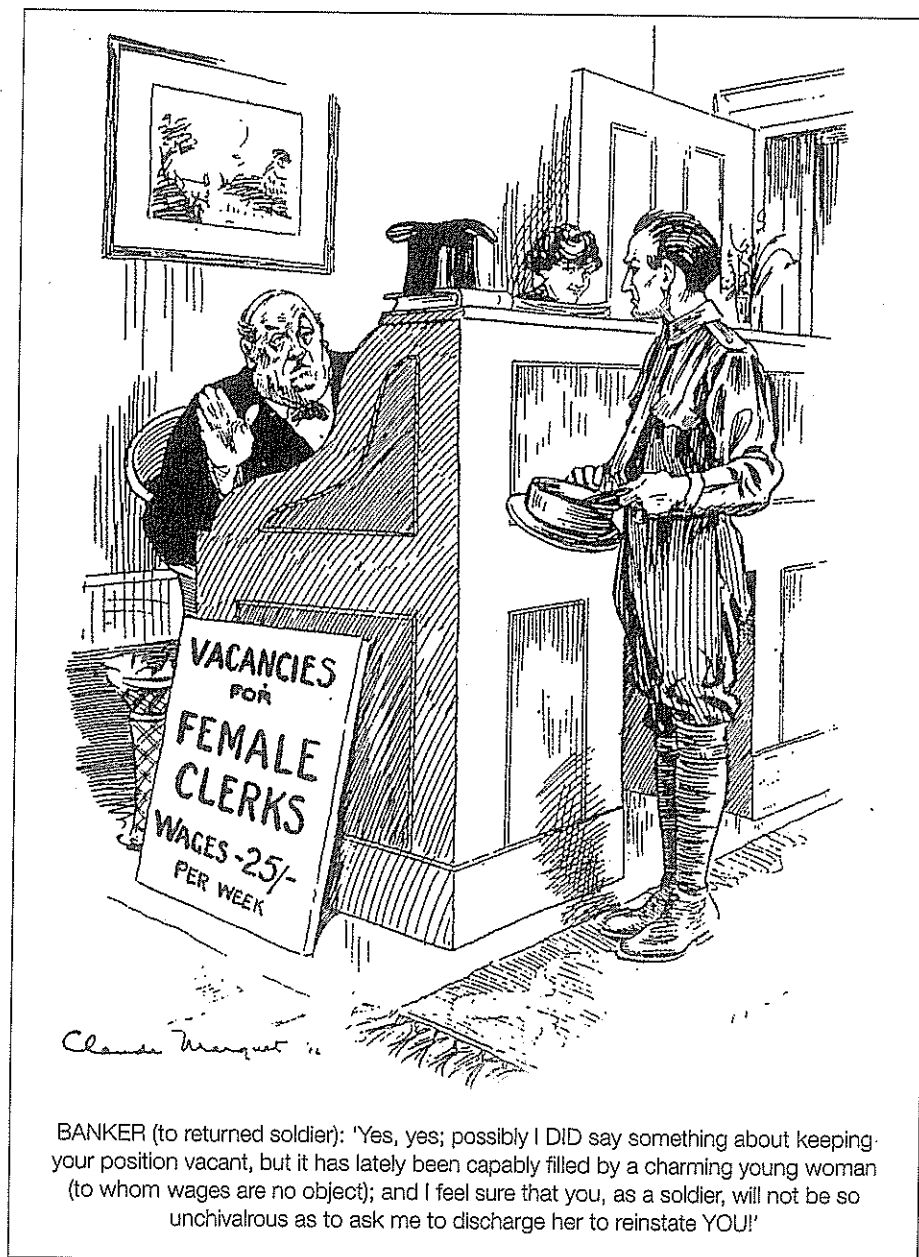
**SOURCE 9.20** The cost of war

I was born in 1913 and some of my boy and girl friends are thoroughly sick of war pictures, and especially sick of anything relating to Australian soldiers... We see nothing to interest us in these plays and talkies. What we actually see every day till they have got on our nerves are crippled, blind and battered wrecks, with brass badges on, begging in the streets, howling about pension

reductions, while their women and children are in dire straits, so if there was ever any honour and glory in the wretched business, it vanished before I grew up... the general opinion among fellows like myself is that Australians were very foolish to let themselves be lured into going... none of my friends like returned soldiers.

