



Australian Government  
Department of Veterans' Affairs

# Australia AND THE VIETNAM WAR












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# Contents

<b>Introduction for teachers</b>		<ul style="list-style-type: none"> <li>• Overview</li> <li>• Integrated Learning Activities Guide</li> <li>• Curriculum Guide</li> <li>• The Learning Characteristics of the Process of Historical Inquiry</li> <li>• Resource Guide</li> </ul>	<b>4</b>
	<b>Using Australia and the Vietnam War in the classroom</b>		
	<b>Introductory Activity</b>	Would you go to war?	<b>12</b>
<b>TOPIC 1</b>			
	<b>Australia's involvement in the Vietnam War</b>	Focus Questions: <ul style="list-style-type: none"> <li>• What was the Vietnam War?</li> <li>• Why did Australia become involved?</li> <li>• Was this a popular decision?</li> <li>• What was the nature of the Australian involvement?</li> </ul>	<b>13</b>
<b>TOPIC 2</b>			
	<b>Life in Vietnam</b>	Focus Questions: <ul style="list-style-type: none"> <li>• What was life like for the Vietnamese?</li> <li>• Who were the Allies?</li> <li>• Who were the enemy?</li> <li>• What was life like for the Australian soldiers in Vietnam?</li> </ul>	<b>29</b>
<b>TOPIC 3</b>			
	<b>The experience of battle</b>	Focus Questions: <ul style="list-style-type: none"> <li>• What was the nature of the Australians' combat tactics?</li> <li>• What was it like to be in combat?</li> </ul>	<b>41</b>
<b>TOPIC 4</b>			
	<b>Reporting and representing the war</b>	Focus Questions: <ul style="list-style-type: none"> <li>• How was the Vietnam War reported to Australians?</li> <li>• What impact did TV reporting have on people?</li> </ul>	<b>57</b>
<b>TOPIC 5</b>			
	<b>On the home front</b>	Focus Questions: <ul style="list-style-type: none"> <li>• How did the system of national service work?</li> <li>• Did people support or oppose it?</li> <li>• Did people support or oppose the war?</li> </ul>	<b>67</b>
<b>TOPIC 6</b>			
	<b>Going home</b>	Focus Questions: <ul style="list-style-type: none"> <li>• What happened in Vietnam after the Australians left?</li> <li>• How were the veterans received back into Australian society?</li> </ul>	<b>81</b>
<b>TOPIC 7</b>			
	<b>After the war</b>	Focus Questions: <ul style="list-style-type: none"> <li>• What has happened to Australian veterans since the war?</li> <li>• What has been the experience of Vietnamese refugees to Australia?</li> </ul>	<b>89</b>
<b>TOPIC 8</b>			
	<b>Commemoration</b>	Focus Questions: <ul style="list-style-type: none"> <li>• How has the Vietnam War been commemorated in Australia?</li> <li>• What is its meaning for you today?</li> </ul>	<b>99</b>

