KOKODA
Exploring the Second World War campaign in Papua New Guinea
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Exploring the Second World War campaign in Papua New Guinea

Using the publication in the classroom

About Department of Veterans’ Affairs (DVA) education publications

Kokoda: Exploring the Second World War campaign in Papua New Guinea has been developed to mark the 70th anniversary of the battle along the Kokoda Track and was distributed to Australian secondary schools.

This guidebook is a classroom resource which draws on and encourages the use of the website www.kokoda.commemoration.gov.au. The resource also links to other websites commissioned by the DVA such as www.ww2australia.gov.au and includes the documentary Kokoda on a separate DVD ROM.

Australian Curriculum

This teachers’ guidebook meets the requirements for the WWII Depth Study Elective, Modern History Unit 3 identified in the Australian Curriculum for History. It is a rich source of information, images, animated maps and interviews which aligns with the history curriculum for years 7-10. The guidebook encourages teachers to provide inquiry based learning activities and promotes historical literacy through the use of primary source documents.

Information and Communications Technology (ICT)

The Kokoda units encourage students to incorporate ICT skills into their classroom learning by providing activities utilizing websites and the Kokoda documentary. The units also invite historical interpretation using other evidence sources and multimedia.

About the teachers’ guidebook

The guidebook has twelve units with varied teaching and learning activities. The units explore the Kokoda website www.kokoda.commemoration.gov.au about the battle fought in New Guinea by Australians and Japanese during the Second World War. The resource offers a focus question for each unit and range of teaching and learning activities.

Components of this publication

The Kokoda publication includes:

- This twelve unit teachers’ guidebook;
- CD ROM with supporting material for some units
- The Kokoda documentary on DVD ROM
- Two large posters with accompanying teaching activities on the CD ROM

Educational aims

The twelve units are to be used for inquiry-based learning to develop historical literacy skills through exploring the concepts of chronology, continuity and change, cause and effects, empathy, significance, perspective and interpretation and contestability. Within these units there is an increasing emphasis on historical interpretation, the analysis and use of sources, and the use of evidence.

About the Kokoda website

The website www.kokoda.commemoration.gov.au contains original research conducted by Dr Peter Williams and was commissioned by the Department of Veterans’ Affairs. The site continues to have materials added. Access to the website will enhance students learning through the twelve units.

About the Photographic Images

Images used throughout the book and the CD ROM have been sourced from the collections of the Australian War Memorial (AWM) and private collections. Some of the images contain dead bodies. This may be distressing for some students and teachers should use the materials with discretion with their students.

Disclaimer

The Department of Veterans’ Affairs cannot be assumed to agree with or endorse any content or opinions expressed in the websites or other publication quoted or referred to in this resource.

How the activities link with the Australian Curriculum (www.acara.edu.au)

The Australian Curriculum sets out the History Curriculum into two interrelated strands: Historical Knowledge and Understanding, and Historical Skills.

The relationship between these two strands are explored through concepts for developing historical understanding, such as: evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. This guidebook provides teaching and learning activities to develop these historical skills and maximise the interrelationship between historical knowledge and understanding.

Teachers should describe, explain, model and monitor the process of historical inquiry so that students develop increasing initiative, self-direction and expertise. A variety of teaching and learning approaches and activities can be used, including teacher exposition, student debates, site visits, museum studies, use of historical narrative and hands-on activities such as the use and interpretation of authentic and virtual artefacts. The end result of historical inquiry should be a well-supported response to the question posed.
The Australian History Curriculum aims to ensure that students develop:

- interest in, and enjoyment of, historical study for lifelong learning and work, including their capacity and willingness to be informed and active citizens;
- knowledge, understanding and appreciation of the past and the forces that shape societies, including Australian society;
- understanding and use of historical concepts, such as evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability; and
- capacity to undertake historical inquiry, including skills in the analysis and use of sources, and in explanation and communication.

**Modern History Curriculum depth studies**

There are three depth studies outlined in the Modern History Curriculum. For each depth study, there are up to three electives that focus on a particular society, event, movement or development.

It is expected that one elective will be studied in detail. The content in each depth study elective is designed to allow detailed study of specific aspects of this historical period. Kokoda is one of these electives.

**Australian Curriculum Depth Study: Modern History, World War II (1939–45)**

**CONTENT**
- The experiences of Australians during World War II (such as Prisoners of War (POWs), the Battle of Britain, Kokoda, the Fall of Singapore)

**ELABORATION**
- Explaining the significance of Kokoda as the battle that halted the Japanese advance on Port Moresby and helped foster the Anzac legend.

**Additional Curriculum information**

Additional information on year level history curriculum achievement standards are provided on the CD ROM.

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### Using the *Kokoda* DVD

A two part documentary by Film Australia, Film Victoria and Pericles Films PTY Ltd

Each of the two parts of the Kokoda DVD are approximately one hour. The two parts are *The Invasion* and *The Counter Attack*.

### How the DVD relates to the teachers’ guidebook

The DVA *Kokoda* website and Teachers’ Guidebook do not correspond specifically to the themes and analysis put forward by Paul Ham in the *Kokoda* DVD ROM. However, the *Kokoda* DVD ROM forms a critical source of evidence and good support material activities in this publication. These are outlined at the start of each unit.

Alternatively, you may wish to view each part of the documentary as a discrete activity.

Further information on using the DVD ROM is provided on the CD ROM.
Recommended publications for teachers

Books – Reference
Peter Brune, Those Ragged Bloody Heroes: from the Kokoda Trail to Gona Beach 1942, North Sydney, 1991.
Dudley McCarthy, Australia in the War of 1939-45; Series One, Army, Vol V – South-West Pacific Area – First Year, Kokoda to Wau, Canberra, 1959.
John Robertson, Australia at War 1939-1945, Melbourne, Heinemann, 1981.

Websites
Australians at War Film Archive www.australiansatwarfilmarchive.gov.au/aawfa/
Australia’s War 1939-1945 www.ww2australia.gov.au
Australian War Memorial www.awm.gov.au
Department of Veterans’ Affairs www.dva.gov.au
Kokoda www.kokoda.commemoration.gov.au
Kokoda Track Authority www.kokodatrackauthority.org
Valuable information about tourism and trekking in the Kokoda Track corridor.
Kokoda Track Foundation www.kokodatrackfoundation.org
Valuable information about supporting the communities along the Kokoda Track.
Glossary of terminology

Artefact
Something made or given shape by humans, such as a piece of pottery or a stone tool made from flint.

Asia
Refers to the territorial area that extends from the western border of Pakistan, to the northern border of Mongolia, the eastern border of Japan, and extends to the southern border of Indonesia.

Cause and effect
In an historical context, ‘cause’ refers to the range of reasons for an historical event or development (including the influence of particular motives, values and attitudes) and ‘effect’ to the range of outcomes or consequences (both intended and unintended). Causes and effects may be short and/or long term.

Chronology
Sequence of time where events and dates are placed in order, as in a timeline.

Contestability
This occurs when particular interpretations about the past are open to debate, for example, as a result of a lack of evidence or different perspectives.

Continuity and change
Aspects of the past that remained the same over certain periods of time are referred to as continuities. Continuity and change are evident in any given period of time and concepts such as progress and decline may be used to evaluate continuity and change.

Demography
The study of the characteristics of human populations, such as their size, geographic distribution and composition; for example, age profile and cultural makeup.

Empathy
The capacity to enter into the world of the past from the point of view of a particular individual or group, including an appreciation of the circumstances they faced, and the motivations, values and attitudes behind their actions or lack of.

Evidence
Evidence refers to the information, obtained from sources (that is, the remains of the past), for example written records and tomb paintings, that prove or disprove a conclusion. It can be used to establish the fact or point in question.

Flank
The left or right hand side of a military force.

Historical inquiry
This is the process of developing knowledge and understanding by posing questions about the past and applying skills associated with locating, analysing, evaluating and using sources as evidence to develop an informed and defensible interpretation. Historical inquiry is particularly concerned with the reasons for events.

Imperialism
The policy of extending the control or authority over foreign territory, particularly through the creation of an empire.

Industrialism
An economic and social system, often involving machinery and the concentration of workers in cities, that involves the production of large quantities of goods on a large scale.

Interpretation
A conclusion that provides an explanation of the past, for example for a specific event or development. The discipline of history acknowledges that there will be more than one view of what happened in the past.

Narrative
A story about the past, such as a specific event or experience, or a recount of a series of past events.

Nationalism
The loyalty and devotion of a person to their nation and its culture.

Oral histories
The recording of people’s personal recollections of the past, usually through an audio or video-taped interview.

Perspective
Is a point of view from which historical events, problems and issues can be analysed. For example, a gender perspective (either masculine or feminine) of the past. The way that events are seen in the present may be different to how people viewed them in the past.

Primary sources
Documents or physical objects which were created or written during the time being investigated, for example during an experience or event or very soon after. Examples of primary sources include diaries, letters and photographs. These original, first-hand accounts are analysed by the historian to answer questions about the past and are not always more reliable than secondary sources.

Quantitative
Capable of being measured and expressed in numerical terms.
**Secondary sources**
Accounts about the past that were created after the time being investigated. They often use or talk about primary sources, and have a particular point of view to offer. Examples of secondary sources include journals, history textbooks, and museum exhibitions. These second-hand accounts are often developed by historians to provide an explanation for past events and developments.

**Significance**
The importance that is assigned to particular aspects of the past, e.g. events, developments, movements and historical sites. Significance includes an examination of the principles behind the selection of what should be investigated and remembered and involves consideration of questions such as: How did people in the past view the significance of an event? How important were the consequences of an event? What was the duration of the event? How relevant is it to the contemporary world?

**Source**
Any written or non-written materials that can be used to investigate the past. A source becomes ‘evidence’ when it is used to support or refute a particular point of view.

**Strategy**
The broad perspective, outside the battlefield, concerned with the use of military resources to achieve the goal of the war.

**Sustainability**
The ongoing capacity of the earth to maintain life, including the needs of the present without compromising the ability of future generations to meet their own needs.

**Tactics**
Concerned with weapons and firepower, and how land, sea and air forces are used on a battlefield.

**Terrain**
The type of ground. For example flat, mountainous or swampy.

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**Military Terms**

**Australian Army Military Organisation**

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Strength</th>
<th>Made up of</th>
<th>Commanded by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Army</td>
<td></td>
<td>Two or more corps</td>
<td>General</td>
</tr>
<tr>
<td>Corps</td>
<td>30,000 or more</td>
<td>Two or more divisions</td>
<td>Lieutenant General</td>
</tr>
<tr>
<td>Division</td>
<td>10,000 – 20,000</td>
<td>3 brigades</td>
<td>Major General, Brigadier (General)</td>
</tr>
<tr>
<td>Brigade</td>
<td>2,500 – 5,000</td>
<td>3 battalions</td>
<td>Lieutenant Colonel</td>
</tr>
<tr>
<td>Battalion</td>
<td>550 – 1000</td>
<td>4 companies</td>
<td>Lieutenant Colonel</td>
</tr>
<tr>
<td>Company</td>
<td>100 – 225</td>
<td>3 platoons</td>
<td>Captain or Major</td>
</tr>
<tr>
<td>Platoon</td>
<td>30 – 60</td>
<td>3 sections</td>
<td>Lieutenant</td>
</tr>
<tr>
<td>Section</td>
<td>9 – 16</td>
<td></td>
<td>Corporal/Sergeant</td>
</tr>
</tbody>
</table>

Map of Papua New Guinea and the Kokoda Track
October 1942. The ‘Golden Stairs’ rising towards Imita Ridge on the Kokoda Track. AWM 026821
About the Kokoda Track: 1942 and Today

TOPIC QUESTION

Why is the Kokoda Track significant?