*Labor Daily*, 25 November 1931, quoted in Bill Gammage, *The Broken Years*, Penguin, Melbourne, 1990, p. 304

**SOURCE 9.21** Reaction to returned soldiers



**SOURCE 9.22** Cartoon from *The Worker*, 10 February 1916

There were five points during the war at which we can see Australia either asserting its identity, or remaining tied subserviently to another nation.

In 1939, Britain declared war against Germany—Prime Minister Menzies announced that we were therefore also automatically at war. As part of a pre war agreement commitment, Prime Minister Menzies turned the [Australian] Navy over to effective control by Britain as part of the Royal Navy. Menzies also committed Australia's Air Force to British command for use in the war over Europe, and in effect the RAAF's main role became training Australian crews to be used in the RAF. This later severely restricted the RAAF's capacity to play an effective role in the Pacific War.

In December 1941, when Japan attacked Pearl Harbor and then Singapore, Australia declared war on Japan. We did not wait for a British declaration, nor did we consider ourselves a part of the British declaration.

In late 1941 and early 1942, as Japan stormed into the war and invaded New Guinea, most Australian troops were in action in the Middle East. Australian Prime Minister Curtin wanted the troops to return to Australia, to be sent to New Guinea. British Prime Minister Churchill wanted to send the troops to Burma to take on the Japanese there, assuring Curtin that this was the better strategy, and that New Guinea could be dealt with later. Curtin's decision won the day.

One effect of that was that the Commonwealth Parliament passed the Statute of Westminster Adoption Act. The Statute of Westminster was a British Act which said in effect that when a Dominion adopted it, the British Government could no longer make any decisions for that Dominion. It had been available to Australia since 1931, but was only adopted in 1943.

In December 1941, Curtin wrote an article for the Melbourne Herald, in which he said: 'Without any inhibitions of any kind, I make it quite clear that Australia looks to America, free of any pangs as to our traditional links or kinship with the United Kingdom.' The United States needed Australia as a supply and staging post for its Pacific War efforts; Australia needed the USA to be active and aggressive in the Pacific ...

Robert Lewis, 'The Home Front—World War 2',  
<http://www.anzacday.org.au/history/ww2/homefront/overview.html>

**SOURCE 9.23** World War II, national identity and independence



**SOURCE 9.24** Kenneth Parkyns, a former prisoner of war of the Japanese, being greeted by his mother and his fiancée, on his return to Australia in 1945

In early 1944 Australia and New Zealand signed a treaty, known as the ANZAC Agreement, asserting that 'a regional zone of defence comprising the South-West and South Pacific areas, and based on Australia and New Zealand, should be established' and that 'the two Governments agree to act together in matters of common concern in the South West and South Pacific areas'. The agreement covered a number of areas including security and defence, civil aviation, migration, dependencies and territories. The ANZAC Agreement was Australia's first international treaty signed independently of Britain and was an attempt by Australia and New Zealand to assert autonomy in their own region.

Lesley Carman-Brown, 'Independent foreign policy',  
John Curtin Prime Ministerial Library, 2004,  
<http://john.curtin.edu.au/aspirations/foreign.html>

**SOURCE 9.25** The Anzac Agreement, 1944



### Chronology of Australia's changing international relations after World War II

1945	Australia becomes a founding member of the United Nations.
1946	Australia becomes a member of UNESCO (United Nations Educational, Scientific and Cultural Organisation). The body's purpose was to prevent the outbreak of another world war through intellectual and moral unity.
1947	Australia changes its immigration policy from seeking only British migrants to accepting refugees from Eastern European countries, including Estonia, Latvia, Lithuania and Poland.
1950	Australia supports the establishment of the Colombo Plan. The purpose of the plan was to promote cooperation efforts to raise the standard of living and education of people in the Asian region.
1951	ANZUS Treaty signed between Australia, New Zealand and the United States of America. The purpose of the treaty was to provide assistance to each party in the event of war.

### ACTIVITY 7

#### Comprehension: chronology, terms and concepts

- 1 In what year was the Returned Sailors and Soldiers Imperial League of Australia formed?
- 2 Explain what you think the term 'baptism by fire' means in relation to the significance of World War I and Australia as a new nation.
- 3 Explain what you think Curtin meant by 'Australia looks to America, free of any pangs as to our traditional links or kinship with the United Kingdom'.

#### Analysis and use of sources

- 1 How does source 9.18 support the view that World War I increased Australia's reputation in the world?
- 2 Use sources 9.19 and 9.20 to find information on the impact World War I had on returned soldiers. Make a list of **evidence** from these sources that could be used to explain the various ways they suffered.