# Introduction for teachers

## Using *Australia and the Vietnam War* in the classroom

- The resource** *Australia and the Vietnam War* has been produced by the Department of Veterans' Affairs as part of the Australian Government's Commemorations program, *Saluting Their Service*.
- Educational aim** The aim of this education resource is to provide teachers and students with self-contained classroom-ready materials and teaching strategies to explore the experiences of Australians and the Vietnam War. It provides a rich collection of information and evidence for developing students' knowledge and ideas about those experiences, and encourages students to talk to people in their own communities who lived through the period.
- Commemoration** The Vietnam War lasted from 1961–1975. The Australian Defence Force was involved from 1962–1972 making the war Australia's longest military conflict.
- The war led to significant political and social division in Australia, and the greatest involvement in public protests since the conscription debates of 1916–1917.
- It is important that young people are aware of the nature and significance of this part of Australia's wartime history. This education resource has been created to achieve that in Australian schools during 2007 and beyond.
- Components** This resource comprises three elements:
- a **Teachers' Guidebook**, with classroom-ready documents and questions, and suggested teaching strategies for eight key aspects of the Australian Vietnam War experience;
  - a **CD-ROM** containing image and film libraries to complement the print resources for each of the topics, and interactive activities for students to enhance their knowledge and understanding of the war; and
  - a **DVD** of Episode 7 (*The Vietnam War*) of the *Australians At War* documentary series.
- Each of these components can be used separately, or in an integrated way as suggested in each of the topics in the Teachers' Guidebook.
- Eight topics** The eight topics covered provide students with resources for studying major aspects of the Australian experience of the Vietnam War — military, political and home front, and the continuing impacts of the war on the people involved and on Australian society.
- For teachers*, each topic starts with a **brief historical overview** to make sure that they feel confident with their own knowledge of the major content. There is also a **set of suggested teaching strategies** for using the materials at the major year levels, and **reproducible information and evidence pages** that include key questions and classroom activities. There are also suggestions for **integrating the print, CD-ROM and DVD activities** in the classroom. (See pages 6–7 for more detail.)
- For students*, each topic includes **focus questions** that will guide inquiry, **basic information to provide a knowledge framework**, and a variety of **primary source documents** to explore.
- Whose war experience?** Australian involvement in the Vietnam War included men from the Navy, and men and women from the Army and the Air Force, as well as several civilian organisations and groups. Some of these were involved in combat against the enemy. Many, particularly those in supply roles, were not. The experience of all these is included in this resource, but the emphasis is on understanding the most dangerous and traumatic experience, that of combat.
- The resource also explores the home front experience. Most Australians supported the war for most of its course; some actively opposed the war — most did not. The home front experience also includes that of the families of the servicemen. Students are encouraged to understand this range of experiences and attitudes, and to take them into account in talking to people about their Vietnam War home front experience.
- Inquiry methodology** The resource uses an inquiry approach — students are provided with a variety of evidence and information, and they analyse this material to form their own conclusions about the nature of the Australians' experiences.

**Curriculum outcomes**

The materials have been shaped around the History/SOSE (Studies of Society and Environment) curricula in all states and territories, with an emphasis on achieving key learning outcomes. A summary of curriculum links to the key learning outcomes for each state and territory can be seen on pages 8–9.

**Curriculum levels**

The resource has been designed for use with students from middle primary to upper secondary levels, but not all parts are suitable for all levels.

The print materials are most likely to be used with middle to upper secondary students. Where there are activities that are suitable for younger years, these are indicated in the teaching suggestions.

Many of the CD-ROM activities have been specifically designed for younger students.

**Interviewing Australians from the period**

The resource has been developed to encourage students to interview people in their local community about their memories and experiences of the war, whether as participants in Vietnam, civilians in Australia, or as refugees from Vietnam after the war.

There is a range of other activities that students can undertake while developing their knowledge and understanding of the period — writing letters, making film reports, exploring a Viet Cong tunnel system, interacting with the virtual base at Nui Dat and more — but all are ultimately directed towards helping students engage and empathise with people who lived through this time.

**The relevance of history to today**

While this resource is about the Australian experience of the Vietnam War, teachers may want to use the insights and understanding that are developed through the historical material to have students think about similar concepts today:

- Why do we go to war?
- Can and should people have an influence on such a decision?
- If war occurs, who should be sent to fight it?
- How do governments influence our attitudes?
- How would we behave in combat?
- What responsibility does society owe to those who go to war?
- What is the place of our military history and heritage in our sense of national identity?

These are all important civic and citizenship concepts that students can explore through an historical frame of reference as provided in this resource.

**A search for truth**

History is a search for truth — what happened, why, and with what effects and impacts.

A study of the Vietnam War raises many difficulties that need to be taken into account.

- The Vietnam War was, and still is for many people, a very important part of their lives. It is central to some people's sense of personal identity.
- It involves many myths. Some of these can be easily addressed because they are based on inaccuracies; others are more difficult, because they are important to national identity.
- A study involves considering the reliability of memory, and some people may take this as questioning their integrity and honesty.
- It involves looking at human behaviour in time of danger and stress, when both the best and worst aspects of people may appear more starkly than they do in normal life.
- It requires empathy, a difficult quality to develop and apply while at the same time making critical judgements.
- It involves an awareness of complexity, rather than accepting generalisations.

