A CLASSROOM RESOURCE FOR:
- History
- Geography
- Civics
- Economics
- Politics
- Society and Environment
- Australian Studies
- Asian Studies
- English

Inside
- Exploring political cartoons
- A salute to the Aussie Digger
  Starting Points for investigating Australians at War
- IT and the Knowledge Society
  South Korea case study
- Investigating Indigenous human rights

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## Salute to the Aussie Digger

**Salute to the Aussie Digger** is an audio CD that takes the audience through an historical overview of the Australian Defence Force’s involvement in wars and peacekeeping. It consists of a narrative, document extracts, and music produced and performed by members of the Australian Army Band Corps.

A copy of the CD is attached to the cover of this edition of **STUDIES** magazine. To gain more copies of the CD email: roderick.mason@defence.gov.au

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© Australian Defence Force and Ryebuck Media 2008
You are about to learn about Australians who have been to war. War is horrific and not something to be glorified. Nevertheless, a study of these events can help us to gain insight into aspects of our past that have contributed to shaping Australian identity.

Here are three ideas to think about before you start learning about specific wars.

1. Are there any reasons that would cause you to go to war? For example, would you go to war if Australia was being attacked? Would you go to war if all your friends joined up? Create a list and discuss which of the reasons on the list would persuade you to go. (There is a suggested list at the bottom of the page that you can look at if you are having trouble thinking of possible reasons.)

2. Over two million Australians have experienced conflicts as members of Australian military forces over the last 130 years. What qualities do you think good soldiers, sailors and airmen or women need? Brainstorm to create a list. Do you think you could be a good serviceperson? Explain your reasons.

3. Every year on Anzac Day pay tribute to those Australians (and others) who have fought in wars. Why do we do this? Do we have something to learn from Australia’s military history? Do our servicemen and women provide us with values and behaviour that we can be proud of and want to call part of our own life?

Write down your ideas about these questions. Then come back to them at the end of your study of the Aussie Diggers and see if you would change any of them.

Use the contents list on page 12 to identify the track on the CD-ROM that introduces the conflict or aspect of Australia at war that you are studying, listen to that track, and answer the questions on it in this unit.

Creating a timeline and mapping Australia’s involvement in wars and peacekeeping.

As you identify the times and places of Australian involvement in wars and peacekeeping you can create a timeline, and a map that summarises them.

Draw up a page in 11 columns like this. Fill in the years at the top. If you are starting with the nineteenth century (Track 1), make each division on the timeline a decade (e.g. 1870–79, 1880–89 etc). If you are looking at individual conflicts in the 20th century, mark each column as an individual year in a decade. You can place these in a continuous timeline on a classroom wall or noticeboard.

<table>
<thead>
<tr>
<th>Year</th>
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Use this map of the world to identify where in the world Australians have served. You will find information on this for each track of the CD. You should use an atlas to identify where each place mentioned is located. Use symbols to identify Army, Navy and Air Force involvement.

You might copy this map for each separate conflict, or you might enlarge it to create one summary map that includes the location of every conflict. If so, you will need to create a key or legend that indicates the different conflicts each time (such as using different colours for each war).

Now start listening to the tracks on the CD. Each track has a set of information and ideas to start you thinking about the role the Australian Defence Force has played over time in creating the Anzac tradition that is part of Australia’s identity, history and heritage.

A possible list of reasons for going to war is:

- To protect values such as democracy and freedom
- To protect Australia if it is under attack
- Adventure
- To stop another country before it attacked Australia
- To support friends and allies,
- To be a good global citizen
- Because you were forced to go
- Financial benefits
- To protect your family or friends

You may come up with other reasons.

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### A starting point for:
Exploring the origin of Australia’s military heritage.

### Before you listen — recording your existing knowledge:
This track provides you with information and ideas about Australia’s colonial military history. Before you listen brainstorm what you know about the military in this period (from 1788 to 1899). Do not worry if you do not know much — you will be able to add to your answers after you have listened to the track, and after you have carried out more study on this period.

### Document analysis:
Look at this image of the New South Wales forces marching off to war in the Sudan.

1. Identify ways in which the uniform of combat troops is different today.
2. Suggest why uniforms have changed over time.

### Responding to the music:
The music on this track comes from the period. Discuss the ways in which the music evokes a particular period. For example, do the instruments used have a particular connection with the period? Does the music create a particular mood or moods?


### Responding to this CD Track:
1. What is our connection with Britain and British military traditions?
2. Why did Australian colonial troops fight in foreign wars?

### In your community:
Are there any memorials to any of these events in your community? Ask local people who may know, such as a member of the local historical society.

### A topic to research:
One criticism that some people make of the Australian War Memorial is that it does not acknowledge the actions of Aboriginal warriors in resisting the spread of European settlement. What do you think — should we commemorate Aboriginal warriors as part of Australia’s military history and heritage? Research to find out more about people’s ideas and attitudes to this question, and then explain your conclusion.

### Key dates for your timeline:
Add the key dates that are mentioned on this track to your timeline. You will also find additional dates as you do more research on this topic.

### Key places for your map:
Add the key places that are mentioned on this track to your timeline. You will also find additional places as you do more research on this topic.

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**DID YOU KNOW?**
The first military in Australia were the Marine soldiers and officers who came as guards of the convicts on the First Fleet in 1788.
## The Boer War

### Before you listen — recording your existing knowledge:

1. The Boer War was fought between the years:
2. It was fought between these countries:
3. It was fought in this country:
4. Australians were involved in it because:

### Document analysis:

- **Listen to the Banjo Paterson poem On The Trek and answer the questions that follow:**
  1. Who is the poem about?
  2. What does he miss about home?
  3. What is the attitude of the poet to the war?
  4. Does the war seem heroic? Explain your ideas.
  5. What impression does this give you about the nature of the war? Refer to the conditions, food, nature of the fighting, attitudes of the troops.
  6. List a few words that sum up the mood of the poem.
  7. Suggest at least two meanings for the phrase 'a long job'.

### Responding to the music:

- There are several different tunes included on this track. See if you can identify each tune and the solo instruments used. How does each one evoke a mood that suits the narrative or story at each point? For further information on the music visit the Defence Force School of Music website [www.defence.gov.au/army/dfsm](http://www.defence.gov.au/army/dfsm).

### Responding to this CD Track:

- What did the Boer War contribute to Australian identity? Think about such aspects as symbols of nation (such as the slouch hat and rising sun badge), and a sense of identity and awareness of difference from others.

### In your community:

- Some older suburbs and towns have memorials to the Boer War. See if your community does. If you are not sure, do a Google search for Boer War Memorials in your state.

### A topic to research:

1. How does the narrator describe Breaker Morant?
2. What do you think Breaker Morant was accused of?
3. What impression do you get of Breaker Morant from this brief mention?
4. Morant was executed in South Africa for killing Boer prisoners. Was he a hero or a killer? Watch the 1980 Australian film Breaker Morant, and then gather evidence about the events. You will find plenty of evidence and arguments for and against Morant, but you should try to come to your own conclusion about him.