**SOURCE 9.26** Migrants from Europe arriving in Australia, 1954



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- 3 In source 9.23, five examples are given of Australia's relationship with other countries. What are they?
- 4 What evidence does source 9.25 provide about Australia becoming more independent from Britain?
- 5 The preceding chronology provides information on Australia's changing relationship with other countries after World War II. In what ways is this information useful to an historian?

### Empathetic understanding

- 1 What is the attitude to returned soldiers expressed in source 9.21? How does it compare with yours after reading sources 9.19 and 9.20?
- 2 How might Australians of British origin have felt when Curtin stated 'Australia looks to America, free of any pangs as to our traditional links or kinship with the United Kingdom'?
- 3 Look at source 9.24. Describe how the returned soldier would have felt having come home after being a prisoner of war.

### Explanation and communication

- 1 Using sources 9.18 to 9.26 and from reading 'What is the Anzac legend?' (see chapter 7, pages 314 to 316) and 'What was the significance of World War II to Australia's international relationships?' (see chapter 8, pages 358 to 360), explain the significance of the wars to Australia. In writing your answer, ensure that you:
  - explain the impact of the wars on returned soldiers and civilians
  - analyse the changing relationship of Australia with other countries after World War II.

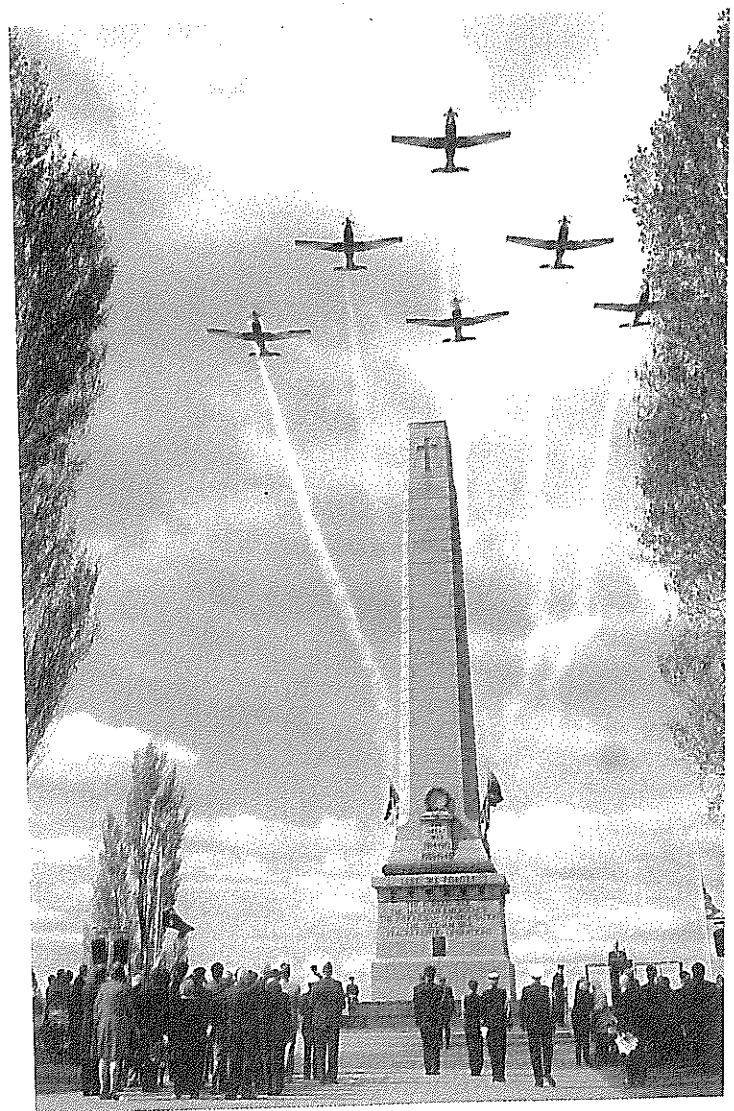
### Research

- 1 Source 9.23 mentions the Statute of Westminster Adoption Act. Locate information about this Act and its significance to Australia's changing relationship with Britain.
- 2 Use the internet to find sources that describe the impact of World Wars I and II on Australian returned soldiers. Explain how the impact was similar and different for each war.