This resource seeks to help students address these challenges, to make their study of the war accessible and engaging, and to help them come to their own conclusions and decisions based on a consideration of fair and representative evidence.

**A disclaimer**

The inquiry approach which is the guiding methodology of this resource requires students to be exposed to a fair and balanced range of evidence for them to develop their own conclusions. The Department of Veterans' Affairs cannot be assumed to agree with or endorse any content or opinions expressed in websites or other publications quoted or referred to in this resource.

# Integrated learning activities

Print, CD-ROM and DVD

	Knowledge and understanding:	Achieved by these elements:		
		Print activities	CD-ROM activities	DVD resource
<b>TOPIC 1</b> Australia's involvement in the Vietnam War	<ul style="list-style-type: none"> <li>Consider attitudes to involvement in war</li> <li>Locate Vietnam on a map and describe its basic geography and history</li> <li>Understand the 'domino theory'</li> <li>Consider a variety of reasons for Australian involvement in the war</li> <li>Understand the attitude of supporters and opponents of involvement at the time</li> <li>Decide if the Government was honest in its account of why it participated in the war</li> <li>Understand the nature of Australia's military commitment to the war</li> </ul>	<p><b>Activity 1</b> Would you go to war?</p> <p><b>Activity 2</b> Why was Australia involved in the Vietnam War?</p> <p><b>Activity 3</b> Did people support Australia's involvement in the Vietnam War?</p> <p><b>Activity 4</b> Did the Government tell the truth about Australia's involvement in the war?</p> <p><b>Activity 5</b> What was Australia's commitment to the war?</p>	<p>Browse the Interactive Maps</p> <p>Browse the Interactive Timeline</p>	<i>The Vietnam War</i> Chapter 1
<b>TOPIC 2</b> Life in Vietnam	<ul style="list-style-type: none"> <li>Understand the geography and basic history of Vietnam</li> <li>Know which countries were involved in the war</li> <li>Understand the nature of the Australian military commitment to Vietnam</li> <li>Empathise with the life of Australian troops in camp</li> </ul>	<p><b>Activity 1</b> What was Vietnam like?</p> <p><b>Activity 2</b> Why was Vietnam at war?</p> <p><b>Activity 3</b> Who was involved in the war?</p> <p><b>Activity 4</b> Who were the enemy?</p> <p><b>Activity 5</b> What was life like for the Australian soldiers in camp?</p>	<p>Dress a Paper Doll</p> <p>Explore the Camp at Nui Dat</p> <p>Compile a Photo Album</p>	<i>The Vietnam War</i> Chapter 2
<b>TOPIC 3</b> The experience of battle	<ul style="list-style-type: none"> <li>Understand how the Australians fought the war</li> <li>Empathise with the situation of servicemen in combat</li> <li>Describe the Battle of Long Tan</li> <li>Appreciate the horrific nature of war</li> <li>Understand the qualities needed by servicemen and women</li> </ul>	<p><b>Activity 1</b> What is your image of the war in Vietnam?</p> <p><b>Activity 2</b> What was the nature of the Australians' war in Phuoc Tuy Province?</p> <p><b>Activity 3</b> What was combat like for Australian soldiers in Vietnam?</p> <p><b>Activity 4</b> What happened at the Battle of Long Tan?</p> <p><b>Activity 5</b> How did the medical system work?</p> <p><b>Activity 6</b> Interviewing veterans</p>	<p>Prepare for Patrol</p> <p>Write a Letter</p> <p>Explore a Viet Cong Tunnel</p>	<i>The Vietnam War</i> Chapter 3
<b>TOPIC 4</b> Reporting and representing the war	<ul style="list-style-type: none"> <li>Appreciate the nature of news gathering and presentation during the war</li> <li>Decide if the idea of Vietnam as a 'TV war' is a myth</li> <li>Analyse a series of images as representations of the war</li> <li>Decide if confronting aspects should be accommodated in the official image of the war</li> </ul>	<p><b>Activity 1</b> How do you get your news?</p> <p><b>Activity 2</b> How was news about the Vietnam War reported?</p> <p><b>Activity 3</b> How do we represent the war now?</p>	<p>Produce a TV Report on Long Tan</p> <p>Curate an Exhibition</p>	<i>The Vietnam War</i> Chapter 4

