Australia and the Pacific War 1941–1945

Applicable for use in South Australian Curriculum for Year 10 and Australian Curriculum: History WWII – Year 10

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This Unit has twelve lessons taught over a four-week period.

Table of Contents

Aims and Objectives

Knowledge and Understanding

- Students develop historical understanding, through the key concepts of evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability of:
    - significant events of World War II
    - the experiences of Australians during World War II
    - the impact of World War II on Australia.

Skills

- Students to develop historical skills of:
    - research
    - analysis and interpretation of sources and perspectives
    - explanation and communication.

Links

Throughout the Unit there are clear links to the South Australian Curriculum and to the Australian Curriculum: History – Year 10.

Course Overview

Week	Lesson	Content/Activities	State/Territory and ACARA curriculum links	Assessment
1	1 **Japan and the "Greater East Asian Co Prosperity Scheme"** **Attack on Pearl Harbor 7 December 1941**	**Learning Activities** • Compile a timeline of events leading up to and including attack on Pearl Harbor. • Watch and discuss "A Day that Shook the World" and "Pearl Harbor December 7 1941" video clips. • List reasons for Japanese attack on Pearl Harbor. • Evaluate effect of Pearl Harbor attack including possible ramifications for Australia. • Research and develop a newspaper report on attack on Pearl Harbor.	• ACDSEH024 • ACDSEH107 • ACHHS182 • ACHHS183 • ACHHS186, ACHHS187, ACHHS189 • ACHHS190, ACHHS191 • ACHHS192, ACHHS 193	• Timeline Activity • Newspaper Report on Pearl Harbor Attack 7 December 1941
	2 **Fall of Singapore**	**Learning Activities** • View and discuss interactive map and first hand accounts of fall of Singapore. www.ww2australia.gov.au/japadvance/singapore.html • Watch relevant section on fall of Singapore "Australians at War" series Episode 4. • Play "Symbology", an interactive war game. www.australiansatwar.gov.au/symbology/index.html • Evaluate and analyse illustration on POW camp of Japanese (Life as a POW *Retroactive 10 Student Workbook, pages* 19–20). • Design and create a cartoon on the fall of Singapore and its relevance to Australia. http://johncurtin.edu.au/education/cartoonpd/CartoonPD-Section2-Singapore.pdf (to use as a guide)	• ACDSEH107, 108, 109 • ACHHS190, 191 • ACHHS187, 188 • ACHHS 192, 193	• "Life as a POW" source analysis worksheet • Cartoon on the Fall of Singapore

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Week	Lesson	Content/Activities	State/Territory and ACARA curriculum links	Assessment
	3 **Changi Prison** **Thai – Burma Railway** **Sandakan Death March**	**Learning Activities** • Construct a graph that compares the numbers killed and the numbers taken prisoner of war by the Japanese in each service of the defence force, using figures from *Operation Click Anzac to Kakoda page 73*. – Explain why the army suffered more casualties and had more men captured than the other services. • Construct a time line, in a chosen format, showing date, place and numbers of Australians captured by the Japanese. www.anzacsite.gov.au/5environment/timelines/australia-at-war-1901-2000/1914.html	• ACDSEH107, 108 • ACHHS192, 193	• Graph and explanation • Timeline
2	4 **Bombing of Darwin 19 February 1942**	**Learning Activities** • View *Bombing of Darwin: An Awkward Truth*. • Compare the bombing of Darwin with that of Pearl Harbor and create a Venn diagram of the similarities and differences. • Write a letter to the Minister of Education explaining the need to teach students about the bombing of Darwin. www.darwin.nt.gov.au/sites/default/files/Bombing-Darwin-FEDFrontline.pdf	• ACDSEH107 • ACDSEH108 • ACDSEH109 • ACHHS192 • ACHHS191 • ACHHS191 • ACHHS188	• Letter to Minister