### Finding out more:

- **STUDIES magazine** in your library has a relevant article:
  - 3/1999  Australian in the Boer War

### Key dates for your timeline:

- Add the key dates that are mentioned on this track to your timeline. You will also find additional dates as you do more research on this topic.

### Key places for your map:

- Add the key places that are mentioned on this track to your timeline. You will also find additional places as you do more research on this topic.

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### Relevant Article:

[Australian Nurses in the Boer War: Unit 1 of Australian Women in War](http://www.defence.gov.au/army/dfsm)

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*Note: trek = journey, veldt = plains, ere = before, Morano and Lachlan = NSW rivers and pastoral districts*
A starting point for:
Understanding why Australia fought in World War 1

Before you listen
— recording your existing knowledge:

1. World War 1 started in the year:
2. It was a war between:
3. It was fought in these main places:
4. Australia joined the war because:
5. Some men joined the war because:
6. Other men did not join the war because:
7. People’s reaction to involvement in the war was:

Document analysis:
Look at this statistical table. It shows the occupational backgrounds of flying ranks in the Australian Flying Corps, other non-flying ranks in the Australian Flying Corps, the Australian Imperial Force (AIF, the Australian Army in World War 1), Australian men at the 1911 census, and junior officers in the 1st Battalion, the first group to be formed in the AIF.

Using the graph for the AIF and the 1911 census, discuss whether the Digger was a typical Australian of the time, or were they drawn from some parts of society more heavily than from others.

Responding to the music:
The music here is from Gustav Holst, The Planets. It is from the section called Mars. Mars is the God of War in Roman mythology.

1. What moods does the music create?
2. How does it achieve these moods? Suggest other pieces of music that would convey the same mood.
3. For further information on the music visit the Defence Force School of Music website www.defence.gov.au/army/dfsm

Responding to this CD Track:
1. Identify the variety of reasons why men enlisted.
2. Do any surprise you? (You could also compare them with your ideas in Track 1)
3. What were the main characteristics or qualities of the men who now became diggers?
4. How might these qualities help them become effective fighters?

A topic to research:
Look at the early scenes of the 1981 Australian film Gallipoli. Discuss the variety of attitudes that characters express towards the war, and the variety of motives they have for enlisting, or not enlisting.

Finding out more:

Key dates for your timeline:
Add the key dates that are mentioned on this track to your timeline. You will also find additional dates as you do more research on this topic.

Key places for your map:
Add the key places that are mentioned on this track to your timeline. You will also find additional places as you do more research on this topic.

DID YOU KNOW?
A new symbol of Australia appeared during the war: the acronym ANZAC. What did it stand for? What does ‘Anzac’ mean to Australians now? 

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### A starting point for:
- Understanding why the Allies invaded Gallipoli.
- Understanding the nature of the soldiers’ experiences at Gallipoli.
- Understanding why Gallipoli was so important in the development of a sense of national identity.

### Before you listen

**– recording your existing knowledge:**

1. Gallipoli is located in:
2. The fighting took place there in the year:
3. The fighting was between:
4. The area was invaded because:
5. The outcome of the fighting was:
6. The nature of the fighting was:
7. The landing at Gallipoli is significant in the development of a sense of Australian national identity because:

### Document analysis:

Look at the maps below showing the location of Gallipoli in relation to the geographical area, and the Gallipoli Peninsula.

1. Find and mark these places on the regional map: Turkey, Russia, Germany, Austria-Hungary and Gallipoli.
2. Turkey, Austria-Hungary and Germany were enemy states of the Allies (which included Australia). Russia was an Ally. Russia was fighting Germany and Austria-Hungary. How could Britain get help to Russia by ship?
3. Locate Gallipoli on the Gallipoli map opposite. What was the problem with getting supplies to Russia by sea?
4. The key to controlling Turkey was Istanbul (Constantinople). If the Allies could seize Istanbul they could control Turkey. What do you think the landing at Gallipoli was supposed to achieve, that would help the Allies send ships to capture Turkey?

### Diagrams

- [Regional Map of the Middle East](http://www.Anzacsite.gov.au/1landing/why.html)
What would you ask?

The Australian troops were part of an international force. The total number of men was about 75,000. The troops came from:

- Britain with Regiments formed in England, Scotland, Ireland and Wales
- Australia, Newfoundland, Ceylon (the English Planters’ Rifle Corps), New Zealand (including Maoris), India (Sikhs in the Indian Mule Cart Corps), Nepal (Gurkhas)
- France
- French Empire
- Palestinian

There were three main landing forces:

- The ANZAC Corps (Australians and New Zealanders)
- The British 29th Division
- A French Army Corps.

The Australians were about to land and fight their first battle of the war. Imagine what they might have been feeling.

List as many words as you can to describe some possible feelings (for example fear, excitement, etc.).

Responding to the music:

- The music shifts over these tracks from Mars, to that of another planet, Jupiter.

1 Describe the change in the music. List the various solo instruments you can hear.

2 How does Mars differ from Jupiter, e.g. size of the ensemble, is one louder or faster than another?

3 How are these different moods and feelings created in the music?

For further information on the music visit the Defence Force School of Music website www.defence.gov.au/army/dfsm

Document analysis(2):

Listen to the account on Track 4 of war at Gallipoli. List some descriptive words under these headings:

- See
- Hear
- Smell
- Touch
- Taste
- Feelings

Document analysis(3):

Look at this editorial in an Australian newspaper on the first anniversary of the Gallipoli landing (1916), and answer the questions that follow.

1 What is the image of the Australian soldiers at Gallipoli that emerges from this editorial?

2 Does the landing at Gallipoli seem to be affecting more people in the Australian community than those who were directly involved?

3 Do some people seem to be excluded from the event, or does it seem that all elements in Australian society could accept and adopt the Anzac image as their own?

4 What are the attitudes and emotions that emerge? For example, is there pride, bitterness, determination?

5 Do you think the landing at Gallipoli provided Australians with a strong sense of what it meant to be Australian?

Responding to this CD Track:

Listen to the reading of the Kemal Ataturk memorial at Anzac Beach. How would you describe the attitude behind this memorial? Do you think it would have helped to ease the pain of the Gallipoli tragedy for those who were involved and the families of those who died?
In your community: Explore Anzac Day.

What will you see on Anzac Day in your own community? Probably a solemn dawn service, and some form of march or ceremony. If you look at your local war memorial, you will see flowers and wreaths, for remembrance of those who died.

1. Imagine that you were an outsider, a visitor to Australia, here during an Anzac Day. You have to try and understand what it is about, and what ‘messages’ about Australia it gives. Does Anzac Day now apply to all Australians – to men, women, children, people of different ethnic origins, recent migrants? Is it an all-encompassing day?

Carry out a survey of the day. Consider such things as:
- who is actively involved
- who watches
- where events are focused
- what words are used about them
- what symbols are present
- what music is associated with the day
- how it is commented on by the media
- what ideas are associated with it.