	Knowledge and understanding:	Achieved by these elements:		
		Print activities	CD-ROM activities	DVD resource
<b>TOPIC 5</b> <b>On the home front</b>	<ul style="list-style-type: none"> <li>Identify a variety of attitudes and values to the war and conscription debates</li> <li>Appreciate that attitudes changed over time for many people</li> <li>Understand the working of the national service system</li> <li>Make a judgement about its fairness at the time</li> </ul>	<p><b>Activity 1</b> Did Australians support the Vietnam War?</p> <p><b>Activity 2</b> How did the national service system work?</p> <p><b>Activity 3</b> Did Australians support conscription?</p> <p><b>Activity 4</b> Who supported/ opposed the war and why?</p> <p><b>Activity 5</b> Making sense of the period</p> <p><b>Activity 6</b> Interviewing people about their home front experiences</p>	<p>Decide about National Service</p> <p>Compile a Photo Album</p>	<p><i>The Vietnam War</i> Chapter 5</p>
<b>TOPIC 6</b> <b>Going home</b>	<ul style="list-style-type: none"> <li>Empathise with the veterans' experience of returning to Australia</li> <li>Appreciate the reasons why some had difficulties after Vietnam</li> <li>Devise strategies for dealing with some problems of memory as historical evidence</li> </ul>	<p><b>Activity 1</b> What happened when the Australians left Vietnam?</p> <p><b>Activity 2</b> Would you visit Vietnam today?</p> <p><b>Activity 3</b> How did soldiers respond to their homecoming?</p> <p><b>Activity 4</b> How do Vietnam veterans assess their service?</p>	<p>Write a Diary Entry</p> <p>Analyse a Vietnam War Roll of Honour</p>	<p><i>The Vietnam War</i> Chapter 6</p>
<b>TOPIC 7</b> <b>After the war</b>	<ul style="list-style-type: none"> <li>Know about a range of health issues for Australian veterans of the Vietnam War</li> <li>Be aware of and empathise with the problems facing those veterans whose health has suffered as a result of the war</li> <li>Appreciate the nature of Vietnamese migration to Australia after the war</li> </ul>	<p><b>Activity 1</b> What is the state of the health of Australia's Vietnam veterans?</p> <p><b>Activity 2</b> What has been the experience of Vietnamese refugees to Australia?</p>	<p>Curate an Exhibition</p>	<p><i>The Vietnam War</i> Chapter 7</p>
<b>TOPIC 8</b> <b>Commemoration</b>	<ul style="list-style-type: none"> <li>Compare ways in which Australia's Vietnam War has been commemorated over time</li> <li>Analyse the place of the Vietnam War in the Anzac tradition</li> <li>Determine its meaning for students today</li> </ul>	<p><b>Activity 1</b> What is commemoration?</p> <p><b>Activity 2</b> How has the Vietnam War been commemorated in Australia over time?</p> <p><b>Activity 3</b> How would you commemorate the Australian experience of the Vietnam War?</p>	<p>Explore the Australian Vietnam Forces National Memorial</p>	