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Week	Lesson	Content/Activities	State/Territory and ACARA curriculum links	Assessment
	5 **Bombing of Darwin 19 February 1942**	**Learning Activities** • Play "The Bombing of Darwin" interactive game and write a summary of the outcome. www.australianhistorymysteries.info/demo/interactives/ahm2/darwin/darwin.html • Analyse and evaluate photos as a source of historical evidence. www.darwin.nt.gov.au/sites/default/files/Bombing-Darwin-FEDFrontline.pdf (pages 32–33)	• ACDSEH107 • ACDSEH108 • ACDSEH109 • ACHHS193 • ACHHS187 • ACHHS192	• Photo Analysis and Evaluation
	6 **Submarine Attack on Sydney** **Further Attacks on Australia and Australian Ships**	**Learning Activities** • Watch the flash animation www.ww2australia.gov.au/underattack/sydharbour.html • Complete map activity (Worksheet 4C) and fact finding mission time line and question sheet (4E) *Operation CLICK Anzac to Kokoda* CD-ROM.	• ACDSEH107 • ACDSEH108 • ACDSEH109 • ACHHS183 • ACHHS186 • ACHHS192 • ACHHS193	• Map Activity • Timeline and Question Sheet

3	7 **The Kokoda Track**	**Learning Activities**
		• Discuss the Kokoda Track, including the following:
		  – its significance
		  – strategy
		  – the invasion
		  – the battles
		  – "Fuzzy Wuzzy angels"
		  – Japanese defeat.
		• Watch *Kokoda* movie (2006 Palace Films)
		• Watch *Kokoda* documentary (2010 Film Australia)
			• ACDSEH107
			• ACDSEH108
			• ACDSEH109	

Week	Lesson	Content/Activities	State/Territory and ACARA curriculum links	Assessment
	8 **The Kokoda Track**	**Learning Activities** • View "Animated Battle Maps" and "Timeline". http://kokoda.commemoration.gov.au • Mapping exercise: "The War in Papua – The Strategic Context". http://kokoda.commemoration.gov.au/pdf/war%20in%20papua-instructions-questions.pdf • Question sheet: "The Kokoda Track Casualties". www.dva.gov.au/commems_oawg/commemorations/education/Documents/Kokoda90-128rd.pdf	• ACHHS182	• Mapping Exercise • Question sheet on Casualties
	9 **The Kokoda Track**	**Learning Activities** • Work through activities and information www.defence2020.info/pdfs/studies_2012_2.pdf – Is Kokoda an important part of your national identity? • Essay: "Should the Kokoda campaign replace Gallipoli as Australia's most celebrated military engagement?"	• ACHHS184 • ACHHS185 • ACHHS186 • ACHHS187 • ACHHS188 • ACHHS189 • ACHHS190 • ACHHS191 • ACHHS192 • ACHHS193	• Essay
4	10 **The Home Front** **Wartime Government Controls** **Conscription**	**Learning Activities** • "Analysing a propaganda poster", page 18 *Retroactive 10 Student Workbook*.	• ACDSEH108 • ADSEH109	• Propaganda Poster questions

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Week	Lesson	Content/Activities	State/Territory and ACARA curriculum links	Assessment
	11 **Roles of Women** **Aboriginal Servicemen** **Japanese POWs in Australia** **American Soldiers in Australia**	**Learning Activities** • Watch *Australian Women in War* DVD, Department of Veterans' Affairs. • "What decisions will you make about women's lives and roles during World War II" interactive activity *Australian Women in War* CD-ROM. • "Historical Inquiry" major assignment.	• ACDSEH108 • ADSEH109 • ACHHS183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193	• "Historical Inquiry" major assignment
	12 **Manhattan Project** **Hiroshima and Nagasaki** **Australia Post War**		• ACDSEH107 • ACDSEH109 • ACDSEH10	