Key Concepts

- Continuity and Change
- Chronology

Learning Outcomes

Students explore concepts of continuity and change, consider the significance and the topography of the Kokoda Track in 1942 and today. Students examine evidence and evaluate primary and secondary sources to investigate the Kokoda Track before, during and after the fighting. Students explore different perspectives with which to describe and conceptualise New Guinea in 1942 and today. Students debate the eco-tourism and heritage issues along the Kokoda Track today.

1. The topography of Kokoda.
2. Australian tourism on the Kokoda Track.
Website and DVD Links


*Kokoda DVD:*
View Part 1: *The Invasion*, Chapters 1–5

Teacher Briefing

This unit provides an opportunity for students to develop their knowledge and understanding of the Kokoda Track itself and the significance of the battle fought by Australians in the Second World War. You may use the overview material to explain the Kokoda Track.

About the Learning Activities

**Activity 1: The topography of Kokoda**
Students work in small groups to investigate the environment of the track and how individuals can traverse it as trekkers. Mapping skills, discussion and geography will be important elements of this learning.

**Activity 2: Australian tourism on the Kokoda Track**
This debate exercise is aimed at deepening students’ understanding of the history of the Kokoda Track and how current issues of tourism, mining and heritage listing impact on the country and local people.

**Activity 3: Depth study: Flight Sergeant Croud**
This exercise focuses on source analysis.
Overview: Why is the Kokoda Track significant?

The Kokoda Track stands as an icon for Australian participation in the Second World War just as Gallipoli serves the same purpose for the First World War. In 1942, the Australian Territories of Papua and New Guinea were, in law if not in public sentiment, as much a part of Australia as the Northern Territory. It is then quite true to say that Australian soil was invaded by Japan in 1942. The centrepiece of this invasion was an attempt to capture Port Moresby via the Kokoda track. From Port Moresby the Japanese could, if they desired, launch an invasion of the east coast of mainland Australia. Without it, they could not.

The Kokoda Track is also significant in a symbolic sense. When Australians remember the First World War they think of the landing at Gallipoli. When they think of the Second World War the word ‘Kokoda’ looms large. While neither of these events was necessarily the greatest of our contributions to the World Wars, both have captured the Australian imagination. Each year five thousand Australians take up the mentally and physically challenging task of walking the Kokoda Track.

Activity 1: The topography of Kokoda?

Teacher Briefing

› This activity requires students to work in small groups.
› Print off and hand out the Kokoda map from the CD ROM in the Unit 1 Activity 1 folder.
› You can also refer to the two Kokoda posters included with this publication. Teaching suggestions and class discussion question can be found on the CD.
› Print off the Student Task sheet on page 13 for each student.

The Task

Your task is to make the map more accurate by changing the ‘hour’ markers along the bottom of the map to better reflect the actual rate of progress. On flat ground the markers should really be placed further apart to represent further distance covered and on steep slopes they would be closer together to represent slower movement.

Underneath where the hour markers are now, draw a new set of hour markers assuming that walking along the flat ground, or on gentle slopes, would be at a rate of three kilometres an hour. Up and down the not so steep slopes would be two kilometres per hour. For the very steepest slopes, where you need to use both hands and feet to climb, one kilometre per hour would be the best you could manage.

Remember that, at the end, you still must have a total of 50 hours and 20 minutes walking time.

Hints are provided on the Student Task page on page 13.

You may wish to call on groups to share their responses with the class and lead further discussion to reinforce students’ understanding.

The Kokoda Cross Section

This map shows that it takes the average person 50 hours and 20 minutes walking time to walk the length of the Kokoda Track from Owers’corner to Kokoda station. As the track is 96 kilometres long, that is an average rate of close to two kilometres an hour. The hour markers are spread evenly along the bottom of the map but that is not quite accurate. Walking uphill would be slower that walking on the flat and the downhill slopes are so steep and muddy it is as slow as walking uphill.
Student Task

Activity 1: The topography

Your task is to create a map which accurately shows the time taken to walk the Kokoda Track.

Read this description of the Kokoda Track written in 1942. This source will give you an indication of the difficulties the track presents to those navigating its path.

Sir Kingsley Norris, who walked the track as senior medical officer for the Australian 7th Division, gave this famous description of it:

“Imagine an area of approximately one hundred miles long. Crumple and fold this into a series of ridges, each rising higher and higher until seven thousand feet is reached, then declining in ridges to three thousand feet. Cover this thickly with jungle, short trees and tall trees, tangled with great, entwining savage vines. Through an oppression of this density, cut a little native track, two or three feet wide, up the ridges, over the spurs, round gorges and down across swiftly-flowing, happy mountain streams. Where the track clammers up the mountain sides, cut steps – big steps, little steps, steep steps – or clear the soil from the tree roots.”

“Every few miles, bring the track through a small patch of sunlit kunai grass, or an old deserted native garden, and every seven or ten miles, build a group of dilapidated grass huts – as staging shelters – generally set in a foul, offensive clearing. Every now and then, leave beside the track dumps of discarded, putrifying food, occasional dead bodies and human foulings. In the morning, flicker the sunlight through the tall trees, flutter green and blue and purple and white butterflies lazily through the air, and hide birds of deep-throated song, or harsh cockatoos, in the foliage.”

“About midday, and through the night, pour water over the forest, so that the steps become broken, and a continual yellow stream flows downwards, and the few level areas become pools and puddles of putrid black mud. In the high ridges above Myola, drip this water day and night over the track through a foetid forest grotesque with moss and glowing phosphorescent fungi. Such is the...route for ten days to be covered from [Ower’s Corner] to Deniki.”

Your Task

This map shows that it takes the average person 50 hours and 20 minutes walking time to walk the length of the Kokoda Track from Owers’corner to Kokoda station. As the track is 96 kilometres long, that is an average rate of close to two kilometres an hour. The hour markers are spread evenly along the bottom of the map but that is not quite accurate. Walking uphill would be slower that walking on the flat and the downhill slopes are so steep and muddy it is as slow as walking uphill.

Your task is to make the map more accurate by changing the ‘hour’ markers along the bottom of the map to better reflect the actual rate of progress. On flat ground the markers should really be placed further apart to represent further distance covered and on steep slopes they would be closer together to represent slower movement.

Underneath where the hour markers are now, draw a new set of hour markers assuming that walking along the flat ground, or on gentle slopes, would be at a rate of three kilometres an hour. Up and down the not so steep slopes would be two kilometres per hour. For the very steepest slopes, where you need to use both hands and feet to climb, one kilometre per hour would be the best you could manage.

Remember that, at the end, you still must have a total of 50 hours and 20 minutes walking time.

Hint

To mark a walking rate of one kilometre an hour place the markers only half as far apart as they are now. To mark a rate of three kilometres an hour, place the markers half again as far apart as they are now. There are just five or six places where you can walk at three kilometres an hour. The area between hour markers 14 to 16 is one of them.
Activity 2: Australian tourism on the Kokoda Track

Teacher Briefing

› Print off Kokoda Initiative Visual Map and Kokoda Initiative Information found in the CD ROM under Unit 1 Activity 1.

› Hand out the Kokoda Initiative Visual Map and Kokoda Initiative Information which shows Australia and Papua New Guinea’s joint initiatives to improve safety, health, water and sanitation, livelihoods and training and track management and protection.

› Print off the Student Task sheet for Activity 2 found on page 15.


The Task

Get students to go to the website section Kokoda Today at www.kokoda.commemoration.gov.au/about-the-kokoda-track/videos-of-kokoda.php to illustrate the concepts of chronology and continuity and change. Students are asked to consider the Kokoda Track from the point of view of an Australian tourist or the point of view of current villagers who live in the area.

Guide a class discussion or debate on the following statement:

Tourism is having a negative impact on the Kokoda Track.

This debate exercise is aimed at deepening students’ understanding of the history of the Kokoda Track and how current issues of tourism, mining and heritage listing impact on the country and local people.

Each group is asked a range of questions to determine their opinion.

Taking a foxhole, Sanananda, New Guinea, Roy Hodgkinson, 1943. Black and sanguine crayons with wash on paper. 52.8 x 68.4 cm

AWM ART21352
Student Task

Activity 2: Australian tourism on the Kokoda Track

Read this information about the Kokoda Track
The Kokoda Track passes through Oro Province and Central Province. The two main communities there are the Orokaiva in the north and the Koiari people to the south. When tourists first arrived they found these people leading a wholly subsistence life, raising animals and growing produce. An important part of their income is now generated by tourism. Fees are paid to the Papuans for camping and some are employed as tour guides. More than 5,000 tourists walk the Kokoda Track each year.

Discussion/Debate: Tourism is having a negative impact on the Kokoda Track.
Examine and discuss the Kokoda Initiative map with your group.

You assume the role of either
• an Australian trekking tourist intending to walk the Kokoda Track or
• a Papuan village resident.

Explore the impact of tourism on the Kokoda Track as either an Australian tourist or village resident. Answer the questions below before you have a class discussion or debate.

Australian trekking tourist
There are many tour companies in Papua New Guinea. How would you choose one?

How important is the development of the villages or do you think they should be left as they are?

What recommendation do you have for the future development of the Kokoda Track?

Papuan villagers
What costs and benefits (economic, environmental, cultural, political) do Australian tourists bring to your villages?

Do you think the benefits outweigh the changes to culture, environmental damage and changes in land use?

Is tourism a sustainable industry?

What recommendation do you have for the future development of the Kokoda Track?
Activity 3: Depth study: Flight Sergeant Croud

**Teacher Briefing**

Print off and hand out the 8 source documents found in the CD ROM Unit 1 Activity 3 folder.

**Part One**

Without any background information, have the students individually, or in pairs, examine the documents relating to Flight Sergeant Joseph Croud and try to piece together the story the documents tell. They should write a chronology of events, at least as much as they can work out, then they can share their information with the class.

The class discussion could be guided by the following questions:

- What do we know about Flight Sergeant Joseph Croud?
- What happened to him and where did it happen?
- What happened after the accident?
- Who else is involved in the story?

It should emerge that there are some errors and contradictions in the documents which allow you to point out that primary sources, vital though they are, must be read carefully as they can contain mistakes. You will be able to lead a class discussion about the reliability of primary sources.

**Part Two**


This adds some more detail to the story and together with the document excerpts, the students can write a factual response outlining the story of Flight Sergeant Joseph Croud.

*Portrait of Flight Sergeant Croud.* (Courtesy of the Croud family)
Student Task

Activity 3: Depth study: Flight Sergeant Croud

You will be looking at some war records of Flight Sergeant Joseph Croud who is buried at Bomana Cemetery. The source documents will be provided by your teacher.

From these documents you will build up a picture to answer the following questions:

- What do we know about Flight Sergeant Joseph Croud?
- What happened to him and where did it happen?
- What happened after the accident?
- Who else is involved in the story?

<table>
<thead>
<tr>
<th>SOURCE DOCUMENT</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOURCE 1 Burial Return</td>
<td></td>
</tr>
<tr>
<td>SOURCE 2 Cypher Message</td>
<td></td>
</tr>
<tr>
<td>SOURCE 3 Aircraft Accident</td>
<td></td>
</tr>
<tr>
<td>SOURCE DOCUMENT</td>
<td>NOTES</td>
</tr>
<tr>
<td>-----------------</td>
<td>-------</td>
</tr>
<tr>
<td><strong>SOURCE 4</strong></td>
<td>Letter to Mrs Croud</td>
</tr>
<tr>
<td><strong>SOURCE 5</strong></td>
<td>Minute Sheet</td>
</tr>
<tr>
<td><strong>SOURCE 6</strong></td>
<td>Location of Grave</td>
</tr>
<tr>
<td><strong>SOURCE 7</strong></td>
<td>Croud’s Rank and No 401917</td>
</tr>
<tr>
<td><strong>SOURCE 8</strong></td>
<td>Flying Log Book</td>
</tr>
</tbody>
</table>
The War in Papua: The Strategic Context

October 1942. Kalikodobu, New Guinea. Lieutenant C.G.D. Butler (left) and two other members of the 2/14th Infantry Battalion.