2. Australia has other national days – such as Australia Day and the Queen’s Birthday. Some have suggested that we should celebrate other days – such as Mabo Day and Federation Day. In groups look at these existing and proposed days, and present a report on why each might be considered a desirable and appropriate national day. Do any of them galvanise the community in the same way that Anzac Day does? Are they possible substitutes? Is there something special about Anzac Day?

3. What is your final description or explanation of Anzac Day for Australians?

Further research:

Watch the film Gallipoli and see how it presents aspects of the campaign. There have been some criticisms that the film is unfair in blaming the British commanders for blunders that cost Australian lives, but the film overall has been highly praised for its realistic depiction of aspects of the soldiers’ experiences and their character.

Finding out more:

STUDIES magazine in your library has many relevant articles:
- 1/2000 Gallipoli – the landing explored
- 1/2001 Australia and Peacekeeping – then and now
- John Simpson Kirkpatrick and the Spirit of Anzac
- 1/2003 Anzac Day – Does it have meaning for young people today?
- Meeting the last Gallipoli Anzac

Ryeback Media also has many relevant publications and activities. For an on-line activity go to www.ryebuck.com.au, click on E-LEARNING and go to THE LAST VOYAGE OF THE AE2. See if you can navigate the submarine through the dangerous Straits of the Dardanelles.

See the Ryeback publications list for:
- In Search Of . . . for a print article to supplement this interactive
- The One Day of the Year for many activities on Gallipoli.

Key dates for your timeline:

Add the key dates that are mentioned on this track to your timeline. You will also find additional dates as you do more research on this topic.

Key places for your map:

Add the key places that are mentioned on this track to your timeline. You will also find additional places as you do more research on this topic.

DID YOU KNOW?
The word ‘Anzac’ is protected by an Act of the Federal Parliament. This means that you cannot use the word in a product without permission.

DID YOU KNOW?
The Australian Imperial Force was the only all-volunteer force in World War 1.

DID YOU KNOW?
Look at the Aussie Digger CD cover. It is a widely publicised image of the band of the 5th Australian Infantry Brigade playing the ‘Victoria March’ as it passed through the smouldering ruins of the Grande Place (Town Square), Bapaume, France, on 19 March 1917. [AWM E00426]

What does this image portray to you?
Why do you think it was used by the media in 1917?
To find out more, visit www.defence.gov.au/army/dfsm/ and go to the ‘Salute To The Aussie Digger’.
See also www.warwesternfront.gov.au/bapaume/index.html
A starting point for: Exploring the nature of the Australian experience of the Western Front.

Before you listen — recording your existing knowledge:

1. The Western Front is located in:
2. The fighting took place there in the years:
3. The fighting was between:
4. The fighting took place there because:
5. The outcome of the fighting was:
6. The nature of the fighting was:
7. The number of Australians who died there is:

Document analysis: Trench warfare – theory and reality

1. Look at the sketch of soldiers in the trenches below. It shows the soldiers on the left (Allied soldiers) attacking the soldiers on the right (German soldiers).

2. Here are seven descriptions of what the Allied soldiers are doing. They are not in the correct order. Number them in the correct order from 1–7 that tells the story of what is happening. Then write the number in the box where that action is happening. One example has been done for you.

- Allied soldiers are advancing.
- The Allied soldiers destroy the German guns.
- The Allied soldiers have an aeroplane above the area that tells them what is happening.
- The Germans run away.
- The Allied soldiers cut the enemy barbed wire.
- The Allied soldiers destroy the enemy trenches and capture the Germans.
- The Allied soldiers destroy the enemy village.

Now look at the same scene, as it regularly happened. The British soldiers have not done what they wanted to do.
Why did their attack fail? Six features are identified. Number them 1-6, and then explain what each shows. For example, you might write — ‘Some British soldiers are shot before they can get to the enemy.’

1. _____________________________________________________________________________________________________________
   _______________________________________________________________________________________________________________

2. _____________________________________________________________________________________________________________
   _______________________________________________________________________________________________________________

3. _____________________________________________________________________________________________________________
   _______________________________________________________________________________________________________________

4. _____________________________________________________________________________________________________________
   _______________________________________________________________________________________________________________

5. _____________________________________________________________________________________________________________
   _______________________________________________________________________________________________________________

6. _____________________________________________________________________________________________________________
   _______________________________________________________________________________________________________________

Responding to the music:
How does the music support the tone of the narrative on this track? What solo instruments can you identify? For further information on the music visit the Defence Force School of Music website www.defence.gov.au/army/dsfm

Responding to this CD track:
Listen to the account of the nature of war on the Western Front. List some descriptive words under these headings:
See      Hear      Smell      Touch      Taste      Feelings

Finding out more:
STUDIES magazine in your library has this relevant article:
1/1997 The Australian Experience of War on the Western Front
Your library should also have the Australians on the Western Front education kit, Department of Veterans’ Affairs, 2006, and Australian Women in War (2008).
Ryebuck Media also has many relevant publications and activities. For on-line activities go to www.ryebuck.com.au, click on E-LEARNING and go to BATTLEFIELD CASUALTIES (see if you can ‘rescue’ the wounded Digger from the battlefield) and INFANTRY MAN (see if you can successfully survive the war on the Western Front).
See the Ryebuck publications list for:
• In Search Of . . . for print units to supplement these interactives.
• The One Day of the Year for many activities on the Western Front.

Key dates for your timeline:
Add the key dates that are mentioned on this track to your timeline. You will also find additional dates as you do more research on this topic.

Key places for your map:
Add the key places that are mentioned on this track to your timeline. You will also find additional places as you do more research on this topic.

DID YOU KNOW
Arms used many animals in World War 1 — including horses, donkeys, mules, camels, dogs and pigeons. Some soldiers even took mascots with them — including wallabies, dogs and possums!
A starting point for:
Exploring the nature of the Australian experience of the Middle East.

Before you listen — recording your existing knowledge:
1. Fighting in the Middle East was located in:
2. The fighting took place there in the years:
3. The fighting was between:
4. The fighting took place there because:
5. The outcome of the fighting was:
6. The nature of the fighting was:
7. The number of Australians who died there was:

Document analysis:
Here is a photograph of the famous Charge of the Australian Light Horse at Beersheba in 1917 — or is it? Some say it is not a photograph that could have been taken at the time, but may have been a reconstruction.

1. List those things that, at first sight, might be used to support it as genuine.
2. List those things that might be used to challenge it.

You can explore the evidence in detail in an interactive way at www.ryebuck.com.au/ and go to E-LEARNING, CHARGE AT BEERSHEBA.

What would you ask?
Assume that this photograph is genuine. Imagine that you are in the charge. What might you be feeling?

Responding to the music:
What atmosphere does this track create? How does it support the text?
For further information on the music visit the Defence Force School of Music website www.defence.gov.au/army/dfsm

Responding to this CD Track:
The role of the Light Horsemen has been virtually forgotten in Australia. Suggest reasons why Gallipoli and the Western Front are the conflicts that dominate our consciousness of World War 1.

A topic to research:
You can watch two films about this event: 40,000 Horsemen (1941), and The Light Horsemen (1987).

Key dates for your timeline:
Add the key dates that are mentioned on this track to your timeline. You will also find additional dates as you do more research on this topic.