Resources List

Week	Lesson	Resources
1	1	**Books** Darlington R., Jackson L. & Hawkins T. (2012). *10 History Alive*. John Wiley & Sons Australia Ltd, Qld. Anderson M., Kleese I., Low A. & Hoepper B. (2012). *Retroactive 10.* John Wiley & Sons Australia, Qld. **Websites** "A Day that Shook the World 7th December 1941" www.youtube.com/watch?v=WqNY88Amuzw "WWII Rare Color Film Pearl Harbor December 7 1941" www.youtube.com/watch?v=oqbAzj8SVIA **Videos** *Pearl Harbor* (2001). Touchstone Pictures/Jerry Bruckheimer Films. **Other** Time Line Assessment Rubric Newspaper Report Assignment sheet and assessment rubric
	2	**Fall of Singapore** **Books** Darlington, R., Jackson L. & Hawkins T. (2012). *10 History Alive*. John Wiley & Sons Australia Ltd, Qld. Tulloh E. (2013). *Retroactive 10.* John Wiley & Sons Australia, Qld. **Websites** www.ww2australia.gov.au/japadvance/singapore.html www.australiansatwar.gov.au/symbology/index.html http://johncurtin.edu.au/education/cartoonpd/CartoonPD-Section2-Singapore.pdf **Videos** *Australians at War*, Episode 4 (2001). Beyond Productions. **Other** Fall of Singapore Cartoon Assignment and Rubric

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Week	Lesson	Resources
		Prisoners of War **Books** Darlington R, Cupper P, Hospodaryk J & Reed (2005). *Australia & the Twentieth Century World.* International Books Australia Pty Ltd, Victoria. Darlington R, Jackson L & Hawkins T (2012). *10 History Alive.* John Wiley & Sons Australia Ltd, Qld. Tulloh E. (2013). *Retroactive 10.* John Wiley & Sons Australia, Qld. History Teachers Association of NSW & Victoria (2005). *Operation Click Anzac to Kokoda.* Department of Veteran Affairs, ACT. **Websites** www.anzacsite.gov.au/5environment/timelines/australia-at-war-1901-2000/1914.html **Videos** *Operation Click Anzac to Kokoda* (2005). Department of Veteran Affairs. **Other** Timeline Assessment Rubric
2	3	**Websites** www.darwin.nt.gov.au/sites/default/files/Bombing-Darwin-FEDFrontline.pdf The Bombing of Darwin 70th Anniversary www.australianhistorymysteries.info/demo/interactives/ahm2/darwin/darwin.html http://www.youtube.com/watch?v=zq_8odnt2nY **Videos** *Bombing of Darwin: An Awkward Truth,* 2012. Directed by Steve Peddie, Artemis International, History Channel. **Other** Persuasive Letter Rubric
	4	**Bombing of Darwin** **Websites** http://www.darwin.nt.gov.au/sites/default/files/Bombing-Darwin-FEDFrontline.pdf (pages 32, 33) **Other** Photo Analysis and Evaluation Rubric

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Week	Lesson	Resources
		Submarine Attack on Sydney and further attacks on Australia **Books** Department of Veteran Affairs, 2005. *Operation CLICK Anzac to Kokoda*. **Websites** www.ww2australia.gov.au/underattack/sydharbour.html www.awm.gov.au > Australians at War > Anniversary Talks > 31 May 1942 Sydney under attack: Japanese Midget Submarine **Other** *Operation CLICK Anzac to Kokoda* (2005). [CD-ROM] Department of Veteran Affairs. Map Skills Rubric
3	5–6	**Websites** http://kokoda.commemoration.gov.au www.dva.gov.au/commems_oawg/commemorations/education/Documents/Kokoda90-128rd.pdf www.defence2020.info/pdfs/studies_2012_2.pdf www.ww2australia.gov.au/asfaras/kokoda.html **Books** Department of Veteran Affairs, 2012. *Kokoda – Exploring the Second World War Campaign in Papua New Guinea.* **Videos** *Operation CLICK Anzac to Kokoda*, 2005. [CD-ROM] Department of Veteran Affairs. *Kokoda Exploring the Second World War campaign in Papua New Guinea*, 2012. [CD-ROM]. Department of Veteran Affairs. *Kokoda* (2006). [DVD] Palace Films. *Kokoda* (2010). [DVD] Screen Australia Film Victoria and Pericles Film Productions Pty Ltd. **Other** Map Skills Rubric Essay Rubric