# Curriculum Guide

ACT	SOSE High School Band	Australia in the 20th Century, exploring an issue in depth by concentrating on turning points that emphasise aspects of change and continuity.
	HISTORY 11–12	All courses based on the Course Framework for History should enable students to: <ul style="list-style-type: none"> <li>• Demonstrate knowledge, awareness and understanding of some significant people, places and events of the past</li> <li>• Demonstrate a comprehension of change, continuity, diversity, unity, chance and chaos as factors in history</li> <li>• Demonstrate skills necessary in solving problems of evidence, acknowledging sources and achieving independence in researching</li> <li>• Recognise recurring or unifying themes in the subject matter of history</li> <li>• Critically examine a diversity of voices about the past</li> <li>• Think analytically, critically and creatively</li> <li>• Argue and communicate according to the conventions of the discipline</li> </ul>
NSW	HSIE Stage 3	Change and continuity <ul style="list-style-type: none"> <li>• Significant events and people in Australian identity</li> <li>• Principles of Australian democracy</li> </ul>
	HISTORY Stage 5	Topic 5: Australia in the Vietnam War Era <ul style="list-style-type: none"> <li>• How did the Australian government respond to the threat of communism after World War II?</li> <li>• How did Australia become involved in the Vietnam War?</li> <li>• How did various groups respond to Australia's involvement in the Vietnam War?</li> <li>• What was the impact of the war on Australia and/or neighbouring countries?</li> </ul>
	MODERN HISTORY Stage 6	Students investigate the key features and issues of the history of Australia 1945–1983. Key features and issues include: The Menzies era – conservatism in a changing world: <ul style="list-style-type: none"> <li>• Fear of communism</li> <li>• Reaction to the Vietnam War and development of popular protest movements</li> </ul>
NT	SOSE Band 4	<b>Soc 4.1 Time, Continuity and Change</b> Analyse significant ideas, people and movements that have shaped societies
	SOSE Band 5	<b>Soc 5.1 Time, Continuity and Change</b> Analyse how past forces and events have shaped contemporary communities  <b>Soc 5.1+ Time, Continuity and Change</b> Analyse and critically evaluate how the context of historical movements and events change; influences and impact on national and global interpretations of history
	HISTORY Stage 2	Depth Study – Topic 8 Remembering Australians in Wartime: Experiences and Myths, 1880 to the Present. Students select <i>one or more</i> wars or conflicts in which Australia was involved. <ul style="list-style-type: none"> <li>• The motivations of Australian people in supporting, and in opposing, Australia's involvement in wars or conflicts</li> <li>• War memorials, commemorative ceremonies, and creative works (eg art, literature, songs, photographs, and film) as ways of remembering Australians involved in wars or conflicts</li> <li>• Changes in Australian society that resulted from Australia's participation in wars or conflicts</li> <li>• Australian people's experiences overseas and in Australia during times of war or conflict</li> </ul>
QLD	SOSE Level 5	TCC 5.4 Students explain the consequences of Australia's international relations on the development of a cohesive society
	SOSE Level 6	TCC 6.5 Students develop criteria-based judgments about the ethical behaviour of people in the past H5.4 Students present a diagrammatic overview to summarise the short- and long-term effects of a particular event on a population including war, poverty, introduction of new industries, or exploitation of children