Key places for your map:
Add the key places that are mentioned on this track to your timeline. You will also find additional places as you do more research on this topic.

DID YOU KNOW?
The Australians were not able to bring back their horses from the Middle East at the end of the war. There was a fear that they would introduce exotic diseases into the unprotected local horse population. Some Light Horsemen shot their horses; but most horses were sold by the Army to local people.

© Australian Defence Force and Ryebuck Media 2008
We do not know this Australian’s name and we never will. We do not know his rank or his battalion. We do not know where he was born, nor precisely how and when he died. We do not know where in Australia he had made his home or when he left it for the battlefields of Europe. We do not know his age or his circumstances – whether he was from the city or the bush; what occupation he left to become a soldier; what religion, if he had a religion, if he was married or single. We do not know who loved him or whom he loved. If he had children we do not know who they are. His family is lost to us as he was lost to them. We will never know who this Australian was.

Yet he has always been among those whom we have honoured. We know that he was one of the 45 000 Australians who died on the Western Front. One of the 416 000 Australians who volunteered for service in the First World War. One of the 324 000 Australians who served overseas in that war and one of the 60 000 Australians who died on foreign soil. One of the 100 000 Australians who have died in wars this century. He is all of them. And he is one of us.

This Australia and the Australia he knew are like foreign countries. The tide of events since he died has been so dramatic, so vast and all-consuming, a world has been created beyond the reach of his imagination.

He may have been one of those who believed that the Great War would be an adventure too grand to miss. He may have felt that he was one of those who, by his deeds, proved that real nobility and grandeur belong, not to empires and nations, but to the people on whom they, in the last resort, always depend.

That is surely at the heart of the Anzac story, the Australian legend which emerged from the war: It is a legend not of sweeping military victories so much as triumphs against the odds, of courage and ingenuity in adversity. It is a legend of free and independent spirits whose discipline derived less from military formalities and customs than from the bonds of mateship and the demands of necessity. It is a democratic tradition, the tradition in which Australians have gone to war ever since.

This Unknown Australian is not interred here to glorify war over peace; or to assert a soldier’s character above a civilian’s; or one race or one nation or one religion above another; or men above women; or the war in which he fought and died above any other war; or one generation above any that has been or will come later. The Unknown Soldier honours the memory of all those men and women who laid down their lives for Australia. His tomb is a reminder of what we have lost in war and what we have gained. We have lost more than 100 000 lives, and with them all their love of this country and all their hope and energy.

We have gained a legend: a story of bravery and sacrifice and, with it, a deeper faith in ourselves and our democracy, and a deeper understanding of what it means to be Australian.

It is not too much to hope, therefore, that this Unknown Australian Soldier whom we are interring today was one of those who, by his deeds, proved that real nobility and grandeur belong, not to empires and nations, but to the people on whom they, in the last resort, always depend.

It is not too much to hope, therefore, that this Unknown Australian Soldier might continue to serve his country – he might enshrine a nation’s love of peace and remind us that, in the sacrifice of the men and women whose names are recorded here, there is faith enough for all of us.

The Hon. P. J. Keating MP, Prime Minister of Australia
1. How does former Prime Minister Keating make this speech inclusive of all Australians?

2. What does he say is the great lesson or message that Australia has from its World War 1 servicemen and women?

3. How does he make the Unknown Soldier representative of all servicemen and women?

4. How does he take the man beyond that war?

5. Is this speech a good summary of the Australians’ experience? Look at each paragraph and decide if you think, on the basis of your study of this resource, that the description is accurate.

Responding to the music:

The music played for Peace is a section from Jupiter, from Gustav Holst’s The Planets.

1. Describe the feelings and mood that the music creates. How does it achieve this?

2. Here are the words to the hymn version of this music, I Vow To Thee My Country. It is often played as an inspirational and patriotic piece. The words are not straightforward. Read them carefully phrase by phrase, and work out what the hymn is saying, and what its true message is — about what that ‘other country’ is and what it stands for.

For further information on the music visit the Defence Force School of Music website www.defence.gov.au/army/dfsm

Responding to this CD Track:

1. What do you think were the main legacies of the war for Australia?

2. What did the work of soldiers, sailors, airmen and nurses mean for Australia?

In your community:

Investigate a local war memorial. Report on it. For example, does it list the campaigns where the Australians from the local area fought? Does it list the names of the dead? Does it list all those who served?

A topic to research:

If you have a list of names you can easily find out more about each one. Each serviceman’s and nurse’s personal file is now available online. Go to www.naa.gov.au and follow the links to Defence Service files for World War 1 (Series B2455).

Then enter a name, and you will find a PDF of that serviceman’s and nurse’s personal file.

Finding out more:

STUDIES magazine in your library has these relevant articles:

1/1997 The Australian Experience of War on the Western Front
3/2001 After the war — investigating the impacts of wars on Australians
1/2006 What happened to Australia’s returned soldiers in the 1920s?

Key dates for your timeline:

Add the key dates that are mentioned on this track to your timeline. You will also find additional dates as you do more research on this topic.

Key places for your map:

Add the key places that are mentioned on this track to your timeline. You will also find additional places as you do more research on this topic.

SEE ALSO

You can also find information at www.rsl.org.au and click on RSL Serving the Nation Youth Program.

The poppy is used as a symbol for Remembrance Day – 11 November, the date the fighting in World War 1 ended in 1918. In 1915 Major John McCrae was a surgeon with Canadian forces when he wrote the poem In Flanders Fields, which starts:

In Flanders fields the poppies blow Between the crosses, row on row That mark our place …

In 1918 Moira Michael, an American, wrote a poem in reply We shall keep the faith, in which she promised to wear a poppy in honour of our dead.

This started the tradition of wearing the poppy to remember all who have died and suffered in wars.
A starting point for:
Understanding why Australia went to war in World War 2.
Understanding the nature of the war in the Mediterranean.

Before you listen — recording your existing knowledge:
1. World War 2 started in the year:
2. It was a war between:
3. It was fought in these main places:
4. Australia joined the war because:
5. People’s reaction to involvement in the war was:
6. Australia’s main involvement in the Mediterranean area was:

Document analysis:
Here is the announcement by Prime Minister Menzies of Australia’s entry into World War 2:

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

Responding to the music:
1. The music in Track 9 is a return to Mars. How does its mood support the narrative?
2. It is followed in Track 10 by an original composition from an Australian Army Band Corps member, Corporal Greg Peterson. How does it act to support the narrative? Try to list the featured instruments.

For further information on the music visit the Defence Force School of Music website www.defence.gov.au/army/dfsm

Responding to these CD Tracks:
1. We usually hear very little about this part of the war. Why do you think that is?
2. Is this part of the war a part of the Anzac tradition?

A topic to research:
Watch the film The Rats of Tobruk (1944). It was made during the war and reflects attitudes and values of the time, as well as providing a lot of factual information about the Middle East campaigns.

Finding out more:
See the Ryebuck publications list for the CD-ROM education kit, Voices From a War, for a special case study on The Siege of Tobruk.