AWM 069242
The War in Papua: The Strategic Context

TOPIC QUESTION
What was the strategic importance of Kokoda?

Key Concepts
• Cause and Effect
• Historical Questions and Research

Learning Outcomes
A source based topic which is designed to develop students’ understanding of the strategic context of the Kokoda Track in the war in the Pacific. Students analyse information about the importance of Port Moresby in the Pacific, and the impact of fighting at Guadalcanal in August 1942 – February 1943. Students gain skills with maps and compare and contrast Japanese and Australian military tactics.

Learning Activities
1. The strategic context
2. Was Port Moresby important?
Website and DVD Links

www.kokoda.commemoration.gov.au
www.ww2australia.gov.au

Kokoda DVD:
View Part 1: *The Invasion*, Chapters 1-5

Teacher Briefing

This unit develops students’ knowledge and understanding of the reasons for Australia’s involvement in the Second World War.

About the Learning Activities

**Activity 1: The strategic context**
An atlas map based exercise. Using an atlas, coloured pencils and a blank downloadable map, students complete the map and identify the movement of the different participants. The map and student instructions are downloadable from the website kokoda.commemorative.gov.au/war-in-papua/index.php. The map is also found on the CD ROM.

**Activity 2: Why was Port Moresby important?**
The students are required to compare maps and material on the kokoda website www.kokoda.commemoration.gov.au and the www.ww2australia.gov.au website to complete a question table or lead on to individual research exercises. This activity is designed to build students’ knowledge of the developments leading to the New Guinea campaign, the specific military objectives of both Japan and Australia and the importance of Australia’s victory. The question table with website addresses and the maps are reproduced on pages 25–26.
Overview: What was the strategic importance of Kokoda?

A strategy is a long-term plan designed to achieve a certain goal. The military strategy of Japan from December 1941 to mid-1942 was an aggressive one: to advance to occupy locations of strategic importance, either resource rich areas, or places that would allow them to better defend their gains. The Allied strategy in the same period was defensive, simply to prevent the Japanese achieving their strategic goals.

As the Kokoda fighting began in July 1942, the strategy of both sides was in transition. The Japanese felt that they had overextended themselves in their advance and it was time to halt and defend their gains. The Allies were thinking the opposite. Having massed troops, ships, aircraft and supplies in Australia and New Zealand, they decided to launch a counterattack to retake some of the islands now occupied by the Japanese.

The Japanese had attacked to obtain the rubber of Malaya, the oil of Borneo and the quinine of Java, but there was no particular resource in Papua that they desired. Rather Papua was one of those places which would form a useful link in the chain of defences of the newly conquered area. Aware the Allies had built up their strength in Australia and assuming this would be directed northwards towards the major Japanese naval base of Rabaul, the Japanese required a screen of air bases forward of Rabaul to protect it. The Allies wanted these same air bases in Papua to support their attack on Rabaul. Port Moresby, Milne Bay, Kokoda and Buna were the airfields or potential airfield sites in question. These four locations were of continuing strategic interest for both sides and so became the focus of most of the land, sea and air fighting in the Papuan campaign.

Activity 1: The strategic context

Teacher Briefing

› Provide students with an atlas, coloured pencils, and the blank map from the website kokoda.commemoration.gov.au/war-in-papua/index.php or the CD ROM in the Unit 2 Activity 1 folder.

› Print off the student task sheet on page 23. Students can use these instructions to mark the physical locations of places, mountains, tracks and seas on the blank map.

› Students will then be asked to annotate the map to show the strategic movements of both the Japanese and Allies.

› Print off the map on page 8.
Student Task

Activity 1: The strategic context

Mapping Activity
Using an atlas to assist you, mark all of the following places, mountain ranges, seas and tracks on the blank map of Papua New Guinea. Use the map on page 8 to assist you.

New Britain, New Guinea, Australia, Rabaul, Milne Bay, Buna, Kokoda, Port Moresby, Cairns, Coral Sea, Owen Stanley Range, Kokoda Track and Buna Track.

The Kokoda Track runs from Kokoda to Port Moresby and the Buna track runs from Kokoda to Buna.

Now draw the following on the map using one colour for the Japanese and another for the Allies. Near each arrow write what it represents. For example in Question 1 write “Battle of the Coral Sea, May 1942”.

Japanese
1. Mark an X in the Coral Sea at the edge of the map directly east of Milne Bay. This is where the first Japanese attempt to get to Port Moresby by sea was defeated in May 1942.

2. Draw an arrow from Rabaul to Buna. This marks the route taken by the Japanese fleet when they invaded Papua in July 1942.

3. Draw an arrow from Buna through Kokoda to two thirds of the way between Kokoda and Port Moresby. This shows the Japanese advance from July to September 1942.

4. Draw an arrow from Rabaul to Milne Bay. This represents the failed Japanese attack on Milne Bay in August/September 1942.

5. Draw a circle around Buna. This indicates where the Japanese army was finally destroyed by the Allies in January 1943.

Allies
1. The Australian and American bombers in Queensland supported their troops in New Guinea by bombing the Japanese base at Buna. Show this by drawing an arrow from Cairns to Buna.

2. Draw a circle around Port Moresby. This was the main Allied base in New Guinea and the place the Japanese wanted to capture.

3. Draw an arrow from Port Moresby, along the Kokoda Track to Buna. This shows the Australian advance across the Owen Stanley range from September to November 1942.

4. Draw an arrow along the coast from Milne Bay to Buna. This shows the American advance on the Japanese Buna base in October/November 1942.

October 1942. Private P. Shimmin of the 2/33rd Australian Infantry Battalion eating his daily ration of bully beef straight out of the tin.

AWM 027062
Activity 2: Why was Port Moresby important?

Teacher Briefing

- This exercise requires access to a computer and develops research and ICT skills. This activity uses text and other information from different Department of Veterans’ Affairs (DVA) website sources to develop historical questions and develop skills in research, analysis and synthesis.
- Print the map of Papua New Guinea from page 8.

The Task

Students complete a table with questions and website links to inform analysis, develop research and improve ICT skills. The question table with website addresses, background and the relevant Papua maps are reproduced on pages 25–26.

If classroom computers are not available, the full text from the different websites can be found on the CD ROM under Unit 2 Activity 2 Background Website Text.

Alternatively, you may wish to set each question as a separate research exercise.
### Student Task

**Activity 2: Why was Port Moresby important?**

**Your Task**
Using the maps of Papua New Guinea on page 8, and the websites listed below, write notes and answer the questions on the table.
If you do not have access to a computer, the relevant text from the websites can be found on the CD ROM under Unit 2 Activity 2.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Website and notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>What was the sequence of events leading up to the Japanese attack on Port Moresby?</td>
<td><a href="http://www.ww2australia.gov.au/japadvance/index.html">www.ww2australia.gov.au/japadvance/index.html</a></td>
</tr>
</tbody>
</table>
### Questions and Website Notes

<table>
<thead>
<tr>
<th>Questions</th>
<th>Website and notes</th>
</tr>
</thead>
</table>
October 1942. Four soldiers of the 2/31st Australian Infantry Battalion on the track across the Owen Stanley Ranges between Nauro and Menari.

AWM 027058
Four Peoples at War

TOPIC QUESTION
Who were the four peoples fighting in New Guinea in 1942?

Key Concepts
• Perspective
• Empathy
• Interpretation

Learning Outcomes
Students learn about the role and experiences of the four peoples at war: the Australians, the New Guineans, the Americans and the Japanese. Students may reflect and empathise, developing an understanding of the concepts of patriotism, opportunity and forced participation in a world war. Students are offered the opportunity to gain a sense of perspective, and explore issues about resilience and values.

Learning Activities
1. Four peoples at war
2. Fuzzy Wuzzy Angels
Website and DVD Links


Kokoda DVD:
View Part 1: The Invasion, Chapter 11 – Fuzzy Wuzzy Angels, Chapter 12 – Fighting Withdrawal.
Part 2: The Counter Attack, Chapter 21 – The Americans Arrive

Teacher Briefing

Students are expected to develop a critical perspective on versions of the past, and learn how to compare different accounts so that the conflicts and ambiguities are appreciated. Through comparative historical analysis and critical appraisal of evidence, history promotes an active and informed democratic citizenship.

About the Learning Activities

Activity 1: Four peoples at war
Students are required to consider all four perspectives: the Australians, the Americans, the New Guineans and the Japanese. Student task is at pages 31–33. Students are to imagine they are each of the four people fighting and are being interviewed by a war correspondent. Students should consider how they would answer the war correspondent’s questions, and write a one sentence answer to each question from each perspective in the table on page 32–33. Reporting can be individual or group/class based.

Activity 2: Fuzzy Wuzzy Angels
Background material on the Green Shadows Papuan Infantry Battalion (PIB) is provided for information and further classwork involving indigenous accounts.

The Fuzzy Wuzzy Angel Poem and Artwork Activity is for class discussion. Print off and hand out the poem, painting and discussion questions on pages 36–40. Give them to the students the day before the activity to take home to get responses from an older relative. Use the focus questions to guide discussion and to draw out personal as well as evidence-based interpretation of sources.

Overview: Who were the four peoples fighting in New Guinea in 1942?

In Papua from July 1942 to January 1943 over 120,000 people from four regions fought, or supported the fighting troops. The largest group were Australians, 56,000 of whom were at one time or another either in New Guinea or involved in air and sea operations there. The Americans, allied to the Australians, contributed 24,000 men. Their enemy the Japanese had 27,000 men, some not from Japan but from its empire, involved in Papuan operations. About 18,000 people from what is now Papua New Guinea, but was then the Australian Territories of Papua and New Guinea, fought, scouted and carried supplies for both sides.
Activity 1: Four peoples at war

**Teacher Briefing**

Students learn about the role and experiences of the four peoples at war and develop an understanding of patriotism, opportunity and forced participation in the Second World War. Students gain a sense of perspective and explore issues about resilience and values.

**The Task**

Provide students with:

- A world map or atlas
- The background information on each of the four peoples on page 31
- The worksheet questions grid at page 32–33

You may wish to divide the students into groups and get them to investigate only one of the four groups and report back to the whole class. Students can fill in the responses provided by other groups to each of the questions.
Student Task

Activity 1: Four peoples at war

Each of the four peoples at war in Papua had different perspectives about the war. The aim of this exercise is for you to consider all four perspectives.

Look at a world map so you know where these people came from. Then read the text about them. Now imagine that you are being interviewed by a war correspondent. Consider how you would answer the war correspondent’s questions, first from the New Guinean viewpoint. Then put on your American hat and answer the same questions. Then try it as a Japanese and finally as an Australian. Write a one sentence answer to each question.

The four peoples at war

In Papua from July 1942 to January 1943 over 120,000 people from four regions fought, or supported the fighting troops. The largest group were Australians, 56,000 of whom were at one time or another either in Papua or involved in air and sea operations there. The Americans, allied to the Australians, contributed 24,000 men. Their enemy the Japanese had 27,000 men, some not from Japan but from its empire, involved in Papuan operations. About 18,000 people from what is now Papua New Guinea, but was then the Australian Territories of Papua and New Guinea, fought, scouted and carried supplies for both sides.