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Week	Lesson	Resources
4	7	**Books** Darlington R., Jackson L. & Hawkins T. (2012). *10 History Alive.* John Wiley & Sons Australia Ltd, Qld. Anderson M., Kleese I., Low A. & Hoepper B. (2012). *Retroactive 10.* John Wiley & Sons Australia, Qld. Tulloh E. (2013). *Retroactive 10 Student Workbook.* John Wiley & Sons Australia, Qld. **Websites** www.awm.gov.au/encyclopedia/conscription www.anzacday.org.au/history/ww2/homefront/overview.html www.ww2australia.gov.au/allin **Other** "Analysing a propaganda poster", *Retroactive 10 Student Workbook*, page 18
	8	**Books** Darlington R., Jackson L. & Hawkins T. (2012). *10 History Alive.* John Wiley & Sons Australia Ltd, Qld. Anderson M., Kleese I., Low A. & Hoepper B. (2012). *Retroactive 10.* John Wiley & Sons Australia, Qld. Department of Veterans' Affairs (2008). *Australian Women in War*. **Articles** "How have relations between Japan and Australia changed over time?" article (2009). Ryebuck Media and Australia-Japan Foundation. **Websites** www.ww2australia.gov.au/allin/indigenous.html www.awm.gov.au/encyclopedia/aborigines/indigenous www.dva.gov.au/BENEFITSANDSERVICES/IND/Pages/at_war.aspx www.anzacwebsites.com/tradition/aboriginals.htm **Videos** *Australian Women in War* (2008)*.* [DVD] Department of Veterans' Affairs *Australian Women in War* (2008). [CD-ROM] Department of Veterans' Affairs **Other** Historical Inquiry Assignment Historical Inquiry Rubric

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Year 10 Rubrics

Timeline Rubric

Criteria	High Achievement	Competent Achievement	Satisfactory Achievement	Low Achievement	Unsatisfactory Achievement	
Documentation of Events	At least six (6) significant events are present. This includes date and description.	At least five (5) significant events are present. This includes date and description.	At least four (4) significant events are present. This includes date and description.	At least three (3) significant events are present. This includes date and insufficient description.	Less than three (< 3) significant events are present. This does not include dates and/or adequate description.	
Accuracy	All dates indicated on timeline are correct and are sequenced in the proper order.	At least one (1) of the dates or sequences is not in the proper order.	At least one (1) of the dates or sequences is not in the proper order.	At least two (2) of the dates or sequences are not in the proper order.	At least three (3) of the dates or sequences are not in the proper order.	
Requirements	Goes beyond the requirements of the timeline.	Meets the requirements of the timeline.	Meets the requirements of the timeline.	Does not meet the requirements of the timeline.	Does not meet the requirements of the timeline.	
					Total	

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Persuasive Writing Letter Rubric

Criteria	High Achievement	Competent Achievement	Satisfactory Achievement	Low Achievement	Very Low Achievement
Position Statement	Position is clearly stated and consistently maintained. Clear references to the issue(s) are stated.	Position is clearly stated and consistently maintained. References to the issue(s) at hand are **stated**.	Position is stated and maintained somewhat. References to the issue(s) at hand are **missing**.	Position is stated, but is **not maintained consistently** throughout work.	Statement of position **cannot** be determined.
Supporting Information	Evidence clearly supports the position; evidence is **sufficient**.	Evidence clearly supports the position; but there is **not enough evidence**.	Evidence generally supports the position but there is **not enough evidence**.	Argument is supported by **limited evidence**.	Evidence is **unrelated** to argument.
Organization	Structure of work is **clearly** developed.	Structure developed reasonably well, but **lacks clarity**.	Structure is developed satisfactorily but **lacks clarity**.	Some attempt to structure the argument has been made, but the structure is **poorly developed**.	There is a **total lack** of structure.
Tone of Letter	Tone is **consistent** and enhances persuasiveness.	Tone enhances persuasiveness, but there are **inconsistencies**.	Tone attempts persuasiveness but there are **inconsistencies**.	Tone **does not** contribute to persuasiveness.	Tone is **inappropriate** to purpose.
Sentence Structure	Sentence structure is **correct**.	Sentence structure is generally correct. Some **awkward sentences** do appear.	Some structure weaknesses and grammatical errors.	Work contains structural **weaknesses and grammatical errors**.	Work **pays little attention** to proper sentence structure.
Punctuation and Capitalisation	Punctuation and capitalisation are **correct**.	There is **one error** in punctuation and/or capitalization.	There are one or two errors in punctuation and/ or capitalisation	There are **two or three** errors in punctuation and/or capitalisation.	There are **four or more** errors in punctuation and/or capitalisation.