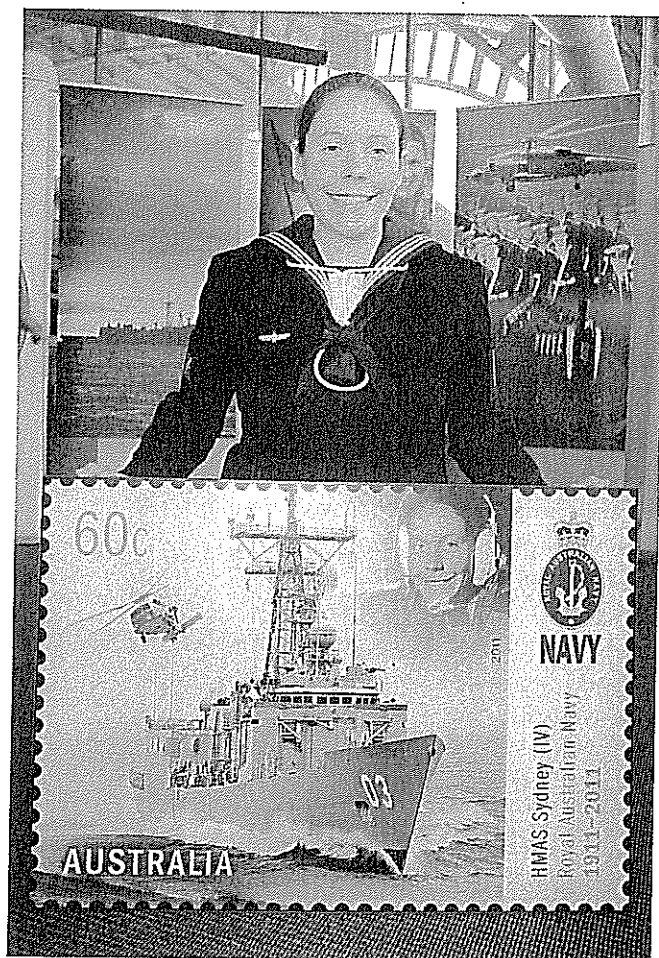
## What comparisons can be made about how World Wars I and II are commemorated?

In preparation for undertaking this inquiry question, you will need to have completed the sections 'How is World War I commemorated?' (see chapter 7, pages 310 to 313) and 'How is World War II commemorated?' (see chapter 8, pages 360 to 364).

The commemoration of Australia's involvement in World Wars I and II is most notably done each Anzac Day. Ceremonies are held throughout the country and the day is a public holiday.



**SOURCE 9.27** The Roulettes fly over the Hobart Cenotaph for the commemoration of the 70th anniversary of the Battle of Britain, 2010



**SOURCE 9.28** Able Seaman Rebecca Florance with a special edition of the stamp commemorating 100 years of the Royal Australian Navy, 2011

The anniversary of particular battles and events are also commemorated throughout the year through ceremonies and the issuing of special mementos. More permanent symbols of commemoration can be found in memorials, and sources 9.27 and 9.28 are two examples of commemoration activities.

## ACTIVITY 8

### Explanation and communication

- Using sources 9.27 and 9.28 and from reading 'How is World War I commemorated?' (see chapter 7, pages 310 to 313) and 'How is World War II commemorated?' (see chapter 8, pages 360 to 364) discuss how the wars have been celebrated. In writing your answer, ensure that you explain:
  - how and why Australians have commemorated the wars
  - the different perspectives of the Anzac legend.

### Perspectives and interpretations

- Dale Blair wrote that

The ceremonial tradition of the Anzac legend, through its powerful and symbolic celebration of the 'digger' and Empire loyalty, effectively muted the voices of dissent and veiled the many individual sufferings and unpleasant memories of returned...soldiers and their families.

*(Dinkum Diggers, Melbourne University Press, Melbourne, 2001, p. 194)*

What point does Blair make?

### Research

- Go to your digital support for information on how to organise an Anzac Day service. Use this to describe the features of an Anzac Day commemorative service.
- Use the internet to locate photographs of the commemoration of Australia's involvement in World Wars I and II since the first Anzac Day commemoration held in 1916. From examining your findings, describe what aspects have remained the same and what has changed over time.



## History challenges

### Critical and creative thinking

Your local RSL club has asked you to design an exhibition related to Australia's involvement in either World War I or II. Sketch the layout of your exhibition, labelling the items you would feature in your display.