The Australians

Australians from all states and territories served in Papua. Several hundred of them were either born there or had worked there but the great majority came from mainland Australia as members of two branches of the Australian Military Forces; the Citizen Military Force and the Australian Imperial Force. The former was, from 1940, a part conscript, part volunteer force obliged to serve in Australia and its territories. The latter was an all volunteer force raised in 1939. About 1800 Australians served in the Royal Australian Air Force in operations relating to the Papuan campaign. The majority were based at airfields in far north Queensland. The Royal Australian Navy guarded the sea communications from Australia and maintained a coastal supply line from Port Moresby to Milne Bay and later along the north coast of Papua.

The New Guineans

The great majority of New Guineans who participated in the campaign did so as carriers of supplies for the Allies, though 400 men from the Papuan Infantry Battalion and the Royal Papuan Constabulary fought against the Japanese in 1942. Two thousand men from New Britain worked for the Japanese as carriers and between two and three hundred Papuans aided the Japanese as armed scouts. The arrival of the Japanese intruded into tribal politics. Those of the Orokaiva, Bininderi and Koiai peoples, who were employed by the Australian administration at the start of the campaign, generally sided with the Australians. Others, had no particular reason to favour either side. Out of necessity it was more important for them to consider the effect of the arrival of the Japanese on the web of political relations between tribal groups. Consequently some calculated it was in their best interest to support the new arrivals, especially if a local enemy supported the Australians.

The Americans

No Americans fought on the Kokoda track but 24,000 participated in the Battle of Buna-Gona, at Milne Bay, or were involved in air and coastal operations. The major American formation present was the 32nd Division composed of National Guards, a militia force from the states of Michigan and Wisconsin. This division arrived in Australia in May 1942 and went into battle at Buna in November 1942. A regiment of 41st Division was engaged at Sanananda and United States Army engineers fought at Milne Bay and maintained communications and supply at Port Moresby. American anti-aircraft units also served at Port Moresby, Milne Bay and Buna.

The Japanese

Like the Australians until late 1942, Imperial Japanese Army units tended to be recruited by region. During the Kokoda phase of the Papuan campaign the majority of the Japanese fighting troops were from the island of Shikoku or from the Hiroshima area. Later these were reinforced by troops mainly from Osaka. The Imperial Japanese Navy escorted shipping to Papua and was engaged in coastal operations. Two thousand of the Navy’s marines served at Buna and Milne Bay. The JUN (Imperial Japanese Navy) also provided almost all of the aircraft supporting land operations from bases at Lae, Gasmata and Rabaul. An additional 2,100 men engaged in carrying ammunition and food and were from Korea, China and Taiwan.
<table>
<thead>
<tr>
<th>Interview Questions</th>
<th>1 Why are you fighting in this war?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Papuans</td>
<td></td>
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<tr>
<td>Americans</td>
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<tr>
<td>Japanese</td>
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<tr>
<td>Australians</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Interview Questions</th>
<th>2 What will happen to you if your side loses the war?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Papuans</td>
<td></td>
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<tr>
<td>Americans</td>
<td></td>
</tr>
<tr>
<td>Japanese</td>
<td></td>
</tr>
<tr>
<td>Australians</td>
<td></td>
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</tbody>
</table>
### Interview Questions 3: What do you think of your allies? (remember that some Papuans fought for the Japanese)

<table>
<thead>
<tr>
<th>Interview Questions</th>
<th>3: What do you think of your allies? (remember that some Papuans fought for the Japanese)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Papuans</td>
<td></td>
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<tr>
<td>Americans</td>
<td></td>
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<tr>
<td>Japanese</td>
<td></td>
</tr>
<tr>
<td>Australians</td>
<td></td>
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</tbody>
</table>

### Interview Questions 4: What do you think of the enemy?

<table>
<thead>
<tr>
<th>Interview Questions</th>
<th>4: What do you think of the enemy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Papuans</td>
<td></td>
</tr>
<tr>
<td>Americans</td>
<td></td>
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<tr>
<td>Japanese</td>
<td></td>
</tr>
<tr>
<td>Australians</td>
<td></td>
</tr>
</tbody>
</table>
Activity 2: Fuzzy Wuzzy Angels

Teacher Briefing

› The students will need to consider the website text and images of the Fuzzy Wuzzy Angels and also consider the following poem by Bert Beros and William Dargie painting (source: www.ww2australia.gov.au/asfaras/angels.html).

› The Kokoda DVD resource may lend depth to the exercise. Watch Part 1: The Invasion, Chapter 11 – Fuzzy Wuzzy Angels

The Task

Hand out the poem, painting and class discussion questions on pages 36–38 for the students to take home. Students are required to ask an older relative for their response to the poem and painting, using the class discussion questions. The student is asked to report to the class about what the older relative said.

Provide background information to students from page 35.

Class Discussion

Ask a student to read the poem aloud. Use the questions on page 37–38 to lead class discussion.
Student Task

Activity 2: Fuzzy Wuzzy Angels

Background Information

Green Shadows – the Papuan Infantry Battalion (PIB)

Soldiers of the Papuan Infantry Battalion (PIB) were the first to offer resistance to the Japanese invasion of their country. PIB Captain Harold Jesser said that the Battalion was called the ‘green shadows’ because of an entry found in a Japanese diary in Papua. It was written that the PIB ‘moved silently in the jungle, inflicting casualties on us – and then are gone, like green shadows.’

December 1942. Members of the Papuan Infantry Battalion rest on a bridge on the road from Gona to Soputa just after the fall of Gona.

AWM P02424.116

The PIB was formed in 1940 for the defence of Papua. Its privates and non commissioned officers (NCOs) were Papuan. Its officers, and some NCOs, were Australian. It was led by a New Zealander, Major William Watson.

The Japanese landed in Papua on 21 July 1942. Two days later at Awala their advanced guard was ambushed by 38 men of the PIB. Joined by a platoon of Australians of 39th Battalion, the ambush was repeated the following day as the Japanese crossed the Kumusi River, and again at Gorari on 25 July.

The Papuans and Australians dug in at Oivi on the night of 26/27 July in an attempt to halt the Japanese advance. The Japanese proved to be too strong and once again the defenders were driven back.

At first Kokoda on 29 July, at second Kokoda, at Deniki and Iserava, the PIB stood alongside the Australians as the Japanese forced them back along the Kokoda track. In early September the PIB on the Kokoda track was withdrawn to Port Moresby for rest and training.

Show the Fuzzy Wuzzy Angel Poem and William Dargie painting to an older relative and ask them the class discussion questions. Write down your relative’s responses and bring this to class for discussion.

‘Fuzzy Wuzzy Angels’

Many a mother in Australia
when the busy day is done
Sends a prayer to the Almighty
for the keeping of her son.
Asking that an angel guide him
and bring him safely back.
Now we see those prayers are answered
on the Owen Stanley Track.
For they haven’t any halos
only holes slashed in their ears
And their faces worked by tattoos
with scratch pins in their hair.
Bringing back the badly wounded
just as steady as a horse.
Using leaves to keep the rain off
and as gentle as a nurse.

Slow and careful in the bad places
on the awful mountain track.
The look upon their faces
would make you think Christ was black.
Not a move to hurt the wounded
as they treat him like a saint.
It’s a picture worth recording
that an artist’s yet to paint.

Many a lad will see his mother
and husbands see their wives
Just because the fuzzy wuzzy
carried them to save their lives.
From mortar bombs and machine gun fire
or chance surprise attacks
To the safety and the care of doctors
at the bottom of the track.

May the mothers of Australia
when they offer up a prayer
Mention those impromptu angels
with their fuzzy wuzzy hair.

Bert Beros
Class Discussion Questions
‘Fuzzy Wuzzy Angels’ poem by Bert Beros

1. Who do you think Bert Beros was and do you think he wrote the poem from personal experience?

2. This poem was only published because the mother of a soldier fighting in New Guinea was given a copy of it and had it published in a newspaper. Describe how you think that mother felt when she read the poem.

3. Would a Japanese soldier write a different kind of poem?
4. Would the Japanese soldier be as complimentary about the New Guineans?

5. The poem is a primary source. Of what historical value is it? Is it accurate or factual?

6. The poem was written 70 years ago. What words in the poem show that it was not written today?

7. What is the central feeling of the poem? Is this sentimental or is another word better?
Analysis of an Artwork

*Stretcher bearers in the Owen Stanleys, William Dargie, 1947. Oil on canvas 143.2 x 234.4 cm AWM ART26653*

Class Discussion Questions

**Look at the painting carefully.**

1. Make of list of the things you can see happening in the painting?

2. What impression of the Fuzzy Wuzzy Angels is the artist, William Dargie trying to convey?
3. How has the artist conveyed the stark differences between the Australian and the Fuzzy Wuzzy Angels?

4. Did the Papuan men look forced to participate in the rescue?

5. The patient is Australian. Would the Papuans offer the same care or servitude to the Japanese?

6. Is the painting a realistic demonstration of the Fuzzy Wuzzy Angels?

7. The work of art was painted in 1947. Is it a primary or secondary source? Is it accurate or historically relevant?

8. Why do you think the artist named it *Stretcher bearers in the Owen Stanleys*? Is this a good title?
September 1942. Australian artillery being pulled through dense jungle near Ubirr on the Kokoda Track.

AWM 026854
TOPIC QUESTION
What were the fighting conditions like in jungle warfare?

Key Concepts
- Evidence
- Analysis and Use of Primary Sources

Learning Outcomes
This topic focuses on the special problems presented by jungle fighting. Students explore evidence about the tactics of jungle war, including the devastating effect of malaria and dysentery on the soldiers.

Learning Activities
1. Fighting conditions and personal challenges
2. Malaria and dysentery research project
Website and DVD Links


Kokoda DVD:
Part 1: The Invasion is a helpful source of information for students to understand the jungle environment.
(See Chapter 6 – Jungle Warfare)

Teacher Briefing

This unit is designed to develop students’ knowledge and understanding of the features of jungle warfare and the special conditions experienced by soldiers in Papua New Guinea. By understanding fighting conditions, including terrain, weather, training, supplies and diseases, students gain a better appreciation and understanding of the difficulties faced by Australians along the Kokoda Track.

About the Learning Activities

Activity 1: Fighting conditions and personal challenges
Students are given a tactical jungle situation and asked to write to a friend about their experience of jungle warfare. This may be small group work or individual work where students consider the personal challenges faced by both Australian and Japanese soldiers. Class background material and instruction are on pages 44–46.

Activity 2: Malaria and dysentery research project
Students answer nine questions in a report format on one tropical disease contracted by soldiers in Kokoda in 1942. Students research from the www.kokoda.commemoration.gov.au website or use other websites or resources from the school library.
Overview: What were the fighting conditions like in jungle warfare?

The men fighting on the Kokoda track faced thick jungle where the enemy was often not seen until he was a few metres away. In the Second World War in Europe and Africa, vast arrays of tanks, aircraft and artillery supported the infantryman. Little of this was available in Papua which made the fighting a foot soldier’s war. The tactics of infantry fighting are built upon fire and movement. When attacking, one group moves towards the enemy while the other fires to keep enemy heads down. The former was called the rifle group, armed with rifles, submachine guns and grenades. The latter was the gun group using at least one light machine gun.

On more open battlefields, the gun group might be the size of a company (about 100 men) with mortars or medium machine guns. They would direct a large volume of fire towards the enemy while another company manoeuvred towards them. This was impossible in Papua because visibility in the jungle is poor, usually from ten to fifty metres, more often the former when fog and rain intervenes. This meant that the defender in his camouflaged fighting pit was not seen until the attacker’s lead scout was suddenly fired on by the hidden enemy. If the scout survived he may still not have been able to determine exactly where the fire was coming from unless he had seen a muzzle flash. The gun group, further back, was even worse off as it could not determine where to direct fire to support the rifle group.