	<b>MODERN HISTORY 11-12</b>	Theme 1 – Studies of conflict
<b>SA</b>	<b>SOSE Standard 5</b>	5.1 Critically analyses different interpretations of events, ideas and issues, including an understanding of the relationship between power and historical representation
	<b>HISTORY Stage 2</b>	Depth Study – Topic 8 Remembering Australians in Wartime: Experiences and Myths, 1880 to the Present. Students select <i>one or more</i> wars or conflicts in which Australia was involved. <ul style="list-style-type: none"> <li>• The motivations of Australian people in supporting, and in opposing, Australia’s involvement in wars or conflicts</li> <li>• War memorials, commemorative ceremonies, and creative works (eg art, literature, songs, photographs, and film) as ways of remembering Australians involved in wars or conflicts</li> <li>• Changes in Australian society that resulted from Australia’s participation in wars or conflicts</li> <li>• Australian people’s experiences overseas and in Australia during times of war or conflict</li> </ul>
<b>TAS</b>	<b>ESSENTIAL LEARNINGS Standard 4</b>	Social Responsibility – Understanding the past and creating preferred futures: <ul style="list-style-type: none"> <li>• Understands how to evaluate evidence, viewpoints and decisions through investigating past, present and future contexts</li> </ul>
	<b>ESSENTIAL LEARNINGS Standard 5</b>	Social Responsibility – Understanding the past and creating preferred futures: <ul style="list-style-type: none"> <li>• Understands how to make predictions and take actions for preferred futures based on historical investigations, recognising the influence of evidence, perspective and context</li> </ul>
	<b>AUSTRALIAN STUDIES 11-12</b>	B. Political Issues Select TWO from the following topics: <ul style="list-style-type: none"> <li>• National Identity and Independence</li> <li>• Whitlam, Crisis and Change</li> <li>• Australians at War</li> </ul>
<b>VIC</b>	<b>HISTORY Level 6</b>	<ul style="list-style-type: none"> <li>• Continuing significance of major events shaping society (eg Vietnam War)</li> <li>• Analyse significant events shaping world history in the 20th Century (eg Cold War)</li> <li>• Key changes in social and political values and attitudes in modern western society</li> </ul>
	<b>AUSTRALIAN HISTORY VCE UNIT 3-4</b>	Debating Australia’s future 1960-2000 One of four options: <ul style="list-style-type: none"> <li>• Attitudes to the Vietnam War (Attitudes to Australia’s involvement in the Vietnam conflict, 1965 and 1970)</li> </ul>
<b>WA</b>	<b>SOSE 8-10</b>	Time, Continuity and Change Outcomes. Students should be taught: <ul style="list-style-type: none"> <li>• that past people, events and ideas can be sequenced; that change, continuity and heritage are features of all societies; there are different interpretations of historical evidence which influence individual perspectives (world views)</li> <li>• that historical time periods have characteristic features; that people, events and ideas are linked; change and continuity have positive and negative impacts; there are different perspectives of people, events and ideas, each supported by historical evidence; that interpretation is influenced by personal and societal beliefs and values.</li> <li>• that trends and movements in history can be identified; that people, events and ideas are interrelated and can be compared and contrasted across time periods and cultures; change is viewed differently by particular individuals, groups or nations; that interpretations of historical evidence can be challenged</li> </ul>
	<b>HISTORY 12</b>	20th Century: Shaping a Nation Areas of study: <ul style="list-style-type: none"> <li>• Australia 1900-1945</li> <li>• Australia 1945-1990</li> </ul> Students will develop the following key understandings with detailed investigation of at least one of the areas of study above. <ol style="list-style-type: none"> <li>1.1 Australian identity reflects the changing nature of its society</li> <li>1.2 Australia has been affected by its international relations</li> <li>1.4 Australia has been affected by political events, crises and developments</li> <li>1.5 Australia has been influenced by the social and cultural experiences of its people</li> </ol>

# Further Resources

There is a large and growing collection of materials on Vietnam. These are some that teachers and students will find most useful.

## **Official histories of Australian involvement in South-east Asian conflicts 1948–1975**

Chris Coulthard-Clark, *The RAAF in Vietnam*, Allen & Unwin in association with the Australian War Memorial, Sydney, 1995

Peter Dennis and Jeffrey Grey, *Emergency and Confrontation*, Allen & Unwin in association with the Australian War Memorial, Sydney, 1996

Peter Edwards, *A Nation at War*, Allen & Unwin in association with the Australian War Memorial, Sydney, 1997

Peter Edwards with Gregory Pemberton, *Crises and Commitments*, Allen & Unwin in association with the Australian War Memorial, Sydney, 1992

Ian McNeill, *To Long Tan*, Allen & Unwin in association with the Australian War Memorial, Sydney, 1993

Ian McNeill and Ashley Ekins, *On the Offensive*, Allen & Unwin in association with the Australian War Memorial, Sydney, 2003

Brendan O'Keefe, *Medicine at War*, Allen & Unwin in association with the Australian War Memorial, Sydney, 1994

## **Histories of Australia in the Vietnam War (military and home front)**

Jan Bassett (ed), *As We Wave You Goodbye*, Oxford University Press, Melbourne, 1998

Terry Burstall, *Vietnam The Australian Dilemma*, University of Queensland Press, Brisbane, 1993

Peter Cook, *Australia and Vietnam 1965-1972*, La Trobe University, Melbourne, 1991