Photo Analysis and Evaluation Rubric

Criteria	High Achievement	Competent Achievement	Satisfactory Achievement	Low/Very Low Achievement
Observations	Student makes a complete and detailed description of the subject matter and/or elements seen the photo.	Student makes a detailed description of most of the subject matter and/or elements seen the photo.	Student makes a detailed description of some of the subject matter and/or elements seen the photo.	Student descriptions are not detailed or complete.
Important Details	Student accurately describes several of the important elements in the photo and gives supporting details as to why these elements are important.	Student accurately describes a few of the important elements in the photo and gives supporting details as to why these elements are important.	Student describes a couple of the important elements in the photo.	Student has trouble picking out the important elements in the photo.
Historical Context	Student places the photo in the historical context and gives supporting details.	Student places the photo in the historical context.	Student attempts to place the photo is the historical time frame.	Student finds it difficult to interpret the meaning of the photo.
Questions Raised	Student lists ten or more limitations raised by the photos.	Student lists at least six limitations raised by the photos.	Student lists at least four limitations raised by the photos.	Student does not list any limitations raised by the photo, or lists less than four.
Evaluation	Student gives detailed evaluation of the source material.	Student competently Evaluates source material.	Student is able to satisfactorily evaluate source material.	Student is unable to or gives limited evaluation of source material.

Teacher Comments: _____

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Map Skills Rubric

Criteria	High Achievement	Competent/ Satisfactory Achievement	Low Achievement	Very Low Achievement
Purpose/Title	Title clearly reflects purpose of map and is neatly and attractively lettered.	Title reflects purpose of map.	Title is present, but does not reflect purpose of map.	Title is missing. Map has no clear purpose.
Presentation	Evidence that pride and care was taken in presentation. Writing is legible and neat. Colour is used to enhance map.	Clear, uncluttered, and attractive presentation. Writing is legible and neat. Colour or other appropriate technique is used to enhance map.	Project appears rushed and somewhat careless, but the content is legible. Colour or other appropriate technique may be used to enhance map.	Careless, hurried, and messy presentation. Writing is difficult to read. Colour or other appropriate technique is not used to enhance map.
Labels	Labels and clear and correct. All features are labelled	Labels are clear and correct. Most features are labelled.	Some labels are missing, incorrect, or difficult to read.	Many labels are missing, incorrect, or difficult to read.
Key/Legend	Key/Legend is neatly and attractively drawn and includes all important map symbols.	Key/Legend includes most important map symbols.	Key/Legend includes some important map symbols.	Key/Legend is missing.

Teacher Comments: _____

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Essay Rubric

Criteria	High Achievement	Competent Achievement	Satisfactory Achievement	Low/Very Low Achievement
Overall Impression	Directly addresses main question or issue, and adds new insight to the subject not provided in class discussions. Is able to synthesize this knowledge in new ways and relate to material not covered in class.	Competently addresses main question or issue, but does not add much new insight into the subject. Is able to communicate knowledge to others.	Attempts to address main question or issue, but fails. Has retained some information from class, but does not fully understand its meaning or context and cannot clearly convey it to others.	Essay does not address main question or issue
Argument	Essay contains a clear argument – i.e. lets the reader know exactly what the author is trying to communicate.	An argument is present, but reader must reconstruct it from the text.	Author attempts, but fails, to make an argument (e.g. starts with a rhetorical question/statement or anecdote that is never put into context).	No attempt is made to articulate an argument.
Evidence	Provides compelling and accurate evidence that convinces reader to accept main argument. The importance/relevance of all pieces of evidence is clearly stated. There are no gaps in reasoning—i.e. the reader does not need to assume anything or do additional research to accept main argument.	Provides necessary evidence to convince reader of most aspects of the main argument but not all. The importance/relevance of some evidence presented may not be totally clear. Reader must make a few mental leaps or do some additional research to fully accept all aspects of main argument.	Not enough evidence is provided to support author's argument, or evidence is incomplete, incorrect, or oversimplified. Information from class and readings is not effectively used.	Either no evidence is provided, or there are numerous factual mistakes, omissions or oversimplifications. There is little or no mention of information from class and readings.
Counter-Evidence	Considers the evidence, or alternate interpretations of evidence, that could be used to refute or weaken his/her argument, and thoughtfully responds to it.	Acknowledges that counter-evidence or alternative interpretations exists, and lists them fully, but does not effectively explain to reader why his/her argument still stands.	Acknowledges some of the most obvious counter-evidence and alternative explanations, but is not comprehensive in this task. There is little or no attempt made to respond to them.	No acknowledgement of counter-evidence or alternative interpretations.