Another challenge facing soldiers fighting in the jungle related to issuing and receiving orders. Steep slopes, few tracks, thick jungle and deep treacherous streams hindered communication. Typically the company commander could see few of his own men and his subordinates. The platoon commanders were often unsure where they were in relation to their own superior, other platoons and sometimes even their own sections.

The typical tactical experience of the infantryman on the Kokoda Track was fighting in a section divided into two small groups, a six-man rifle group or a four-man gun group. After locating the enemy, the gun group brings fire to bear on them while, under cover of the fire, the rifle group crawls carefully closer to try to lob grenades into the enemy’s fighting pit. Suddenly, another enemy opens up and the whole movement halts while the problem is reassessed. The platoon leader commits another of his sections to tackle the new threat. Slowly, usually by crawling and using every scrap of cover, and with long periods where no one can see the enemy and the enemy cannot see them, the attack proceeds. This was how the campaign along the Kokoda Track was fought. The popular image of large formations sweeping the enemy aside with heroic bayonet charges was far from how it actually was for the average soldier.

Activity 1: Fighting conditions and personal challenges

Teacher Briefing

› Print off the overview above, the student instructions and the letter exercise on pages 45–46.
› The first thirty minutes of the Kokoda DVD Part 1: The Invasion Chapters 1–6 are useful background for this exercise.

The Task

Introduce the topic by getting students to read the overview and use a highlighter to bold all the main ideas in the passage that talk about the conditions of jungle warfare. Discuss these with the whole class and discuss some of the environmental and personal challenges that soldiers may have encountered.

Students are to imagine they are a soldier on the Kokoda Track. Ask them to write to a friend about their experience of jungle warfare.

You may wish to use this exercise for individual assignment or group work. In the case of group work, one group could assume the perspective of an Australian soldier and the other could assume the role and perspective of a Japanese soldier.

Use the student responses for a class discussion. Focus on the similarities and differences, if any, experienced by the Australian and Japanese troops in jungle warfare.
Student Task

Activity 1: Fighting conditions and personal challenges

Read the information provided below and consider the features of jungle warfare that impact on soldiers. Think about the terrain, the weather and psychological factors.


Imagine that you are a soldier in your third week of fighting, locked in battle in the mountains. It is night time and raining. You are in a small patrol. You hear gunfire. You are hungry and wet. The rain is relentless and there are shadows moving in the night that might or might not be the enemy.

Take the perspective of either a Japanese or an Australian soldier. In the following text box below, highlight the text that suggests something about the conditions in which the Australians and Japanese lived and fought in the jungle.

Fighting in the jungle resembles night fighting
The attacker, who is manoeuvring, often cannot find his way and becomes lost. His sub-units cannot see each other so cannot easily coordinate fire and movement. The defender, who is in his fighting pit, cannot direct his fire on targets hidden by thick foliage. His weapons, which in other circumstances can fire accurately for hundreds of metres, are much less useful when he can only see 20 metres. If the jungle is also mountainous with frequent mist and heavy rain, as it was on the Kokoda track, these problems are compounded as all movement is greatly slowed and visibility further restricted.

The Japanese, it is said, were trained jungle fighters. This is not so, rather their advantage was that their doctrine and training stressed the importance of night fighting while the Australians in 1942 did not train to fight at night. Both sides were strangers to the jungle but the Japanese, owing to their night fighting training, found their feet first.

A patrol is a small group who leave the main body to seek information on the enemy. If the fingers of a hand are spread wide then the finger tips represent patrols, while the palm is the main body of troops which waits behind to act on the information the patrols obtain. The peculiar aspect of patrolling the vast jungle covered and rugged mountains of the Owen Stanley Range was that these patrols rarely encountered one another. Most patrols returned with no contact nor any sign of the enemy. For all the efforts of 2/1 Pioneer Battalion in the last two weeks of September their patrols encountered the Japanese just twice. On one of these occasions they clashed with the deepest known southward penetration of a Japanese patrol, on the Goldie River, well in the Australian rear and only 35 kilometres from Port Moresby.

Write your notes in the table provided

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Notes on the Jungle Warfare Conditions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Terrain and Environment</td>
<td></td>
</tr>
<tr>
<td>Weather Conditions</td>
<td></td>
</tr>
<tr>
<td>Equipment (including uniform and weapons)</td>
<td></td>
</tr>
<tr>
<td>Psychological Factors</td>
<td></td>
</tr>
<tr>
<td>Personal Health Factors</td>
<td></td>
</tr>
</tbody>
</table>
Letter to a friend – What is jungle fighting like?

Imagine you are a soldier, that it is the following day and you are safe. You are writing a letter to a friend, telling them about what jungle fighting is like. Describe in your own words what you thought and felt last night and how you feel now. There was no fighting but you were expecting there would be. Be honest with your friend. Were you scared? How do you feel now, particularly as there was no fighting?

Use your answers in class discussion to talk about the similarities and differences, if any, that the Australian and Japanese soldiers faced in jungle warfare. Use a separate piece of paper if you need extra space.

Dear
Activity 2: Malaria and dysentery research project

Teacher Briefing

- This research project asks students to answer nine questions in a report format on either malaria, dysentery, scrub typhus or dengue fever contracted by soldiers. Students may research the Kokoda website or use other websites or resources in the school library.
- Watch Chapter 6 the Kokoda DVD – Part 1: The Invasion, on Jungle Warfare.
- Print off the student sheet on page 48.
The dangers of jungle warfare were not only related to the enemy. In New Guinea, both the Australians and the Japanese lost more men to sickness than to battle.

The two main problems were malaria and dysentery. Soldiers also suffered from dengue fever and scrub typhus. Choose one of these diseases to research. Use the Kokoda website or your school library to write a report entitled ‘(name of the disease) on the Kokoda track’.

Divide your report into nine parts. The questions below are a guide to show you what to write about in each part. You don’t need to include the questions in the report but each part should have a heading.

Search for your own images to add to your report.

Include a chart or diagram that illustrates an aspect of your research.

### Research into a Kokoda Track tropical disease:

<table>
<thead>
<tr>
<th>Questions</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction. What is your report going to be about?</td>
<td></td>
</tr>
<tr>
<td>What exactly is the disease?</td>
<td></td>
</tr>
<tr>
<td>How is the disease transmitted to humans?</td>
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<tr>
<td>What are the symptoms of the disease?</td>
<td></td>
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<tr>
<td>What drugs can prevent or minimise the disease?</td>
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<tr>
<td>Were these drugs available in 1942?</td>
<td></td>
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<tr>
<td>How did the disease affect the soldiers on the Kokoda track?</td>
<td></td>
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<tr>
<td>Is the disease still a problem in New Guinea today?</td>
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<tr>
<td>Conclusion. What is the most important thing you have learned from this report?</td>
<td></td>
</tr>
</tbody>
</table>
October 1942. The party of the 2/14th infantry battalion arriving at the United States base camp after 42 days in the jungle. Kalikodobu, New Guinea. AWM 069249
What was the outcome of the second engagement at Kokoda: August – September 1942?

Key Concepts
- Evidence
- Historical Questions and Research
- Contestability

Learning Outcomes
1. Students develop knowledge and understanding about the special significance of the second engagement at Kokoda. Students explore the reality of walking the Kokoda Track.

Learning Activities
1. The second engagement at Kokoda
2. Walking the Kokoda Track
Website and DVD Links


Kokoda DVD:
Part 1: The Invasion.

Teacher Briefing

This unit provides the option to use one of the animated maps available on the Kokoda website. The unit is designed to develop students’ historical skills and interpretation. The second engagement at Kokoda was a small but complicated fight. It is an opportunity for students to understand:

a) the mechanics of the battle and the reason why armies manoeuvre as they do; and
b) the influence a small battle can have on larger events.

About the Learning Activities

Activity 1: The second engagement at Kokoda
The aim of this activity is to explore the concept of historical significance. The class is required to look at the animated map of the second engagement at Kokoda on the website at www.kokoda.commemoration.gov.au/fighting-retreat/second-engagement-kokoda.php and closely read the text on pages 53–54. Students are required to work out the sequence of events represented on the website’s animated map on a separate piece of paper, using the text as a guide. This activity may conclude with a class discussion.

Activity 2: Walking the Kokoda Track
This activity tests students’ knowledge about personal challenges faced by Australians on the track in 1942 and today. This may be developed through group or class discussion and draw on students’ personal bush walking and camping experiences. Kokoda terrain photographs are on page 55 and instructions to students are on pages 56–58.
Overview: What was the outcome of the second engagement at Kokoda: August – September 1942?

The second Kokoda engagement had notable strategic consequences. Australian Major Allen Cameron’s bold attack on Kokoda came as a surprise, not just to Japanese Colonel Tsukamoto, but also to his Japanese superiors in Rabaul who did not anticipate there would be many Australians on the north side of the Owen Stanley Range.

The 17th Army commander, Hyakutake reasoned that if the Australians were bold enough to retake Kokoda, even if only briefly, then they must have a large force, estimated to be 1,200 strong. This first prompted the Japanese to consider the idea of postponing the attack on Port Moresby until more troops arrived in Papua, more supplies were accumulated and Milne Bay was taken. This line of thinking was reinforced when news came in that the American landing at Guadalcanal, on 7 August, would be a greater problem for the Japanese than first thought.

By 16 August, the decision to postpone the attempt to take Port Moresby was made in Rabaul. Senior Japanese officers interviewed after the war thought that the factor most influencing the postponement was not Guadalcanal but rather ‘stronger than anticipated Australian resistance at Kokoda.’

Activity 1: The second engagement at Kokoda

Teacher Briefing

Print off the overview above, the student task page 53–54

The significance of the second engagement at Kokoda was that it had strategic consequences out of all proportion to the size of the force engaged. The second engagement led to the Japanese decision to postpone the Japanese attempt to take Port Moresby.
Student Task

Activity 1: The second engagement at Kokoda

Look at the animated map of the second engagement at Kokoda on the website at www.kokoda.commemoration.gov.au/fighting-retreat/second-engagement-kokoda.php and read the following text. Using the text as a guide, work out the sequence of events represented on the website’s animated map on a separate piece of paper. Work out the sequence of events. Discuss in class.

Glossary

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cameron</td>
<td>Commander of the Australian Maroubra Force</td>
</tr>
<tr>
<td>Owen</td>
<td>Previous Commander of Maroubra Force</td>
</tr>
<tr>
<td>Bidstrup/Symington</td>
<td>Company Commanders under Cameron</td>
</tr>
<tr>
<td>Tsukamoto</td>
<td>Japanese Commander of 1/144 Battalion</td>
</tr>
<tr>
<td>Brigade</td>
<td>A military force with 3 or 4 Battalions</td>
</tr>
<tr>
<td>Battalion</td>
<td>Maroubra Force or Japanese 1/144 were battalion size with 500 men</td>
</tr>
<tr>
<td>Company</td>
<td>Battalions are divided into companies of about 100 men</td>
</tr>
<tr>
<td>Platoon</td>
<td>Companies are divided into platoons of about 30 men</td>
</tr>
</tbody>
</table>

Second engagement at Kokoda: 8 August 1942

After the first Kokoda engagement on the night of 28/29 July, the Australians retreated to Deniki. Both sides awaited reinforcements. With the death of Owen at Kokoda, Major Alien Cameron arrived to take over Maroubra Force which, by the first week of August had grown to 550 men, mostly of 39th Battalion. Leaving a reserve at Deniki, Cameron now moved with 430 men to obey his orders to retake Kokoda. On 8 August, with his headquarters company and one other, he advanced directly down the track from Deniki towards Kokoda. A second force under Captain Bidstrup moved north-east to Pirivi to block the track by which Japanese reinforcements might come from the north coast to Kokoda. Between these two Australian forces was a third one, a company under Captain Symington. It marched along another track, unknown to the Japanese, that led from Deniki to Kokoda.