### Getting the message across

In 1918, Sir Frederic Kenyon described the view of the British government on how graves in war cemeteries should be constructed:

... what was done for one should be done for all, and that all, whatever their military rank or position in civil life, should have equal treatment in their graves.

- 1 What do you think is meant by Sir Frederic's statement?
- 2 How does source 9.29 reflect this statement?

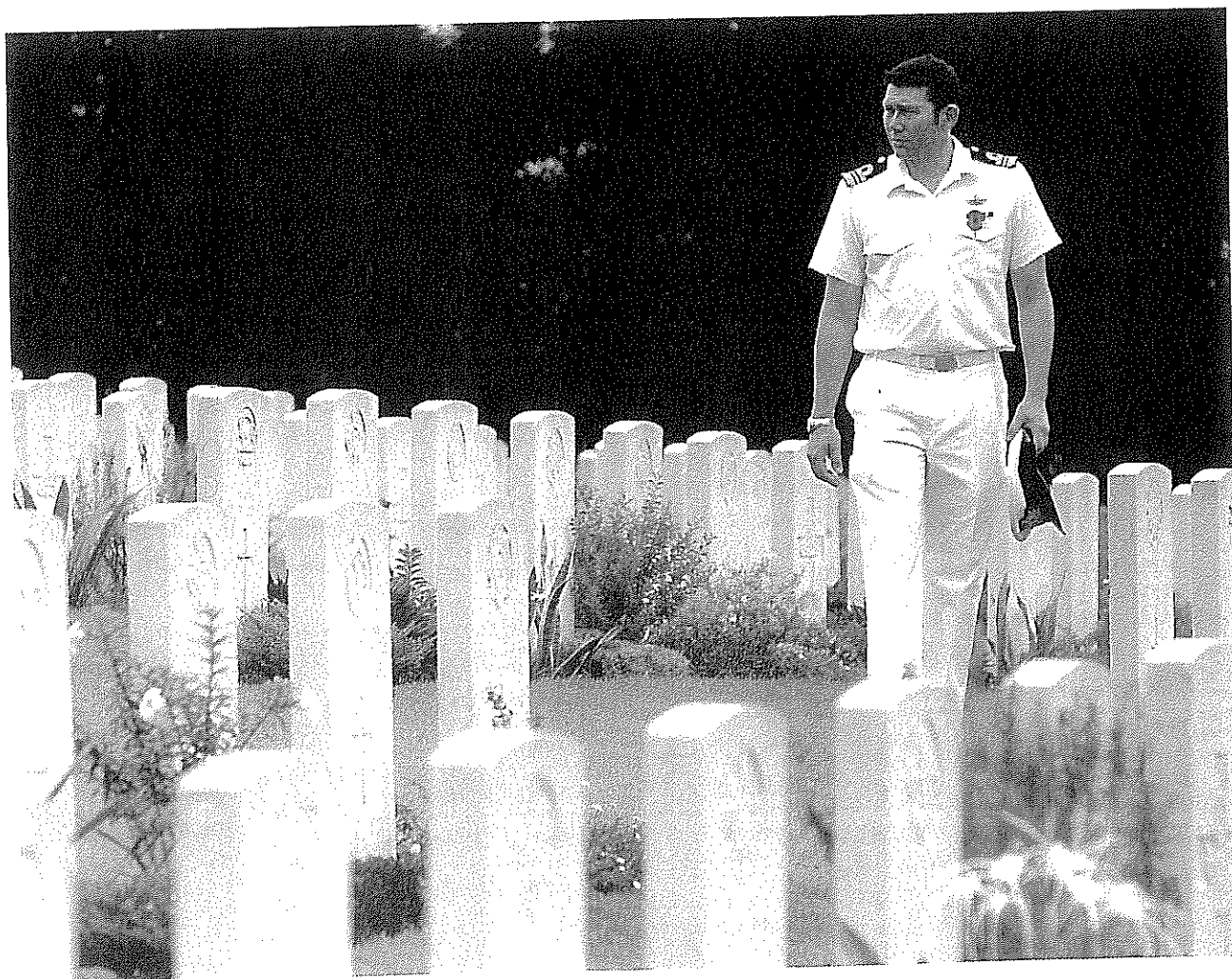
### ICT

Go to your digital support to visit the Commonwealth War Graves Commission website. Use the site to locate information on cemeteries where Australians from both World Wars I and II are buried.