Key dates for your timeline:
Add the key dates that are mentioned on this track to your timeline. You will also find additional dates as you do more research on this topic.

Key places for your map:
Add the key places that are mentioned on this track to your timeline. You will also find additional places as you do more research on this topic.

DID YOU KNOW
The British propagandist broadcaster known as ‘Lord Haw Haw’, who broadcast for the Germans, ridiculed the besieged Australian and British troops at Tobruk. He said they were ‘trapped like rats’. The Australians adopted the name and referred to themselves proudly as the ‘Rats of Tobruk’.
### A starting point for:
Understanding Why was Darwin attacked?

Discovering how Australians respond to attacks on their own soil?

#### Before you listen — recording your existing knowledge:

1. Darwin is located:
   - __This was done because:__
2. It was bombed by:
   - __The result was:__

#### Document analysis:

Look at this painting of two Australian soldiers defending Darwin during a Japanese bombing attack.

1. What qualities do they show?
2. How does the artist emphasise or convey these qualities?

#### Responding to the music:

How does the music ‘take’ you to Asia in this track?

For further information on the music visit the Defence Force School of Music website

www.defence.gov.au/army/dfsm

#### Responding to this CD track:

1. Why was the attack on Darwin such a key moment in Australia’s history?
2. Many Australian troops were protected in Timor by local people. Do we owe a debt to East Timor today because of that historical tie?

#### Finding out more:

STUDIES magazine in your library has this relevant article:

1/2000 East Timor and the Spirit of ANZAC

Your library should also have Australians on the Western Front education kit, Department of Veterans’ Affairs, 2006.

Ryebuck Media also has many relevant publications and activities.

For on-line activities go to www.ryebuck.com.au, click on E-LEARNING and go to THE BOMBING OF DARWIN (see if you can prepare Darwin’s defences against an expected Japanese attack).

See the Ryebuck publications list for:

- Australian History Mysteries 2, for a case study on the Bombing of Darwin.

#### Key dates for your timeline:
Add the key dates that are mentioned on this track to your timeline. You will also find additional dates as you do more research on this topic.

#### Key places for your map:
Add the key places that are mentioned on this track to your timeline. You will also find additional places as you do more research on this topic.
A starting point for: Investigating the experience of the Coral Sea, the Kokoda Track, and the ‘battles of the beach-heads’ at Buna, Gona and Sanananda.

<table>
<thead>
<tr>
<th>Before you listen — recording your existing knowledge:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Coral Sea</strong></td>
</tr>
<tr>
<td>1 The Coral Sea is located:</td>
</tr>
<tr>
<td>2 The Battle of the Coral Sea involved:</td>
</tr>
<tr>
<td>3 This was in the year:</td>
</tr>
<tr>
<td>5 The outcome was:</td>
</tr>
<tr>
<td>6 It was significant because:</td>
</tr>
<tr>
<td><strong>The Kokoda Track</strong></td>
</tr>
<tr>
<td>1 The Kokoda Track is:</td>
</tr>
<tr>
<td>2 It is located in:</td>
</tr>
<tr>
<td>3 It involved a conflict between:</td>
</tr>
<tr>
<td>4 This was in the year:</td>
</tr>
<tr>
<td>5 The outcome was:</td>
</tr>
<tr>
<td>6 It was significant because:</td>
</tr>
<tr>
<td><strong>Battles of the Beach-heads: Buna, Gona and Sanananda</strong></td>
</tr>
<tr>
<td>1 Buna, Gona and Sanananda are located:</td>
</tr>
<tr>
<td>2 These battles involved:</td>
</tr>
<tr>
<td>3 This was in the years:</td>
</tr>
<tr>
<td>4 The outcome was:</td>
</tr>
<tr>
<td>5 They were significant because:</td>
</tr>
</tbody>
</table>

**Document analysis:**
Look at this quotation from the track. It is from the book *A Bastard of a Place* by Peter Brune.
1 Discuss the importance of the Kokoda Track in the Anzac tradition, and in Australian identity.
2 Do you agree with Brune that such events are significant for a nation because they set standards in us that we try to live up to?
3 How does the background music to this reading reinforce and support it?

**Responding to the music:**
1 How does the music ‘take’ you to New Guinea in this track? What are the featured instruments?
2 What materials do you think the instruments are made of?

For further information on the music visit the Defence Force School of Music website www.defence.gov.au/army/dfsm

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**Finding out more:**
STUDIES magazine in your library has these relevant articles:
3/2001 The Battle for Australia – understanding 1942
1/2002 The Battle of the Coral Sea – was it the battle that ‘saved’ Australia?

See the Ryebuck publications list for:
• The Battle for Australia education kit with interactive case studies on the Coral Sea and the Kokoda Track,
• Voices From a War education kit with case studies on the Siege of Tobruk, The Kokoda Track and the Battle of the Beach-heads, RAF Bomber Command and the Battle of Berlin, and the Sandakan Death March.

**Key dates for your timeline:**
Add the key dates that are mentioned on this track to your timeline. You will also find additional dates as you do more research on this topic.

**Key places for your map:**
Add the key places that are mentioned on this track to your timeline. You will also find additional places as you do more research on this topic.
A starting point for:
Exploring people’s memories of the war.

Before you listen
— recording your existing knowledge:
Brainstorm to speculate on what the legacies of a war might be for a nation. You might consider such aspects as:

- Health
- Jobs
- National identity

Some legacies might be positive, others might be negative.

Responding to the music:
What mood does the music create on this track? Why would the creators of the CD-ROM choose such music to use here?
For further information on the music visit the Defence Force School of Music website www.defence.gov.au/army/dtsm

Responding to these CD tracks:
1. What do you think were the main legacies of the war for Australia?
2. What did the work of soldiers, sailors, airmen and nurses mean for Australia?

In your community:
Interviewing veterans
One of the best learning activities possible for World War 2 is to talk to veterans. This can be done by inviting a veteran to talk to your class, or by interviewing somebody. It would help if you know something about the main areas where the war was fought before you talk to your veteran. Some aspects to consider asking about are:

- Enlistment — when, why, into what service
- Training — what type, where, how effective
- Service — where, when, conditions, experiences
- Housing

These are only starting points. Respond to what the person tells you and you will open up many other interesting areas to find out about.

Interviewing civilians about their home front experiences
The best way to testing your ideas about the home front and add to your knowledge is to talk to people. Here are some suggested headings to use and some aspects that you might ask people about. You should share your interviews with others in the class and see if you can develop any generalisations about what it was like in Australia during World War 2.

- Personal situation at the start – age, place, occupation
- Main memories of the time
- Nature of everyday life during the war – food, rationing, voluntary work, Americans
- Attitudes to the war
- Main memories of the time
- Connections with the war – family members on service

These are only starting points. Respond to what the person tells you and you will open up many other interesting areas to find out about.