Cameron’s force on the main track bumped into a Japanese battalion coming the other way. By coincidence the Japanese battalion commander, Colonel Tsukamoto, had begun his attack on Deniki, where he knew the Australians to be, on the same day Cameron commenced his own advance. Tsukamoto had 522 men of 1/144 Battalion. Japanese combat engineers and about 660 Japanese were engaged against 430 Australians.

Soon realising he was considerably outnumbered on the main track, Cameron withdrew to Deniki. Tsukamoto, surprised to find the Australians had advanced on him when he expected to be the attacker, slowly and carefully followed Cameron’s withdrawal. On the central track, Symington found no Japanese at all until he entered Kokoda. There he encountered a platoon of Japanese engineers who did not stay to fight but retreated along the track to Pirivi. Symington’s men dug in on the ridge overlooking the Kokoda airstrip on the same ground Owen had defended nine days before.

The Japanese planned to establish a supply dump at Kokoda. For this reason a company of Japanese engineers was in the area improving their supply line. One platoon was building a bridge near Pirivi when Bidstrup’s company, which was the eastern most of the three pronged Australian attack, ran into them. The Japanese were reinforced later by another engineer platoon, the one which Symington saw leaving Kokoda in the direction of Pirivi. Bidstrup fought the Japanese engineers until dark when he too withdrew to Deniki.
By 9 August, both commanders' plans had been confounded. Cameron, like Tsukamoto, had expected to be the attacker but then found himself under attack. His two outer prongs had been repulsed and the central one, under Symington, was holding Kokoda but cut off from the rest of the Maroubra Force. Tsukamoto brought the main body of his battalion up to Deniki but was reluctant to make his attack until he was sure Kokoda was cleared of what he believed was a small force of Australians. He sent back just one company to retake it. This company proved insufficient, all its attacks over that day and the following night were repulsed.

Because Cameron was unsure if Symington was even in Kokoda, no consideration was given to the possibility of flying reinforcements into Kokoda airstrip. On 10 August, Symington, having had no communication at all with Cameron and low on ammunition and food, decided to withdraw to Deniki. As the most direct routes were blocked his company eluded the Japanese by heading west across the airstrip then south towards Deniki.

Total Japanese casualties for the three days fight were 21 killed and 44 wounded. The Australians lost 23 killed and 17 wounded.
**Activity 2: Walking the Kokoda Track**

**Teacher Briefing**

This task can be done by students individually or as group work. Students should first look at the Kokoda terrain photographs on this page and then make their own list of items to take on the Kokoda Track. Only after they have made their own list should you provide them with the list made by experienced Kokoda Trekkers found on the CD ROM under Unit 5 Activity 2 and students complete the worksheet questions on page 57–58.

Alternatively, the questions on the worksheet can be used for class discussion.

*Walking the Kokoda Track.* Courtesy Peter Williams
Student Task

Activity 2: Walking the Kokoda Track

Your Task
Look at the photographs of the Kokoda Track on page 55. Make a list of at least 20 items you would need, and how many of each, for a ten day walk along the Kokoda Track.

Remember that you have to carry everything yourself so keep it down to a bare minimum. The only things you don’t have to take with you are water and food. Water can be obtained from mountain streams and three basic meals a day will be provided by the tour company which will guide you along the Track.

After you have completed your list, compare it with a classmate. Did you have a similar list? What items did you not have on the list?

Look at the Kokoda Trekkers’ Equipment List on the CD ROM under Unit 5 Activity 2.

Now answer the worksheet questions on page 57–58.

Hints
You will need the following: clothing, footwear, toiletries and camping equipment. There are many other things that you will need. Some of them will surprise you, so think carefully about what might be useful for a long walk in tropical mountains where there are no shops, hospitals or hotels.
Answer each of the following questions:

1. Compare your own list to the Kokoda Trekkers’ Equipment List. What did you take too many of and why do you think this list recommends taking less?

2. What was the most surprising item to find on this list and why did it surprise you?

3. Why is it so important to keep your feet and your walking boots dry?
4. Name as many items as you can that should be in the first aid kit?

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

5. What does the list tell you about the dangers of walking the Kokoda Track?

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

6. Did you have something on your list that is not on the Kokoda Trekkers’ Equipment List, but you think you should take it on the trek? Explain why.

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
1943. Papuan native carriers taking supplies on the Kokoda Track at Uberi. AWM 06/1856

Into the Mountains
Into the Mountains

TOPIC QUESTION

What happened in the Australian retreat from Eora to Templeton’s Crossing: 31 August – 5 September 1942?

Key Concepts

- Evidence
- Analysis and Use of Sources
- Explanation and Communication

Learning Outcomes

1. Students will investigate an Australian and Japanese account of the fighting. Students can also investigate the contestability of the reputation of one of the Australian fighting units, the 53rd Battalion.

Learning Activities

1. The engagement at Eora
2. Was the reputation of the 53rd Battalion deserved?
Website and DVD Links


Kokoda DVD:
View Part 1: The Invasion, Chapter 9 – Attack on Isurava and Chapter – 12 Fighting Withdrawal.

Teacher Briefing

This unit is designed to develop students’ knowledge and understanding of different points of view and to challenge the contestability of evidence. Students take on the Japanese perspective to analyse and interpret the event. The unit provides an empathy exercise from the Japanese perspective.

About the Learning Activities

Activity 1: The engagement at Eora
Students have the opportunity to compare and contrast the Japanese and Australian accounts regarding the engagement at Eora, reproduced from the Kokoda website on pages 63–64. Class instructions are at page 63 and questions are at page 65. The questions are designed to develop analysis and interpretation skills.

Activity 2: Was the reputation of the 53rd Battalion deserved?
Students exercise interpretative skills and role play as members of the 53rd Battalion and read excerpts from 3 texts on page 67.
Prior to viewing the Kokoda DVD the class should brainstorm their existing impression of the Australian fighting force at Kokoda.

The Kokoda DVD Chapter 9, Attack on Isurava and Part 2 The Counter Attack Chapter 19 Kododa Recaptured will assist students to understand the circumstances and later guide a class discussion about the behaviour of members of the 53rd Battalion.

If computers are available, students can map the progress of the 53rd Battalion at the Stand.

Open with a class discussion of the criticism of the 53rd Battalion and ask students to consider their defence.
Overview: What happened in the Australian retreat from Eora to Templeton’s Crossing?

Before Deniki the fighting took place in low lying country north of the Owen Stanley Range. Once the Japanese entered the mountains in pursuit of the Australians, two things changed.

First, the rugged, jungled slopes on which the fighting took place altered the tactics used. In the low country it was easy to march around the enemy flank to threaten their rear. In the mountains, both sides were to find this was still possible, but extremely difficult and slow. The Kokoda Track became the major tactical feature and if the Australians could block it, and not be cut off from supplies coming up the track, then they would stop the Japanese.

Secondly, the Maroubra Force was strongly reinforced and, abandoning a delay and retire policy, the Australians made three determined but unsuccessful attempts to stop the Japanese at Isurava, Efogi and Ioribaiwa.
Student Task

Activity 1: The engagement at Eora

Your Task

Major Koiwai Mitsuo (Japanese names have surname first) wrote an account of his participation in the engagement at Eora. Read this, and the Australian account of the engagement at Eora and answer the questions on page 65.

The Japanese perspective

Koiwai’s story begins on the morning of 2nd September, after the Australians had withdrawn from their position overlooking Eora village.

‘I thought it unusual for the hard working Australians to give up a position so quickly. Anyhow it was good news and took a load off my mind. Our loss since yesterday amounted to 17 dead and 27 wounded. This day we buried our dead in the mountains for the first time since landing in New Guinea. I issued an order to start the pursuit at 7am. Number 7 company, the most exhausted, was sent back. Numbers 5 and 6 company rested where they were while 8 and 12 companies took up the pursuit.’

Koiwai’s superior, Colonel Yazawa Kiyomi, arrived to rebuke Koiwai for advancing too slowly when, as Yazawa said, ‘There seemed to be no Australians about.’

‘Since yesterday’s failed attack he had not liked my cautious approach. He seemed to be anxious for a quick victory but it was not easy to attack the enemy without knowing where they were. Being too eager for a victory could result in delaying the pursuit and increasing our losses. This is the last thing a commander should do.’

The next day, 3rd September, Koiwai’s men caught up with the Australians.

‘After considering all the options I decided to attack the enemy at night. I had 8 Company on hand but they had been worked very hard since 1 September so I could not push that company too much. I was looking forward to the arrival of 7 Company because of the quality of the commanders. Lt Nakao had experience in China and his Warrant Officer, Kaneshige, was also a great fighter with lots of experience. I had one artillery piece. It is usually not done to fire artillery at night but human psychology is kind of beyond tactics. My plan was that after firing a few shells at the enemy position and terrifying them out of their senses we would charge with bayonets and they would be in fear of us in the darkness of the jungle.

It all went as I had hoped. After hard fighting my men got in among the Australians. I then ordered them to hold their positions as I expected a counter attack. It never came and at dawn we were surprised to find that the Australians had again retreated.’

[Autographed good luck flag carried by a Japanese soldier. The signatures on the flag are from friends and family wishing a traditional long-lasting good fortune in war. AWM REL/18488]
The Allied perspective

As a result of the defeat at Isurava, the Australians withdrew rapidly south along the Kokoda track. Covering the withdrawal was a large rearguard composed of 2/16 and 2/14 Battalions. These battalions, especially the latter, had been dispersed as a result of the Isurava fighting and had only 700 men between them. The fighting done by 2/16 and 2/14 as they covered the withdrawal of the Maroubra Force in the week after Isurava, is known as the first Eora-Templeton’s engagement. Colonel Key of 2/14 was among those missing after Isurava so Colonel Caro of 2/16 commanded the force.

The first position the Australians held was just south of Alola on the night of 30 August. After dark they withdrew. It was well that they did as a fresh Japanese pursuit group, elements of 41 Regiment, none of which had participated at Isurava, was advancing rapidly after them. With 1305 men its aim was to overtake and destroy the Australian rearguard. When Yazawa, the regimental commander, saw the Australians drawn up south of Alola he thought the position too strong to attack frontally. At night he sent his main force into the jungle to the west, to circle around and attack the Australians from the rear. While this was in progress, the Australians withdrew and, for the third time in the campaign so far, a Japanese battalion wandered lost in the jungle unable to find its enemy.

A day lost to the error, Yazawa’s pursuit group caught up with Caro’s force dug in on the southern heights above Eora village. The line was held by 2/16 while 2/14 was behind it ready to act as a reserve or respond to a Japanese flank attack. The Japanese placed their artillery and machine gun company on the same height to the north of the village that they were to use when they defended this area during their retreat in October. Five infantry companies were available to them. After an artillery bombardment of the Australians, they made a night attack. Two were held in reserve, one attacked the Australian frontally and two went around the Australian right flank.

By early morning of 2nd September, the Japanese had penetrated the Australian position in several places. Caro decided he must withdraw. The Japanese followed cautiously and the following evening found the Australians further down the track at Templeton’s Crossing. This time Caro withdrew before the Japanese had time to develop their attack. On the following night, the Australians crossed Eora Creek onto heights south of it and here made another stand. The Japanese had only one gun forward to support their infantry which again made a frontal pinning attack combined with a sweep around a flank. Both attacks were successful and the Australians had either to withdraw or face destruction. This withdrawal uncovered Myola, the dry lake in the mountains from which the Australians were receiving their supplies by air. The Australian rearguard then fell back to Efogi where they rejoined the Maroubra Force.