### Visual communication

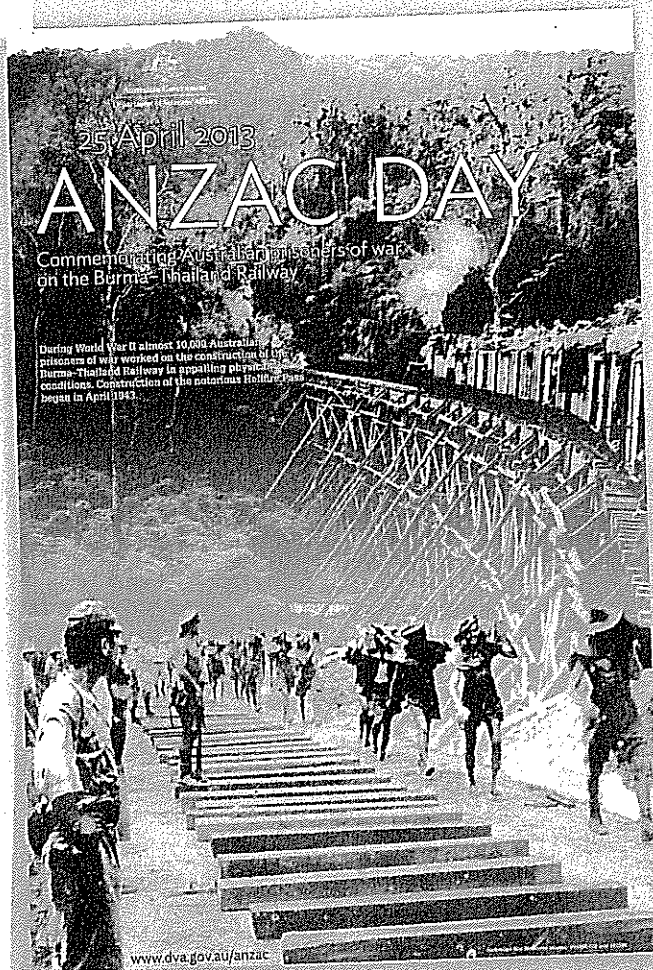
Every year, the Department of Veterans' Affairs produces Anzac Day posters commemorating a particular theme or anniversary in Australia's wartime history.



SOURCE 9.29 Kranji War Cemetery in Singapore



- 1 What is depicted in the 2013 poster (source 9.30)?
- 2 According to its website, the Department of Veterans' Affairs produces Anzac Day posters to 'reflect the Department's commitment to engage the community on Australia's wartime history,



**SOURCE 9.30** Department of Veterans' Affairs Anzac Day poster for 2013

and to raise awareness and appreciation of the service and sacrifice of our servicemen and women'. How successful is the 2013 poster in achieving this purpose?

- 3 Design an Anzac Day poster for the Department of Veterans' Affairs, keeping in mind the department's purpose for the poster.

### Figure it out

- 1 Calculate the average age of those mentioned in source 9.31
- 2 What type of graph would you use to show the number of ranks? Draw your graph.
- 3 Calculate the year of birth of the seven soldiers listed in source 9.31

### Intercultural understanding

In both World Wars I and II, the Australian Government interned thousands of men, women and children who were considered 'enemy aliens'.

Most of these people were living in Australia. In World War I, Germans made up the majority of the 7000 internees. During World War II, up to 12000 Germans, Italians, Japanese and people from over 30 other countries were placed in internment camps in Australia.

We no longer intern people during wartime conflicts. What attitudes would have led to the policy of interning 'enemy aliens' in the past? Why would this policy no longer operate in Australia? Write a one-page response.

### Talking points

Hold a class discussion on the topic 'Does Australia do enough for its war veterans?'

Name	Rank	Date of Death	Age	Regiment / Service
BARNES, WILLIAM JOHN	Private	12/04/1919	21	Australian Army Medical Corps
BARTON, FRANK	Private	23/08/1915	42	Australian Infantry, A.I.F.
BARTIER, ROY OSWALD	Private	15/08/1915	22	Australian Infantry, A.I.F.
WARE, VERNON	Sergeant	3/04/1916	37	Australian Light Horse
DOWSE, VICTOR FAIRFAX	Trooper	24/06/1916	19	Imperial Camel Corps
DOWNEY, CHARLES	Trooper	18/04/1919	26	Australian Light Horse
PAUL, GEORGE FRANCIS	Sergeant	18/04/1916	25	Australian Army Service Corps

### SOURCE 9.31

Sample of Australians buried in the Cairo Memorial War Cemetery