A topic to research:
The POW experience. See STUDIES magazine 1/1998 POWs on the Burma-Thai Railway 1/1999 Australia’s holocaust? The Sandakan Death March
For an on-line activity go to www.ryebuck.com.au, click on E-LEARNING and go to CREATE A SCRAPBOOK FOR A PRISONER OF WAR (organising a series of documents to tell his story).
See also the Ryebuck publications guide for:

- Voices From a War education kit with an interactive case study on the Sandakan Death March.

Finding out more:
STUDIES magazine in your library has these relevant articles:
1/1995 Australia in World War 2
2/2001 Should we remember Weary Dunlop?
3/2001 The Battle for Australia – understanding 1942
2/2002 ‘Overpaid, oversexed and over here’: Investigating the American ‘invasion’ of Australia 1942–45
3/2002 Society under pressure – 1942 and the Battle for Australia
2/2003 Triumph and Tragedy in wartime – the sinking of the Centaur, and the Jaywick and Rimau raids

See the Ryebuck publications list for:
- The Battle for Australia education kit with an interactive case study on the Home Front in Queensland

Key dates for your timeline:
Add the key dates that are mentioned on this track to your timeline. You will also find additional dates as you do more research on this topic.

Key places for your map:
Add the key places that are mentioned on this track to your timeline. You will also find additional places as you do more research on this topic.
When the Korean war started Mo was 23 years of age and one of the first to enlist. Mo was too young to take part in the Second World War but he was eager to do his bit in the Korean War. Mo's family had a proud military background: his father, Captain L. T. Gwyther, was awarded the MC and Bar for bravery during the Second World War.

He saw action almost immediately upon arriving in Korea in September 1950. During October he was wounded in the shoulder. After a full recovery he returned to combat duties. During the Chinese offensive of April 1951, Mo's Company, positioned at Kapyong, came under heavy fire and he was one of three Australians captured by the Chinese.

Mo takes up the story of his time as a POW:

I saw four planes coming in at eye level towards our slope, their big napalm containers beginning to fall … I wasn't burnt but I was concussed by the bombing and was unconscious. When I came to I was surrounded by Chinese.

Bob Parker and Don Buck had spent six months in Camp Twelve, an indoctrination school. Their schools took in many UN prisoners and attempted to convert them to communism. Not one Australian fell for this stuff … We were the first Australians in any war to stand up to brain washing.

Like Bob Parker and Don Buck, Mo attempted to escape but he was eventually caught and severely punished.

"[They] put us in a little cell with us all crowded in, called the Sweat Box. We had to stand, or sit with our legs out stretched, at attention, not speak, no sound, from 4.30 in the morning until 11.00 pm. Sometimes Tang, the Provost-Marshall, and his larrikins beat us with their rifle butts … until we were unconscious. We were starved, could only go to the lavatory once a day, even then the guards decided the time and that was bad because we all had dysentery … upon release from the Box we were ordered to write a confession, 'a self-criticism' for attempting to escape. If it wasn’t good enough it was back in the Sweat Box … No we knew it was just a matter of keeping cool, never get hot under the collar, never give them an excuse to shoot you or beat you up too badly and things would work out.

Based on Patsy Adam-Smith, Prisoners of War From Gallipoli to Korea, Viking, Melbourne, 1983: 574-578
A starting point for: Exploring the Australian experience of the Malayan Emergency.

Before you listen — recording your existing knowledge:
1. Malaya (now Malaysia) is located:
2. The fighting took place there in the years:
3. The fighting was between:
4. The area was invaded because:
5. The outcome of the fighting was:
6. The nature of the fighting was:

Document analysis:
Here is part of a reminiscence of the Malayan campaign.
1. Read it and decide what qualities or attributes a serviceman would have needed to survive, and to defeat the enemy.
2. What big difference existed for men in this campaign compared to other wars? (Look at his situation on return from patrol for a clue.)

Responding to the music:
1. This piece contrasts dramatically to other tracks on this CD – how is it different?
2. What atmosphere or feelings does it create?
For further information on the music visit the Defence Force School of Music website www.defence.gov.au/army/dfsm

Responding to this CD track:
This was the longest single engagement that Australian troops have been involved in, but it is not well known in Australia. Suggest why not.

Finding out more: STUDIES magazine in your library has this relevant article: 2/1999 Australia’s “wars of diplomacy” – Malaya and Borneo (You can test yourself as a decision maker in this article)

Key dates for your timeline:
Add the key dates that are mentioned on this track to your timeline. You will also find additional dates as you do more research on this topic.

Key places for your map:
Add the key places that are mentioned on this track to your timeline. You will also find additional places as you do more research on this topic.

Problems with mites and mosquitoes
Malaria was the main concern… On patrol in the jungle it was sleeves down all the time and mosquito lotion slathered on exposed skin all the time. Mosquito nets for sleeping were a necessity except on patrol where they were not only bulky but cumbersome to get out of in a hurry in the dark.

Mites were the carriers or unpleasant things like typhus so anti-mite fluid… had to be rubbed into the seams of shirts and trousers and then re-applied periodically to counter the fluid’s dilution through rain, sweat and washing.

The enemy (CTs)
The CT [Communist Terrorist] soldier was well used to living in the jungle… Food and other supplies came from the jungle gardens of the fringe squatters and surrounding kampongs [villages]. He had jungle workshops to repair his weapons and equipment, jungle hospitals for first aid treatment, a network of agents and sympathisers in village, town and city, and a cowed rural population to coerce for food, money, information and sanctuary. His discipline, field craft, navigation and minor tactics were good and his weapon handling adequate. He relied on surprise in ‘hit and run’ tactics such as the ambush and, initially, could be ruthlessly cruel in murdering, mutilating or kidnapping people of influence and their families—village headmen, teachers, local government officials.

Waiting in ambush
Squirming to get comfortable, there’s time to become familiar again with the local vegetation as darkness descends and the mosquitoes try to penetrate your clothes and the lotion on your skin. After a while legs get numb, arms ache and the mind wanders. Suddenly there’s a noise and the skin tingles and the heart thumps but no shadowy figure comes into view and slowly you relax. Animals were often the cause of spring of premature ambushes, particularly at night when pigs, monkeys or deer could blunder into the site.

Returning from patrol
But when they were home sweet home, with loving wives to greet the returning warriors who by this time were rather hot, sweaty and smelly warriors. Ah, the bliss of climbing out of uniform whose starched pristineness had deteriorated into black sweat patches and creases, to shower, change, have a drink and think about what to do the next few days. The [servants] would whisk away the soiled clothes and confer with ‘Mem’ about dinner that night while I would sit back in sheer content.


The tactics that Australian forces learned in Malaya were the basis of their great success in counter-revolutionary warfare in Vietnam.

DID YOU KNOW
Listen to TRACK -- 16
Malayan Emergency
A starting point for: Exploring the Australian experience of the Vietnam War

Before you listen – recording your existing knowledge:

1. Vietnam is located:
2. The fighting took place there in the years:
3. The fighting was between:
4. The area was invaded because:
5. The outcome of the fighting was:
6. The nature of the fighting was:
7. The number of Australians who died in this conflict was:

Document analysis: Listen to the account of the nature of war in Vietnam. List some descriptive words under these headings:

- See
- Hear
- Small
- Touch
- Taste
- Feelings

Responding to the music:

These tracks introduce two new sounds. What are they? Why might they be so evocative of place and a particular period for the servicemen and women involved?