First, Eora-Templeton’s is rightfully regarded as a successful rearguard action on the part of the Australians. The Japanese were faced with the choice of a fast advance which would cost them more casualties or a less costly slow advance. In this phase of operations in the Owen Stanley Range, Yazawa opted for a slow advance in an attempt to keep casualties down. He failed as Eora-Templeton’s cost the Japanese 43 killed and 58 wounded against an Australian loss of 21 killed and 54 wounded. Horii, the Nankai Shitai commander, was highly dissatisfied and removed Yazawa’s regiment from the pursuit. He replaced it with a 144 Regiment which had been resting since Isurava. From an average advance of two kilometres per day under Yazawa, the speed of the pursuit increased to eight kilometres per day. From the Australian perspective, the slow Japanese advance in the week after Isurava gave them time to prepare to make another stand, this time at Efogi.

August 1942. Australian troops enjoy a respite from heavy fighting against the Japanese in the Kokoda area. Their rest camp consists of native huts. AWM 150656
Answer the following questions about the Japanese and Australian accounts.

1. How does Koiwai’s version of events differ from the Allied account?

2. Watch the animated battle of Eora 1 and 2 on the Kokoda website kokoda.commemoration.gov.au/battle-maps/. Is there anything in Koiwai’s version that you think might be incorrect?

3. Considering both accounts, who would you say won the fight?

4. What does Koiwai think of the Australians?
5. Explain in your own words, the reason for the tension between Koiwai and Yazawa.


6. What was Koiwai particularly worried about?


7. What does Koiwai’s account tell you about the problems faced by the Japanese?


8. What does the account tell you about Koiwai’s personality?
Student Task

Activity 2: Was the reputation of the 53rd Battalion deserved?

Watch the Kokoda DVD Part 1 The Invasion, chapter 9 Attack on Isurava and Part 2 The Counter Attack, Chapter 19 Kokoda Recaptured.

Imagine that you are a member of the 53rd Battalion.


Read the three secondary sources below and answer the following questions.

Source 1: Extract from Kokoda, Paul Ham 2005
The 53rd Battalion was not destined to share the glory of the 39th. The story of this unfortunate unit is one of the sadder episodes of Australian military history, and rarely told in the accounts of the Kokoda campaign. They were similar men of similar backgrounds as those in the 39th. And many were as brave and committed. But incompetent leadership and a splinter group of malcontents, fatally compromised them. (Ham, Kokoda, 2005 :29) Everyone criticised their (the 53rd) lack of training, but no one seemed prepared to do much about it, far less accept responsibility. It was always someone else’s job. This was a constant theme throughout this miserable war. (Ham, Kokoda, 2005 :486)

Source 2: Extract from A Bastard of a Place, Peter Brune 2003
In summary, it should be said that the formation of the 53rd Battalion, its deployment in Port Moresby, its subsequent treatment during its garrison days and, critically, the quality of its leadership in the collective sense – all of it is a national disgrace. And a further point should be noted. The notion that an Australian citizen need only enlist in his armed forces and almost immediately become the stuff of a new legend is quite simply nonsense. The citizen requires, and deserves, trained, dynamic leadership; he should have adequate equipment and the time to train and learn how to engender esprit de corps. The legends come later. In August 1942, all this was denied the young men of the 53rd Battalion. (Brune, A Bastard of a Place, 2003 :166)

Source 3: From 53rd Battalion War Diary, AWM Collection 52 8/3/91 War Diaries

27 August 1942 – Attac was not successful due to...lack of offensive spirit and general physical condition of troops. Runner returned with message Commanding Officer Lieutenant Colonel Ward... had been killed.

30 August 1942 – Dysentery cases increasing...morale not good.

31 August 1942 – Major Spring reported his Company dispersed during an attack while he was absent... The company could not be located.

1 September 1942 – Companies appeared to lose control and [there was] too much straggling.

2 September 1942 – 53 Battalion to be relieved of all automatic weapons, rifles and equipment and the Battalion less one company to move back to Port Moresby.
Look for evidence that supports the three sources and the *Kokoda* DVD’s views about the 53rd Battalion. Write down a list of evidence and where the evidence comes from that supports those views.

<table>
<thead>
<tr>
<th>Was the reputation of the 53rd Battalion deserved?</th>
<th>Notes on evidence found in the sources</th>
<th>Notes on evidence found in the Kokoda DVD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Source 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Source 3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Answer the following questions:**

1. What did the 53rd Battalion do wrong?

2. Do you think that criticism of the 53rd Battalion was fair?

3. Do you think that the whole 53rd Battalion should be criticised?

4. If you were a member of the 53rd Battalion what would you say in your defence?
September 1942. Milne Bay.
AWM 026620
Milne Bay

TOPIC QUESTION

What led to the Japanese defeat at Milne Bay?

Key Concepts

- Chronology
- Contestability
- Analysis and Use of Sources

1 Learning Outcomes

Students learn of the first Japanese defeat in New Guinea. This unit identifies the events, causes, outcomes and broader impact of the campaign. It also invites interpretation of different media to draw conclusions about the motivations and intentions of the participants. The unit also examines heroism and the life and story of Corporal John Alexander French VC who won his Victoria Cross at Milne Bay.

2 Learning Activities

1. The Japanese landing and defeat at Milne Bay
2. Milne Bay – veteran account
3. Depth study: Corporal John Alexander French VC
Website and DVD Links


Kokoda DVD:
Part 2: *The Counter Attack*, Chapters 15-23

About the Learning Activities

**Activity 1: The Japanese landing and defeat at Milne Bay**
An exercise designed to develop knowledge and understanding of the Japanese perspective and the turning point in the fighting. Class instruction and questions are on page 73. Guide the students through the text and questions. Direct class discussion about the influence of weather and terrain on the war in New Guinea. You may alternatively set this as a research assignment.

**Activity 2: Milne Bay – veteran account**
Explain personal narrative as a source of historical evidence and ask the students to imagine the perspective of a veteran of Milne Bay.

Students are asked to give a short talk (3-5 minutes) to the class, imagining that they are a 90 year old veteran of the Battle of Milne Bay. The students can use their imagination to tell the group about their experiences. Students acting the part of the veteran may use the opportunity to create or bring mementoes to explain their story. Mementoes could include medals, a diary from 1942, an old photograph of his best mate, a mud stained map, a letter from his mother, a bullet, or a button from his uniform. Students can make the mementoes, at least five of them, with cardboard, paper, coloured pencils, glue and whatever else they can find. Provide coloured pencils, cardboard and other materials or set the making of mementoes as a homework assignment. Some examples are included with the student instructions are on page 74.

**Activity 3: Depth study: Corporal John Alexander French VC**
In this activity students gain knowledge about definitions of a hero and explore the story of Corporal John Alexander French VC. The Victoria Cross, is the highest military decoration awarded for valor in the face of the enemy to armed forces in the Commonwealth. The Australian War Memorial website www.awm.gov.au/people/ has a list of Australian Victoria Cross recipients that you may wish to use for broader discussion about the award of a VC. Information on the only other VC Recipient at the Kokoda Track is available on the CD ROM under Unit 7 Activity 3. Instructions and materials to distribute to students are on pages 76–78.

Provide students with a copy of the definitions of a hero found on the CD ROM under Unit 7 Activity 3.
Overview: What led to the Japanese defeat at Milne Bay

Milne Bay is on the eastern tail of New Guinea. In 1942, aircraft based there could project air power towards a number of vital strategic locations: Port Moresby, Sanananda, Lae, Far North Queensland and across the Coral Sea.

Both sides were well aware of the advantages of controlling Milne Bay. The Allies made the first move. They began construction of an air base at the western end of the bay in June 1942. The Japanese intended to build an airfield at nearby Samarai Island but when they discovered the Allied airfield at Milne Bay, they decided to attack and take that instead. The moment seemed right as it could be timed to coincide with the Japanese attack at Isurava. More importantly, two weeks earlier, the Imperial Japanese Navy sank an Allied cruiser group, including the HMAS Canberra, near Guadalcanal. Admiral Mikawa deduced, correctly, that the American carriers would be unlikely to intervene in a Japanese naval operation to take Milne Bay, now that the carrier’s cruiser escort had been sunk.

The Japanese landed on the beaches of Milne Bay on 26 August 1942 to seize the Allied airfield. They were comprehensively defeated by the Australians who thus became the first to obtain a victory over the Japanese since the Pacific war began.

Student Task

Activity 1: The Japanese landing and defeat at Milne Bay

Poor weather and bad terrain can influence the outcome of a battle. Read the text below carefully and answer the following questions. Use a highlighter to mark the problems that led to the failure of the Japanese advance.

The Japanese landing at Milne Bay

With an escort of cruisers and destroyers, the first Japanese landing of 1178 troops, took place between Waga Waga and Wandula on the northern coast of Milne Bay on the night of 25 August 1942. This was seven kilometres east of where they intended to land, a fact that had important consequences. To understand the effect of this error on the course of events it is vital to take into account the weather and terrain.

Where the Japanese landed was a narrow coastal strip between the bay and rugged mountains. There were tracks in the mountains but they ran from north to south, as did the ridges leading down from the mountains, while the Japanese wanted to advance from east to west. The Australians were able to block Japanese access to the airfields along the coastal flats.

Secondly, almost constant rain throughout the operation turned all tracks into mud wallows and much of the area into a swamp, slowing troop movement. The third effect of heavy rain and banks of low cloud was on air power. The Royal Australian Air Force, with an airstrip only minutes away, could quickly attack Japanese ground troops when any break in the weather was observed.

Japanese aircraft, in contrast, had to come from Buna, Lae and Rabaul. Communications with their own troops at Milne Bay often failed so they had no way of knowing when breaks in the cloud might occur. Perhaps three quarters of all Imperial Japanese Navy air raids over Milne Bay failed to find any targets.

October 1942. Leather wallet with a woven cloth cover. This wallet was picked up by an Australian soldier at Templeton’s Crossing. More information about this artefact can be found on the AWM collection database. AWM REL33902
Questions

1. List the factors that led to the defeat of the Japanese at Milne Bay.

2. What, in your opinion, was the most important factor and why?

3. What could the Japanese have done to minimise the effects of the weather and terrain?
Student Task

Activity 2: Milne Bay – veteran account

Look at the artwork above and identify the tasks being done and the setting. Imagine that you are a veteran of this battle. You are now 90 years old. You have been asked to talk of your experiences at a local school. You decide to bring some of your personal mementoes. Mementoes are a reminder of the past; a keepsake. You will show them to the students and tell them something about each one.

Use your imagination. Think about what things an old soldier would keep in his box of souvenirs from the war. Which ones would he think the students would be interested in? He might bring his medals, a diary from the war, an old photograph of his best mate, a mud stained map, a letter from his mother, a bullet, or a button from his uniform.

You can make the mementoes, with cardboard, paper, coloured pencils, glue and whatever else you can find. You should talk to the class for three minutes. Think about how a 90 year old veteran might talk. Start by telling the students who you are and where you come from, and what your strongest memory of the Battle of Milne Bay is. Then show the class your mementoes one at a time. Make up a very short story about each one. After you have finished, ask if the students have any questions and try to answer them as the veteran might.

You may wish to use the Australian War Memorial collection search function on their website to find other artefacts or objects from the Second World War. Some examples are provided below for you.
Use this table to assist you to structure the content of your talk.