Ambrose Crowe, *The Battle After the War*, Allen & Unwin, Sydney, 1999

Leon Davidson, *Red Haze*, Black Dog Books, Melbourne, 2006

Frank Frost, *Australia's War in Vietnam*, Allen & Unwin, Sydney, 1987

Jeffrey Grey and Jeff Doyle, *Vietnam War, Myth and Memory*, Allen & Unwin, Sydney, 1992

Peter King (ed), *Australia's Vietnam*, George Allen & Unwin, Sydney, 1983

Kenneth Maddock and Barry Wright (eds), *War Australia and Vietnam*, Harper and Row Publishers, Sydney, 1987

Kenneth Maddock (ed), *Memories of Vietnam*, Random House Australia, Sydney, 1991

John Moremon (ed), *Vietnam Our War — Our Peace*, Department of Veterans' Affairs, Canberra, 2006

John Murphy, *Harvest of Fear*, Allen & Unwin, Sydney, 1993

George Odgers, *100 Years of Australians at War*, Lansdowne, Sydney, 1999

Albert Palazzo, *Australian Military Operations in Vietnam*, Army History Unit, Canberra, 2006

Richard Pelvin, *Vietnam Australia's Ten Year War 1962–1972*, Hardie Grant Books, Melbourne, 2006

Gregory Pemberton (ed), *Vietnam Remembered*, Weldon Publishing, Sydney, 1990

John Rowe, *Vietnam The Australian Experience*, Time-Life Books Australia in association with John Ferguson, Sydney, 1987

Michael Sexton, *War For The Asking*, Penguin, Melbourne, 1981

## **Novels**

David Alexander, *When The Buffalo Fight*, Hutchinson of Australia, Melbourne, 1980

Graham J Brammer, *Uncertain Fate*, Allen & Unwin, Sydney, 1997

Kenneth Cook, *The Wine of God's Anger*, Cheshire-Lansdowne, Melbourne, 1968

Bernard Clancy, *Best We Forget*, Indra Publishing, Melbourne, 1998

K C Laughton, *Not Quite Men, No Longer Boys*, Jukurrpa Books, Alice Springs, 1999

John Rowe, *Count Your Dead*, Corgi, London, 1968

Dave Sabben, *Through Enemy Eyes*, Allen & Unwin, Sydney, 2005

## **Long Tan and Coral/Balmoral**

Bob Grandin et al, *The Battle of Long Tan as Told by the Commanders to Bob Grandin*, Allen & Unwin, Sydney, 2004

Lex McAulay, *The Battle of Long Tan*, Arrow, Sydney, 1986

Lex McAulay, *The Battle of Coral*, Arrow Books, Sydney, 1988

## **Oral history collections**

Michael Caulfield (ed), *Voices of War*, Hodder, Sydney, 2006

Gary McKay, Gary McKay, *Bullets, Beans and Bandages*, Allen & Unwin, Sydney, 1999

Stuart Rintoul, *Ashes of Vietnam*, William Heinemann in association with Australian Broadcasting Corporation, Melbourne, 1987

Maree Rowe (ed), *Vietnam Veterans, Sons of the Hunter*, Australian Military History Publications, Loftus, 2002

### Photographic collections

Shaune Lakin, *Contact – Photographs from the Australian War Memorial Collection*, Australian War Memorial, Canberra, 2006

Stephen Lewis, *My Vietnam*, My Vietnam Trust, Adelaide, 2002

Gary McKay and Elizabeth Stewart, *Vietnam Shots*, Allen & Unwin, Sydney, 2002

### Memoirs and Reminiscences

Marshall Barr, *Surgery, Sand and Saigon Tea*, Allen & Unwin, Sydney, 2001

Terry Burstall, *A Soldier Returns*, University of Queensland Press, Brisbane, 1990

Tim Bowden, *One Crowded Hour*, Collins Publishers Australia, Sydney, 1987

Bob Buick with Gary McKay, *All Guts and No Glory*, Allen & Unwin, Sydney, 2000

J F Cairns, *Silence Kills*, The Vietnam Moratorium Committee, Melbourne, 1970

John J Coe (ed), *Desperate Praise*, Artlook Books, Perth, 1982

Barrie Crowley, *View From a Low Bough*, Allen & Unwin, Sydney, 1997

Jean Debelle Lamensdorf, *Write Home For Me*, Random House Australia, Sydney, 2006

