JCPML TREASURE BOX LESSON PLAN – Section 3: The war comes to Australia

Part 1: Australia at war with Japan – audio history

This audio history interpretation activity sets the scene for all other activities in the Treasure Box. It introduces students to primary sources such as speeches (audio), documents and photographs. Reference is made to the bombing of Pearl Harbour; mention to students the American spelling ‘Pearl Harbor’ in some resources for this activity. Some document resources are included in this lesson plan and could be copied into a PowerPoint show or photocopied as A4 student handouts or A3 posters for display. Other resources should be sourced on DVD or the internet prior to undertaking this lesson, including the film Tora! Tora! Tora! (Twentieth Century Fox, 1970) and documentary footage of the Pearl Harbour attack.

1. Download the Digital Treasure Box Section 3 activity Declaration of War with Japan.
   You will need:
   - Student Question Sheet & Resources – Photocopy master for student cloze sheet about Japan’s role in the Pacific war and John Curtin’s ‘Australia at War with Japan’ speech. Includes the resourcesJapanese control of the Far East, 1942 map, John Curtin announcing the declaration of war with Japan radio transcript and Useful facts about Japan in World War II.
   - Teacher answer sheet – answers for the student cloze activities.

2. Using the map Japanese Control of the Far East, 1942, locate Pearl Harbour.

3. Read the document The Bombing of Pearl Harbour (page 2). Make a whiteboard summary of the damage caused by the Japanese attack using these key terms: date, time, place, casualties, number dead, battleships/destroyers lost, other damage.

   Teacher’s Notes: Pearl Harbour was the main Pacific base for the US naval fleet in World War II. The United States was not participating in the war at this time, but expressed support for the Allied Powers rather than the Axis Powers.
   The date of the Pearl Harbour attack was 7th December 1941 in the eastern hemisphere. Discuss with students the difference in time between the eastern and western hemispheres. Mention the speed at which news travelled in the 1940s before the invention of television and the internet.

4. Screen a short piece of documentary footage of the attack on Pearl Harbour.

5. Screen the attack scene in the movie Tora! Tora! Tora! (Play from 1:41:00 at yellow biplane and Japanese planes flying over mountains and water to around 2:00:00; the attack scene lasts around 40 minutes if screened in full.)

   Teacher’s Notes: Although this film may be branded with an M15+ rating, it has been rated G by the Commonwealth Office of Film and Literature Classification.

6. Discuss any differences between the film and the documentary footage, the facts in the newspaper article and the way the events are portrayed in the film Pearl Harbor (Touchstone Pictures, 2001), if any students have seen it (it is rated M). This could lead to a discussion about which of the commercially made films is more historically accurate.

7. Students complete the questions on the Student Question Sheet & Resources from the Digital Treasure Box Section 3 activity Declaration of War with Japan in groups or individually. They will need dictionaries or dictionary websites to look up the meanings of unfamiliar words. Mark using the Teacher answer sheet.

   Now listen to John Curtin’s announcement (JCPML00282/1). You may listen to the full 10 minutes or the first 0:03:52 excerpt. (URL links to full transcript as well as audio file.)

8. Using the map Japanese Control of the Far East, 1942, discuss Japanese expansion after Pearl Harbour. Locate Singapore and Darwin on the map. Singapore fell to the Japanese on February 15th and Darwin was bombed for the first time on February 19th.
9. Complete the Digital Treasure Box Section 3 activity *Using Archive Resources - the Bombing of Darwin* in groups or individually.


   You will need:
   - **Student Question Sheet & Resources** – Photocopy master for student cloze sheet about the first Japanese attack upon Darwin. Resources include an original 1942 newspaper report and photographs of the aftermath of the raid.
   - **Teacher answer sheet** – answers for the student cloze activities.

10. Extension work – radio interview team activity: Imagine that you are in Darwin not long after the Japanese attack. Using the historical materials available to you, interview a variety of people about the bombing of Darwin. Remember that it is 1942, when interviewers are not as aggressive as they will later become on television. Your interview should reflect the historical facts. Record your interview or make a 1940s-style model microphone to use when presenting your interview to the class.