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Criteria	High Achievement	Competent Achievement	Satisfactory Achievement	Low/Very Low Achievement
Sources	Evidence is used from a wide range of sources, including class readings. The author also consults reference books, websites, journal articles, etc. not explicitly discussed in class.	Evidence is used from many sources, but author relies heavily on a more limited set of sources. Some effort is made to go beyond material presented in class when required, but not much. If outside sources are used, they are primarily non-scholarly (i.e. intended for a general audience) and/or web-based.	Uses only a few of the sources provided in class, or does not go beyond what has been provided when required to do additional research.	Does not use sources, only minimally uses sources provided, or relies exclusively on non-educational outside sources.
Citations	All evidence is properly cited in footnotes or endnotes.	All evidence is cited in footnotes or endnotes, but there are some minor problems with completeness or format of some citations.	Some pieces are unreferenced or inaccurately referenced, and there are problems with completeness and format of citations.	No attempt is made to cite evidence.
Organization	Essay contains an intro, main body, and conclusion. Introduction lays out main argument and gives an outline of what the reader can expect in the essay. The conclusion brings everything together.	Essay contains an intro, main body, and conclusion. The introduction lays out the main argument but gives the reader little idea of what to expect in the essay. The conclusion nicely summarizes the main argument and evidence, but does not move beyond what has already been presented in the paper.	Essay contains an intro, main body, and conclusion. The introduction gives the reader an idea of what to expect in the paper, but does not effectively lay out the main argument. It may begin with a set of rhetorical questions, or an anecdote that is never fully explained. The conclusion does little more than restate the problematic introduction. Intro and/or conclusion may be too wordy or short.	Essay has no clear organizational pattern.
Clarity and Style	All sentences are grammatically correct and clearly written. No words are misused or unnecessarily fancy. Technical terms, words from other languages, and words from other historical periods are always explained. All information is accurate and up-to-date. Paper has been spell-checked *and* proofread and contains no errors.	All sentences are grammatically correct and clearly written. An occasional word is misused or unnecessarily fancy. Technical terms, words from other languages, and words from other historical periods are usually, but not always, explained. All information is accurate and up-to-date. Paper has been spell-checked *and* proofread, and contains no more than a few minor errors.	A few sentences are grammatically incorrect or not clearly written. Several words are misused. Technical terms, words from other languages, and words from other historical periods are rarely explained. Not all information is accurate and up-to-date. Paper has been spell-checked *and* proofread, but still contains several errors.	Paper is full of grammatical errors and bad writing. Several words are misused. Technical terms, words from other languages, and words from other historical periods are rarely explained. Paper has not been spell-checked or proofread, and contains numerous errors. Reader has a difficult time understanding essay because of errors.

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Newspaper Report: Australia and the Pacific War 1941–1945

Imagine you are an Australian newspaper reporter living in Hawaii in 1941.

You have to write a newspaper article on the bombing of Pearl Harbor, which will be published in newspapers in Australia.

- Research what happened and then write your article of 250–350 words.
- Include the date (should be 2–3 days after the event).
- Have a **dramatic heading** for your article.
- Include relevant facts – how many died, were injured, how many ships destroyed etc.
- You must include a prediction on how this event will affect Australia and the possible ramifications for Australia.
- Use descriptive language.
- Have a relevant picture with the article.
- Include a bibliography of sources used to assist your research.