For further information on the music visit the Defence Force School of Music website www.defence.gov.au/army/dsm

Responding to these CD tracks:

1. Why were Vietnam veterans not initially respected in the same way as other Australian servicemen and servicewomen who had fought for their country?
2. Why did that change?

In your community:

See interviews below

Finding out more:

STUDIES magazine in your library has these relevant articles:

- 1/1996 Australia Remembers – The Vietnam War
- 2/1996 Vietnam – The home front
- 3/1996 Vietnam – The soldiers’ experience
- 3/2000 Conscription in the Vietnam War
- 1/2004 Australia and the Vietnam War – Why did Australia go to war?
- 2/2004 The Vietnam War – the soldiers’ experience
- 3/2004 The Vietnam War – the Australian home front experience
- 3/2005 Commemorating the Battle of Coral in the Vietnam War

See the Ryebuck publications list for:

- Australians in Vietnam CD-ROM
- Your library will also have the Australia and the Vietnam War education resource, Department of Veterans’ Affairs, 1996 and Australian Women in War, 2008.

Key dates for your timeline:

Add the key dates that are mentioned on this track to your timeline. You will also find additional dates as you do more research on this topic.

Key places for your map:

Add the key places that are mentioned on this track to your timeline. You will also find additional places as you do more research on this topic.

Interviewing veterans

One of the best learning activities possible for the Vietnam War is to talk to veterans. This can be done by inviting a veteran to talk to your class, or by interviewing somebody who served in the war.

We have not provided you with a list of specific questions, but below you will see a number of areas that you might be interested in asking the veteran about. It would help if you know something about each area before you talk to your veteran.
Interviewing people about their home front experiences

The best way of both testing your ideas about the home front and adding to your knowledge is to talk to people.

Here are some suggested headings to use and some aspects that you might ask people about.

You should share your interviews with others in the class and see if you can develop any generalisations about what it was like in Australia during the Vietnam War period.

<table>
<thead>
<tr>
<th>Personal details</th>
<th>Name, age, rank during the war</th>
</tr>
</thead>
</table>
| Knowledge about the war | Did you know much about it before you went?  
| | Where did you information come from?  
| | Did you support or oppose Australian involvement?  
| | Support or oppose conscription? |
| Type of service | Force (Naval, Army, Air Force, Citizens’ Military Force [CMF]) and if Army — Regular or National Service |
| Recruit Training | Where? When? Experiences? Your opinion of it? |
| Corps | Which one? Main job? Where posted? More training? |
| Posted to Vietnam | Did you volunteer to go? Did you have a choice?  
| | Attitudes and expectations? Well prepared? |
| Experience in Vietnam | When sent? How did you travel there? (e.g. HMAS Sydney, Qantas flight, some other flight?)  
| | Where based? With whom? Main job or role?  
| | Typical day? |
| Attitudes | To the war? To other allied troops – USA, Vietnamese?  
| | To local Vietnamese civilians? Enemy – VC/NLA? To regulars/National servicemen? To officers/men?  
| | To protesters in Australia?  
| | To posties/unions? To politicians? |
| R&R, R&C | How often taken? Where visit? |
| Reflections | Highlights / lowlights? What kept you and others going? Difficult? |
| Homecoming | How long there? Method of return? Any formal parade?  
| | Reactions on return? — Stress, personal knowledge only. How accepted? |
| After the war | Back into society? RSL issues? 1987 Homecoming important to you? |
| Today | Any war-related problems? (e.g. PTSD, Agent Orange-related?)  
| | An overall assessment of the experience? Any other comments?  

**Personal details**

- Name, age, rank during the war
- Did you know much about it before you went?
- Where did you information come from?
- Did you support or oppose Australian involvement?
- Support or oppose conscription?
- Force (Naval, Army, Air Force, Citizens’ Military Force [CMF]) and if Army — Regular or National Service
- Where? When? Experiences? Your opinion of it?
- Did you volunteer to go? Did you have a choice?
- Attitudes and expectations? Well prepared?
- When sent? How did you travel there? (e.g. HMAS Sydney, Qantas flight, some other flight?)
- Where based? With whom? Main job or role?
- Typical day?
- To the war? To other allied troops – USA, Vietnamese?
- To local Vietnamese civilians? Enemy – VC/NLA? To regulars/National servicemen? To officers/men?
- To protesters in Australia?
- To posties/unions? To politicians?
- How often taken? Where visit?
- Highlights / lowlights? What kept you and others going? Difficult?
- How long there? Method of return? Any formal parade?
- Reactions on return? — Stress, personal knowledge only. How accepted?
- Back into society? RSL issues? 1987 Homecoming important to you?
- Any war-related problems? (e.g. PTSD, Agent Orange-related?)
- An overall assessment of the experience? Any other comments?
A starting point for: The experience of Australians in modern conflicts and as peacekeepers in the modern world.

Before you listen: Brainstorm to identify a range of places where Australian troops have been involved in recent times, and the different types of operations they have been involved in.

Document analysis: An Australian soldier in East Timor, 2000

Hi, I’m Lainie Jenkins. I’m 26, originally from North Queensland – and an old student of St Patrick’s College, Mackay. I started my working life in the hospitality industry. I became engaged to a soldier, and decided to join as well. So now I’m a soldier in the Australian Army, and came here as part of the InterPAC force, but I’m actually serving now as part of the United Nations force – which is why I wear the blue beret rather than the usual jungle hat or slouch hat. My job is as an Operations Mover at the Australian military base in Dili – which means that I help co-ordinate the coming and going of people from Australia and other countries to East Timor. A normal day sees me up at 6, down to meet the first helicopter shuttle, make sure that people get to the right place they are going to, and then back to the office to keep a record of it all. This happens several times during the day. I’ve had plenty of helicopter trips to all parts of East Timor. I’ve really been shocked to see the extent of the devastation of the place. It looks like almost every house has been wrecked and burnt, with just the shell surviving. This is in small villages as well as the larger towns. I really can’t understand why people have been so destructive – it just seems so vicious and unnecessary. Anyway, the local people are slowly repairing and re-building their houses. It’s going to be a long and really hard job, but their optimism and attitude are fantastic. They are just really beautiful people, especially the women and kids, and so happy. I don’t know when they get that great spirit from. I have to say that they are really appreciative of what we are doing, and really respond well to the Australians – it makes me proud to be part of something so welcome and so constructive. It’s clear that without us to protect people, there would still be some nasty possibilities from the militia and the integrationists.

I’ll be here for 6–9 months. Just as long as I get home in August – because that’s when we are getting married. We’ve already put the wedding off once because of our posting here, so I want to make sure it happens this time!

Interview February 2000, Ryebuck Media

1. What qualities does she show that would help in peacekeeping?
2. What is her attitude to her role in East Timor? How will this affect her work?
3. How will it affect the way the local people see Australia?
4. Do you think she is proud of what she is doing? Should she be?
5. What do her abilities and attitudes tell you about the nature of the modern Australian Defence Forces?
6. Do you think she fits General Cosgrove’s description of the modern Australian serviceman or woman? Explain your reasons.