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**The Bombing of Pearl Harbour**

**PACIFIC BASES – HEAVY RAID DAMAGE. MANILA BOMBED. US NAVAL LOSSES.**

WASHINGTON, Dec.9 An official statement issued from the White House yesterday morning revealed that United States bases in the Pacific from Hawaii to the Philippines had suffered heavily in the initial Japanese attacks. In the air raids on Oahu Island (in the western Hawaiian group) about 3,000 casualties were caused, including 1,500 fatal. It is also admitted that one “old battleship” – apparently the 29,000-ton “Oklahoma”, which was built in 1914, but has since been modernised – and one destroyer have been lost at Pearl Harbour (Honolulu), while several other ships there were seriously damaged. …

The White House statement said that in addition to a battleship, which had capsized in Pearl Harbour, several other ships were seriously damaged. A destroyer was blown up. Several Hangars were destroyed at army and navy airfields, and a large number of planes was put out of commission.


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**Part 2: Air raid precautions in World War II – documents, photographs and film**

These activities, for which the class should be divided into 5 teams, will develop students’ understanding of air raids and their importance to the community. They are best undertaken after students have completed the bombing of Darwin activities in *Australia at war with Japan – audio history* (Part 1, above).

**Teacher’s Notes:** After the bombing of Darwin, people feared that other Australian towns would also be bombed. Air raid shelters and other precautions had been in place since 1939 but now there was frenzied building of more public and private shelters.

The teacher will need:
- **Air Raid Precautions Photos** – Photocopy master with photographs of preparation for air raids.
- **The ABC of ARP (Air Raid Precautions):** Cinesound Productions films produced for the Department of Home Security during World War II. Download or stream these video clips:
  - **Air Raid** (0:05:26, 13.7MB)
  - **Blackout** (0:05:53, 14.9MB)
  - **Bombs** (0:07:21, 18.6MB)

• The ABC of ARP activities – 1 question sheet per group or 1 per student:
  o Air Raid Student Question Sheet and Teacher’s Answer Sheet
  o Blackout Student Question Sheet and Teacher’s Answer Sheet
  o Bombs Student Question Sheet and Teacher’s Answer Sheet

• ARP Warden’s Instruction Sheet

• Craft: Make a Model Gas Mask plus materials for each student to construct a replica gas mask, as detailed at:

• Inexpensive materials with which to blackout the classroom, such as black plastic garbage bags and sticky tape.

Each team of students will need one copy of each of these documents:

• Passive Air Defence booklet (British publication)
• You Must Take Air Raid Precautions advertisement
• High Explosive and its Uses in Wartime pamphlet
• War Gases and Personal Protection Against Gas pamphlet
• Sheets of paper for writing and drawing

### Air raid precautions (ARP)

1. Ask teams to read the introduction to the *Passive Air Defence* booklet to define ‘passive air defence’ (PAD) and explain its importance.

   **Teacher’s Notes:** Passive Air Defence contrasts with the use of offensive weapons such as anti-aircraft guns. It is designed to minimise the possible effects of an air attack. Its 7 key purposes were 1) prevention of panic, 2) protection of personnel against high explosive, 3) prevention or localisation of fires, 4) protection of personnel against gas, 5) maintenance of vital services, 6) provision of an adequate warning system and 7) provision of medical organisation.

2. Give each team 1 of the 5 Air Raid Precautions Photos. Allow each team a minute or two to examine their photograph. The teams swap photos until everyone has seen them all. Use the whiteboard/computer projection to list 5 measures that were put in place to protect people in the event of an air raid. Ask students to suggest why each measure was necessary.

   **Teacher’s Notes:** Measures taken and their reasons include: 1) use of air raid shelters and gas masks to provide protection against bombs and gas, 2) trained ARP wardens to prevent chaos in the event of an attack and to ensure that Passive Air Defence measures are followed, 3) brick screens to prevent major city buildings from extensive bomb damage and to prevent injury from flying glass, 4) guards and sandbags to protect the military personnel in charge of the war effort, 5) powerful air raid sirens on top of buildings to warn of an impending attack.

3. Instruct each group to draw and label a diagram that shows an indoor air raid shelter made out of furniture. Students should consult the *You Must Take Air Raid Precautions* advertisement.

4. Screen *The ABC of ARP: Air Raid* and have students complete the Air Raid Student Question Sheet. Mark using the corresponding Teacher’s Answer Sheet.