Source: http://personal.ashland.edu/~jmoser1/usfp/cantrell.htm

Pearl Harbor Attack Newspaper Article Rubric

Criteria	High Achievement	Competent Achievement	Satisfactory Achievement	Low Achievement	Unsatisfactory Achievement
Knowledge/Research	Facts and events are accurate and reported with exceptional effectiveness. They are very interesting, important, and realistic.	Facts and events are accurate and reported with considerable effectiveness.	Facts and events are reported with some effectiveness. They are realistic and relevant.	Facts and events are reported with limited effectiveness.	Central facts are either missing or reported in a confusing manner. Facts are unrealistic.
Understanding (Facts of the event: real and made up)	Effectively identifies and locates a good variety of relevant sources.	Competent identification and location of a variety of relevant sources	Satisfactory identification and location of several relevant sources	Limited identification and location of sources	Sources not identified.
Thinking (Creativity and insight)	Writes an insightful and creative article using various aspects of the historical event. Intelligent inferences and originality. Facts emerge highly insightfully, creatively, and succinctly.	Writes a good article using various aspects of the historical event. Good inferences and originality. Facts emerge with insight and reveal understanding of historical event.	Writes with some creativity and originality using various aspects of the historical event. Some fact(s) emerge, but there is not much originality	There is little creativity, and some implausible inferences about the historical event. Very few facts evident.	There is no creativity and the article as a whole shows very little effort or coherence. No facts, or facts are irrelevant.
Facts (Shown through quotes)	Quotations used creatively to reveal facts and insights from people involved in the historical event.	Quotations are considerably effective and relevant.	Quotations are somewhat effective and relevant.	Quotations are used improperly (irrelevant, limited, etc.).	Quotations are either missing or incoherent ideas.
Analysis (Historical interpretations)	Detailed evaluation and analysis of different historical interpretations.	Competent evaluation and analysis of different historical interpretations.	Satisfactory evaluation and analysis of different historical interpretations.	Limited evaluation and analysis of different historical interpretations.	No or very limited evaluation and analysis of different historical interpretations.

Fall of Singapore Historical Cartoon

Directions

Using previous cartoons looked at in class, you are to design a cartoon on the "Fall of Singapore 1942" and its relevance to Australia.

Ensure that your cartoon:

- uses visual symbols to construct messages about the event
- uses the caption to highlight your opinion, if possible through irony or sarcasm
- shows clear understanding of the event.

Source: http://john.curtin.edu.au/education/education/cartoonpd/index.html

Fall of Singapore Historical Cartoon Rubric

Criteria	High Achievement	Competent Achievement	Satisfactory Achievement	Low/ Very Low Achievement
Subject Matter	Shows clear understanding of the issue and its relevance. Captions are well matched to historical event.	Shows understanding of the issue and its relevance. Captions match historical event	Shows some understanding of the issue and its relevance. Captions are somewhat related to historical event.	Shows little or no understanding of the issue and its relevance. Captions do not relate well to historical event.
Point of View	Student's point of view is clearly conveyed.	Student's viewpoint is discernible.	Student's viewpoint is marginally conveyed.	Student's viewpoint is poorly or not conveyed at all.
Visual Presentation	Text and graphics are clearly legible and outstandingly presented.	Text and graphics are legible and neatly presented.	Text and graphics are legible.	Text and graphics are poorly presented.

Teacher Comments: _____

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Historical Inquiry Assignment:
Australia and the Pacific War 1941–1945

The aim of this research assignment is to understand the significant contribution one group of people have made to Australian history.

Your research must be extensive and involve researching a range of sources including books, web pages, journal articles, etc.