D J Dennis, *One Day at a Time*, UQP, Brisbane, 1992

Peter Haran, *Shockwave An Australian Combat Helicopter Crew in Vietnam*, New Holland, Sydney, 2004

Peter Haran and Bob Kearney, *Crossfire An Australian Reconnaissance Unit in Vietnam*, New Holland, Sydney, 2001

Barry Heard, *Well Done, Those Men*, Scribe Publications, Melbourne, 2005

Ian Mackay, *Australians in Vietnam*, Rigby Limited, Adelaide, 1968

Siobhan McHugh, *Minefields and Miniskirts*, Doubleday, Sydney, 1993

Gary McKay, *Sleeping With Your Ears Open*, Allen & Unwin, Sydney, 1999

Mike Towers, *A Jungle Circus*, Allen & Unwin, Sydney, 1999

Denis Warner, *Not Always on Horseback*, Allen & Unwin, Sydney, 1997

### Unit Histories

Bob Breen, *First to Fight*, Allen & Unwin, Sydney, 1988

Robert Hall, *Combat Battalion The Eighth Battalion in Vietnam*, Allen & Unwin, Sydney, 2000

Ian McNeill, *The Team: Australian Army advisers in Vietnam 1962–1972*, Australian War Memorial, Canberra, 1984

Charles S Mollison, *Long Tan and Beyond*, Cobbs Crossing Publications, Woombye, 2004

Michael O'Brien, *Conscripts and Regulars*, Allen & Unwin in association with the Seventh Battalion The Royal Australian Regiment Association Incorporated, Sydney, 1995

Robert J. O'Neill, *Vietnam Task: The 5th Battalion The Royal Australian Regiment 1966/67*, Cassell, Melbourne, 1968

### Websites

ANZAC Day Commemoration Committee of Queensland  
<http://www.warandidentity.com.au>

Australians at War  
<http://www.australiansatwar.gov.au>

Australians at War Film Archive  
<http://www.australiansatwarfilmarchive.gov.au>

Australian War Memorial  
<http://www.awm.gov.au>

Digger History  
<http://www.diggerhistory.info>

Vietnam Veterans' Association of Australia  
<http://www.vvaa.org.au>

### Maps and travel guides

John Coates, *An Atlas of Australia's Wars*, Oxford University Press, Melbourne, 2002

Gary McKay, *Australia's Battlefields in Viet Nam*, Allen & Unwin, Sydney, 2003

### Films

*Long Tan: The true story*, 1993

*The Sharp End*, 1992

*Eyes of the Tiger – Diary of a Dirty War*, 2006  
(Study Guide at <http://www.metromagazine.com.au>)

*Jungle Rain*, 2006  
(Study Guide at <http://www.metromagazine.com.au>)

# Introductory activity: Thinking about the Vietnam War

**1** What do you know about the Vietnam War? Brainstorm to set out all your existing ideas and information.

Imagine that these people were coming to your class to talk to you about their experiences of the Vietnam War.



*Soldier*



*Protester*



*Vietnamese refugee*

- 2** List a few questions you would like to ask each of them.
- 3** Share your questions with the class. From the whole list, choose the 'top 10' that you would ask the soldier, the protester and the Vietnamese person. Record the questions in a table like this:

**Questions I would like to ask people in Australia about their Vietnam War experiences:**

Soldier	Protester	Vietnamese refugee

What you have done is to start thinking about what the experience was like for people in a significant period of Australia's history.

This resource, *Australia and the Vietnam War*, will help you develop your answers to these questions. It will also give you the confidence to invite real people who experienced the war into your classroom, and to put your questions to them.

It will help you to explore and answer your own questions, and you will be able to develop a questionnaire to use when interviewing people who lived during the period.

As you work through the resource materials you should record any new questions that you think of to ask these people. You can see more information and suggestions about interviewing people in your local community on pages 56, 80 and 98.