5. Ask students to use the *Passive Air Defence* booklet to discover the qualities a person needed to be an ARP warden (page 5). List these qualities on the whiteboard/computer projection and discuss what they mean, noting their relationship with attitudes toward values, disability and women in the 1940s.

   **Teacher’s Notes:** ARP wardens should be 1) of good character, 2) level-headed, 3) free from physical or temperamental disability, 4) have a keen sense of responsibility, 5) be the type of person who inspires confidence in others and 6) as a rule, should not be a woman who has personal care of children.

   **OPTIONAL:** Ask students to nominate one student as their ARP warden for the classroom. The warden will be responsible for organising air raid drills. Send the warden and his/her team to a corner to prepare for an air raid drill while the other students continue with the next activities. The warden will need the ARP Warden’s Instruction Sheet and should complete the team plan in time to watch the ABC of ARP film about Bombs.

6. Have students read page 36 in the *Passive Air Defence* booklet about incendiary bombs that are designed to cause fires. Ask the class what they think students were supposed to do to protect themselves in the event of an air raid at school. How effective do they think these methods would have been?

   **Teacher’s Notes:** Students were trained to hide under their desks in the classroom, although most schools had slit trenches. These methods were the best available, although unlikely to provide much protection if the roof collapsed or a bomb fell through it.

7. Screen *The ABC of ARP: Bombs* and have students complete the Bombs Student Question Sheet. Mark using the corresponding Teacher’s Answer Sheet.
8. Extension work – air raid shelter competition: groups compete to build the best air raid shelter for small toys/figures in the school sand pit or other suitable outdoor area. See also pages 24–5 in the Passive Air Defence booklet.

Blackouts
1. Screen The ABC of ARP: Blackout and have students complete the Blackout Student Question Sheet. Mark using the corresponding Teacher’s Answer Sheet.
2. Using the You Must Take Air Raid Precautions advertisement as a guide, blackout the classroom (e.g. with black plastic garbage bags and sticky tape). **OPTIONAL:** The ARP Warden should check the effectiveness of your blackout measures. Make improvements if necessary.

Glass
1. Using the You Must Take Air Raid Precautions advertisement as a guide, have the class answer the following questions:
   a. Why was protecting or removing glass a very important air raid precaution?
   b. Did it apply to the whole house?
   c. How could you protect food from breaking glass if an air raid warning occurred during a meal? Remember that plastic cling wrap and aluminium foil did not exist in the 1940s.

   **Teacher’s Notes:**
   a. Most civilian casualties in air raids were caused by flying glass.
   b. Yes.
   c. Plates of food could be covered with another plate, paper or a towel.

Gases
1. Using the War Gases and Personal Protection Against Gas pamphlet as a guide, have the class answer the following questions:
   a. Which is more dangerous, a non-persistent or a persistent gas? Why?
   b. What effects do gases have upon the body?
   c. What elements in the environment affect the behaviour of gases?
   d. Look at the table of gases. Which one do you think is the worst type? Do you think gas should be allowed to be used against the enemy in wartime? Extension work – research the Geneva Conventions and discuss whether there are “ethics of war”.

   **Teacher’s Notes:**
   a. Persistent gases are more dangerous than non-persistent gases because they take a long time to convert from liquid to vapour, they are usually invisible and the liquid is also dangerous to touch.
   b. Some gases cause temporary damage while other gases can cause major injury or even death. Blisters such as mustard gas cause blistering of the skin, damage to the eyes and may cause serious internal injury. Non-blisters such as chlorine can cause breathing damage which may be fatal, while a gas such as tear gas causes only temporary eye irritation. Nose irritants can cause severe headaches and feelings of acute mental stress but are not fatal.
   c. The prevailing weather conditions such as wind, temperature and rain affect the behaviour of gases. Wind can accelerate their dispersal, warm weather increases the danger from vapour but heavy rain tends to wash the gas out of the air. Light rain has no effect. Non-persistent gases are most dangerous when there is calm, dry weather, whereas persistent gases are most dangerous in dry weather with high ground temperatures and a light breeze.
   d. The most dangerous gases are lung irritants such as phosgene and chlorine and blister gases such as mustard gas and lewisite. All can be fatal to humans.

2. Students construct their own replica gas masks using the instructions from Craft: Make a Model Gas Mask online.

   **OPTIONAL:** Ask the classroom Air Raid Warden to proceed with an air raid drill as per the ARP Warden’s Instruction Sheet.