What would you ask?

Responding to the music: How does the music support General Cosgrove’s words? How many tunes can you identify? For further information on the music visit the Defence Force School of Music website www.defence.gov.au/afm.

Responding to this CD Track: Do you accept that Australia has a role to be a good international citizen in peacekeeping? Explain your views.

A topic to research:

Find out where Australians are today. Go to: www.defence.gov.au to see a list of places where Australians are serving.

Finding out more:

STUDIES magazine in your library has these relevant articles:
1/2000 East Timor and the Spirit of Anzac
1/2001 Australia and Peacekeeping – then and now
3/2002 Women in the Australian Defence Force — Do they have an equal role to men?

Ryebuck Media also has many relevant publications and activities. For on-line activities go to www.ryebuck.com.au, click on E-LEARNING and go to DEFENCE 2020 — CAN YOU SAVE THE PATAGONIAN TOOTHFISH? and DEFENCE 2020 — CAN YOU DE-MINE YOUR TOWN?

Your library will have Australian Women in War, Department of Veterans’ Affairs education kit, 2008.

Key dates for your timeline: Add the key dates that are mentioned on this track to your timeline. You will also find additional dates as you do more research on this topic.

Key places for your map: Add the key places that are mentioned on this track to your timeline. You will also find additional places as you do more research on this topic.
### A starting point for:
Understanding the importance of the Australian Defence Force in contributing to Australian identity over time.

### Before you listen—recording your existing knowledge:
Define what you think the Australian servicemen and women have contributed to the Australian sense of themselves through the Anzac tradition.

### Document analysis:
The Anzac tradition has not always been as strong as it is now. Look at this list of events and possible factors that have shaped the place of the Anzac tradition in Australian society. Discuss whether they are likely to have enhanced or diminished the power and relevance of the tradition in Australia.

- In 1915 the ANZACs represented all Australia.
- Most Australians would have had some contact with someone who was at Gallipoli.
- They were operating as an identifiable group, and were not part of a mixed force.
- Australia was still a new and untested nation in 1915.
- The nature of the fighting was often hand-to-hand and very dramatic.
- Newspaper reports on the campaign were very positive towards the Australians.
- Australians felt they were being ‘tested’ as a nation.
- In the 1920s almost every town and suburb in Australia erected its World War 1 memorial.
- In 1927 all states accepted Anzac Day as a uniform national day.
- In World War 2 most people believed they might be invaded.
- The main war effort was in New Guinea in 1942-43.
- Thousands of Australians were taken prisoner by the Japanese.
- Between 1950 and 1953 Australian troops contributed to the United Nations force supporting South Korea against invasion by North Korea, supported by Chinese troops.
- In 1960 the popular play *The One Day of the Year* depicted the diggers as drunken oafs.
- 1970s many Australians opposed the Vietnam War.
- The 1980 film *Breaker Morant* depicted the Australians in the Boer War as heroic, and as scapegoats of the British.
- The 1981 film *Gallipoli* showed the diggers as heroes, and criticised the British handling of the situation.
- In 1987 the Vietnam veterans marched in the ‘Welcome Home’ parade in Sydney, before huge and cheering crowds.
- In 1990 there were huge crowds at Gallipoli and at marches in Australia on the 75th anniversary of the landing.
- In 1993 the Unknown Australian Soldier was interred in the Hall of Memory at the Australian War Memorial.
- The 1980s and 1980s saw a massive increase in the number of schools studying World War 1.
- The 1980s and 1990s saw a huge resurgence of interest in genealogy, and in finding an Anzac ancestor.
- In 1999–2000 Australian servicemen and servicewomen were the key element in the United Nations East Timor peacekeeping force.
- Many more young Australians travel to Anzac Cove at Gallipoli, particularly for the 25 April dawn service.
- In 2002 the last Australian ANZAC died.
- In 2005 the last Australian to serve in World War 1 died.
- In 2008 many more people are ‘discovering’ the Kokoda Track.

### Responding to the music:
How does the music promote a reflective mood?
For further information on the music visit the Defence Force School of Music website

### Responding to this CD Track:
What does the Anzac tradition mean to you today? Explain your views.
Do you think attitudes to war have changed over time?
A starting point for: Reflecting on the power of patriotic music.

Before you listen — recording your existing knowledge:

1. List some Australian songs that are patriotic. They may be serious ones (such as the National Anthem), or light-hearted (such as ‘Come On Aussie, Come On’).

2. What do they all have in common?

Document analysis:

Listen to the reading of My Country. Imagine that you have been asked to create a film of this poem. Describe the images you would choose as the words were being read. You might also decide on directions that you might add to the musical accompaniment — such as indicating when the music would swell or fade, when it might be light or more intense, and so on.

Responding to the music:

How has the composer adapted the words to suit the requirements for a song? Can you identify all of the solo instruments on this arrangement? Notice the gradual change in orchestration (mixing of various musical instruments) throughout this piece. What other techniques do you think are used to help create the climax at the end of the piece? Talk to your music teacher for some ideas.

For further information on the music visit the Defence Force School of Music website www.defence.gov.au/army/dfsm

Responding to this CD Track:

Brainstorm to list the aspects of Australia that you would want to include in a new patriotic song.

MY COUNTRY

The love of field and coppice* Of green and shaded lanes Of ordered woods and gardens Is running through your veins

Strong love of grey-blue distance Brown streams and soft dim skies I know, but cannot share it My love is otherwise

I love a sunburnt country A land of sweeping plains Of rugged mountain ranges Of droughts and flooding rains I love her far horizons I love her jewel sea Her beauty and her terror

The wide brown land for me The stark white ring barked forests All tragic to the moon The sapphire misted mountains The hot gold hush of noon Green tangle of the brushes Where little lianas* coil And orchids deck the tree tops And ferns the warm dark soil

Core of my heart, my country Her pinless blue sky When sick at heart around us We see the cattle die But then the grey clouds gather And we can bless again The drumming of the army The steady soaking rain

Core of my heart, my country Land of the rainbow gold For flood and fire and famine She pays us back threefold Over the thirsty paddocks Watch, after many days The flamy veil of greenness That thickens as we gare

An opal hearted country A wilder, lavish land All you who have not loved her You will not understand Though earth holds many splendours Wherever I may die I know to what brown country My homing thoughts will fly.

Core of my heart, my country Land of the rainbow gold She pays us back threefold Over the thirsty paddocks Watch, after many days The flamy veil of greenness That thickens as we gare

Dorothea Mackellar

*Dorothy = a small grove of trees
*lianas = vines

DID YOU KNOW

All aspects of the production of this CD, including script writing, orchestration, graphic design, sound engineering and musical performances were completed by members of the Australian Army Band Corps.

DID YOU KNOW

The Australian Defence Force is one of the largest employers of professional musicians in Australia?

For more information on an exciting career in music, call (03) 9450 7315 or visit: www.defence.gov.au/army/dfsm/
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