You need to:

- select a group of people who made a contribution to Australia's war effort in the Pacific War (e.g. Australian nurses, Aboriginal servicemen, the "Fuzzy Wuzzy angels", the 39th Battalion, Australian Women's Land Army, Volunteer Coastal Patrol)
- identify and select questions to formulate an historical inquiry on the group you have selected
- identify and locate relevant sources to help you
- present your information in written form as a research assignment
- ensure you include a bibliography and reference information in the correct manner
- present your historical inquiry to the class in an oral presentation – you may use aids (e.g. PowerPoint slideshows, etc.) to support you in this.
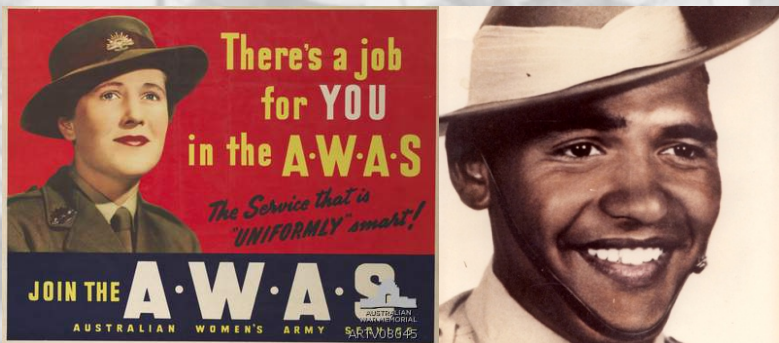
Sources: www.ww2places.qld.gov.au/Homefront/Pages/Womeninthewar.aspx,
http://www.cv.vic.gov.au/stories/geelong-voices/10582/leo-maxwell-muir

Sources: www.army.gov.au/Our-history/History-in-Focus/Fuzzy-Wuzzy-Angels,
www.ozatwar.com/ausarmy/wla.htm

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Historical Inquiry Assessment Rubric

Criteria	High Achievement (A–B)	Competent Achievement (C)	Low Achievement (D–E)
Chronology, Terms and Concepts	Clearly uses chronological sequencing to demonstrate the relationship between events and developments in different periods and places.	Uses chronological sequencing to demonstrate the relationship between events and developments in different periods and places.	Limited chronological sequencing to demonstrate the relationship between events and developments in different periods and places.
	Effective use of historical terms and concepts.	Competent use of historical terms and concepts.	Limited use of historical terms and concepts.
Historical Questions and Research	Effective identification and selection of different kinds of questions about the past to inform historical inquiry.	Competent identification and selection of different kinds of questions about the past to inform historical inquiry.	Limited identification and selection of questions about the past to inform an historical Inquiry.
	Effective evaluation and enhancement of these questions.	Competent evaluation and enhancement of these questions.	Limited evaluation and enhancement of these questions.
	Effectively identifies and locates relevant sources, using ICT and other methods.	Competent identification and location of on relevant sources, using ICT and other methods.	Limited identification and location of sources, using ICT and other methods.
Analysis and Use of Sources	Effectively identifies the origin, purpose and context of primary and secondary sources.	Satisfactory identification of the origin, purpose and context of primary and secondary sources.	Limited identification of the origin, purpose and context of primary and secondary sources.
	Processes and synthesises information from a broad range of sources as evidence in an historical argument.	Able to satisfactorily process and synthesise information from a range of sources for use as evidence in an historical argument.	Limited processing and synthesising of information from a narrow range of sources for use as evidence in an historical argument.
	Detailed evaluation of the reliability and usefulness of primary and secondary sources.	Satisfactorily evaluates the reliability and usefulness of primary and secondary sources.	Limited evaluation of the reliability and usefulness of primary and secondary sources.

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Criteria	High Achievement (A–B)	Competent Achievement (C)	Low Achievement (D–E)
Perspectives and Interpretations	Detailed identification and analysis of perspectives of people from the past.	Competent identification and analysis of the perspectives of people from the past.	Limited identification and analysis of the perspectives of people from the past.
	Detailed identification and analysis of different historical interpretations (including your own).	Competent identification and analysis of different historical interpretations (including your own).	Limited identification and analysis of different historical interpretations (including your own).
Explanation and Communication	Effectively develops historical texts, particularly narratives and descriptions, which incorporate source materials.	Satisfactorily develops historical texts, particularly narratives and descriptions, which incorporate source materials.	Limited development of historical texts, particularly narratives and descriptions.
	Uses a broad range of communication forms (oral, graphic, written) and digital technologies.	Satisfactorily uses a range of communication forms (oral, graphic, written) and digital technologies.	Uses a limited range of communication forms (oral, graphic, written) and digital technologies.

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