<table>
<thead>
<tr>
<th>Memento</th>
<th>Notes</th>
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<tbody>
<tr>
<td></td>
<td>Why did you choose it?</td>
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<td></td>
<td>What is the relevance of your memento?</td>
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<tr>
<td></td>
<td>How does it add to your veteran’s story?</td>
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<tr>
<td></td>
<td>Is it an artefact?</td>
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<tr>
<td></td>
<td>Is it a primary or a secondary source?</td>
</tr>
</tbody>
</table>
Student Task

Activity 3: Depth study: Corporal John Alexander French VC

The Qualities of Heroes

1. Write a list of people who you think are heroes.

2. Use the “Definitions of a hero” sheet located on the CD ROM to inform your discussion on the qualities of a hero. From this discussion construct a list of four or five essential qualities of a hero.

<table>
<thead>
<tr>
<th>Heroic qualities</th>
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3. Go back to your original list of heroes. Do they have the qualities you have described in your list? Discuss in class why you originally considered these people as heroes.

What is a Victoria Cross?

1. Read the following information about the Victoria Cross.

The Victoria Cross

The Victoria Cross is the highest award for acts of bravery in wartime. It was instituted in 1856 by Queen Victoria and made retrospective to 1854 to cover the period of the Crimean War. It is possible for any serving member of the armed forces to obtain this award. The Victoria Cross is designed in the form of the Maltese Cross and in the centre of the medal is a lion guardant standing upon the Royal Crown. The words “For valour” are inscribed below. The Victoria Cross is suspended from a crimson ribbon. On the reverse of the cross, the date of the act of bravery is inscribed, along with the name, rank and unit of the recipient.

Source www.awm.gov.au
2. Only one other Victoria Cross was awarded at the Kokoda Track to an Australian of 2/14 Battalion. Go to the Australian War Memorial website at www.awm.gov.au/people/ and find out who gained the award, the location of the action and the date. The answer can be found on the CD ROM under Unit 7: Activity 3 or your teacher can provide the answer from the CD.

3. Examine the following three sources about the VC awarded to Corporal John Alexander French who was killed at Milne Bay.

Source 1

CORPORAL JOHN ALEXANDER FRENCH VC

Date of birth: 15 July 1914
Place of birth: Crows Nest, near Toowoomba, QLD
Date of death: 4 September 1942
Place of death: Milne Bay, Papua New Guinea
Service Number: QX1071

John French was typical of many single young men who had enlisted early in the war. He went on to serve in Britain, Egypt, and Libya. By the time that he was sent to Papua with the 2/9th Battalion, in August 1942, he was an experienced infantry non-commissioned officer.

In early September, French’s company came across Japanese positions near Goroni and was held up by intense fire from three machine-gun posts. Ordering his own section to take cover, French successfully assaulted two positions with grenades. He then attacked the third with a sub-machine gun but finally fell dead in front of the enemy gun pit. He is buried in the Port Moresby (Bomana) War Cemetery.

Source: www.awm.gov.au

Source 2

Go to www.naa.gov.au and conduct a record search for John French. Under his service number view a digital copy of his records.

Digital copies of his service records are also provided on the CD ROM under Unit 7, Activity 3.
Source 3
The London Gazette records French’s VC Citation.

QX 1071 Corporal John Alexander FRENCH
2/9th Australian Infantry Battalion, AIF
4th September 1942, at Milne Bay, New Guinea

At Milne Bay on the afternoon of the 4th September 1942, a company of an Australian infantry battalion attacked the Japanese position East of the K.B. Mission where it encountered terrific rifle and machine gun fire. The advance of the section of which Corporal French was in command was held up by fire from three enemy machine gun posts. Whereupon, Corporal French, ordering his section to take cover, advanced and silenced one of the posts with grenades. He returned to his section for more grenades and again advanced and silenced the second post. Armed with a Thompson sub-machine gun, he then attacked the third post, firing from the hip as he went forward. He was seen to be badly hit by the fire from this post, but he continued to advance. The enemy gun then ceased to fire and his section pushed on to find that all members of the three enemy gun crews had been killed and that Corporal French had died in front of the third gun pit. By his cool courage and disregard of his own personal safety, this non-commissioned officer saved the members of his section from heavy casualties and was responsible for the successful conclusion of the attack.

London Gazette:
14th January, 1943.

1. Discuss why VC recipients are considered to be heroes. Do you agree that Corporal John French deserved this award? Why?

AWM 026826
The Tide Turns

TOPIC QUESTION

Did General Blamey mean to insult the troops in his ‘rabbit speech’?

Key Concepts

- Evidence
- Perspective and Interpretation

Learning Outcomes

Students test evidence regarding the perspectives of the Australians and develop skills of interpretation, analysis and synthesis. An exercise on General Sir Thomas Blamey draws on material in the Kokoda DVD and explores the controversial ‘Rabbit Speech’. An empathy exercise from the perspective of a war bride is also included.

1. Esma Myer’s story
2. General Blamey and the ‘rabbit speech’
3. Perspectives of war by analysing historical sources
Website and DVD Links

www.awm.gov.au
www.kokoda.commemoration.gov.au

Kokoda DVD:
Part 2: The Counter Attack, Chapters 13–15, particularly Chapter 14. General Blamey’s Rabbit Speech

Teacher Briefing

About the Learning Activities

Activity 1: Esma Myer’s story
This is an exercise designed to develop students’ understanding of, and empathy for the impact of war at home.
The story is about Esma, a young bride whose husband, Herbert Warne, was killed at Templeton’s Crossing
(Eora region) in October 1942.

Students answer the questions using Esma’s wedding photograph as the source. Esma’s photograph and class
instructions are on page 82 and 83. Esma’s husband’s Roll of Honour information is included to give further depth
for class discussion.

Activity 2: General Blamey and the ‘rabbit speech’
This activity explores historical contestability and how history can be perceived differently by those there and those
interpreting it later. On 9 November 1942, General Sir Thomas Blamey came to New Guinea and gave an address
to the exhausted troops of the 21st Brigade at the Koitaki Cricket Pitch. The text of the speech was never kept but
reactions to the speech are found in personal records and other historical accounts. This speech is referred to as
the ‘Rabbit Speech’ and was perceived very differently by those present. Most of the evidence indicates that the
men were expecting praise but were largely insulted by what General Blamey had to say. Other evidence indicates
Blamey did not intend to criticise the troops but was widely held in contempt for this misinterpretation by the 21st
Brigade.

View the Kokoda DVD: Part 2: The Counter Attack – Chapters 13–15 to establish the story. Then print out the portrait
of General Blamey and the two reactions to the speech on pages 84–85. Guide a class discussion on whether
General Blamey meant offence by asking ‘Did Blamey mean to insult the troops? What is the evidence? Can we
ever know the truth?’ You may wish to raise concepts of interpretation, perspective, bias and personality.

Activity 3: Perspectives of war by analysing historical sources
This exercise aims to develop critical appraisal using different primary and secondary evidence for historical inquiry.
Historical inquiry yields knowledge that is based on the available evidence, but remains open to further debate and
future reinterpretation. Students develop the ability to recognise varying interpretations of history and to determine
the difference between fact, opinion and bias.

Give the students the instructions, which contain the eight sources of evidence and ask them to complete the table
on pages 86–89. Students need to use research skills to find out further information about the sources and develop
skills to draw different interpretations of evidence.
Overview: Did General Blamey mean to insult the troops in his ‘rabbit speech’?
This Unit relates to events during the fighting from September to December in 1942. At the end of September 1942 the Japanese retreated from their southernmost point of advance, just 40 kilometres from Port Moresby. The reason for the Japanese retreat was that the campaign on Guadalcanal was going badly for them and Imperial Headquarters in Japan deemed it wise not to overstretch their position in Papua New Guinea until the Guadalcanal problem was resolved. They did not however abandon hope of making another attack on Port Moresby in the future, so they only retreated as far as the Templeton’s Crossing – Eora region. It was there that the Australians attacked and defeated them in October 1942. The Japanese fell back to Ovi-Gorari but in November were again defeated, this time decisively. The remnant of the Nankai Shitai now had no choice but to retreat to Sanananda to try to hold their base.

Student Task
Activity 1: Esma Myer’s Story
This is a formal wedding portrait taken on the day of the wedding of Lieutenant Herbert Warne and Esma Myers. They had met before Herbert first went overseas with the army, to the Middle East. On his return they were married and they moved to their new home at 9 Francis Street, Richmond, a suburb of Sydney. Within a few weeks, Herbert’s Battalion, the 2/33rd, was once again sent into battle and on 14 October 1942 he was killed in action on the Kokoda Track. He is buried at Bomana Cemetery near Port Moresby.
Imagine that you are Esma. Look closely at the wedding photograph and decide what kind of person you are. You were 22 years old when the photograph was taken and now you are nearly 90.

Writing as if you are Esma, tell her story in one page as a diary, letter or photo essay.

The following questions may assist you to write your piece.

Where was she born and what did she do before she met Herbert?

Was it a happy marriage?

Were they rich or poor?

How did she cope when he went off to the war?

Did she ever go to see his grave?

Did she keep a memento of her short time with Herbert?

What happened to her after the war?

Did she re-marry?

Does she have children, grand children, or even great grand children about your age?

Does she still think of Herbert sometimes?

Roll of Honour – Herbert Arthur Warne

Service number: NX59611
Rank: Lieutenant
Unit: 2/33rd Battalion (Infantry)
Service: Australian Army
Conflict: 1939-1945
Date of death: 14 October 1942
Place of death: Papua New Guinea
Cause of death: Killed in action

Source: AWM147 Roll of Honour cards, 1939-1945 War, 2nd AIF (Australian Imperial Force) and CMF (Citizen Military Force)

Go to www.nao.gov.au and conduct a record search for Herbert Warne. Under his service number view a digital copy of his records. Print these out.

What information would this have provided to Esma?
Student Task

Activity 2: General Blamey and the ‘rabbit speech’

General Sir Thomas Blamey

Blamey was a former school teacher who turned to the Army and rose to become Australia’s only Field Marshal. During the Second World War, Blamey was appointed to command the 6th Division. Returning to Australia in 1942 he became Commander-in-Chief, Australian Military Forces and Commander Allied Land Forces in the South West Pacific. Blamey retired in 1945 but in May 1951, shortly before his death, was recalled to the active list and promoted to Field Marshal.
Your Task

Watch the Kokoda DVD, Part 2 The Counter Attack Chapters 13-15 particularly Chapter 14. There is no written version of Blamey’s speech. All we know is what witnesses said (primary sources) and historians argue (secondary sources). Look at General Blamey’s portrait and consider the two sources with conflicting interpretations and answer the following questions.


On 9 November 1942, Blamey addressed the men of the 21st Infantry Brigade on a parade ground. Maroubra Force expected congratulations for their efforts in holding back the Japanese. However, instead of praising them, Blamey told the brigade that they had been “beaten” by inferior forces, and that “no soldier should be afraid to die”. “Remember,” Blamey was reported as saying, “it’s the rabbit who runs who gets shot, not the man holding the gun.” In a later letter to his wife, an enraged Brigadier Potts swore to “fry his [Blamey’s] soul in the afterlife” over this incident. According to witnesses, when Blamey subsequently visited Australian wounded in the camp hospital, inmates nibbled lettuce, while wrinkling their noses and whispering “run, rabbit, run” (the chorus of a popular song during the war) (Brune, P. 2003:257-258).

Thereafter, “he was almost invariably” referred to as “that bastard Blamey”. (Horner, D. 1998)

Even Blamey’s war-long and closest colleague, Lieutenant Colonel Norman Carlyon OBE wrote that he was amazed that Blamey could deal so insensitively with the men of such a well proven Brigade. The regimental medical officer of the 2/16th Battalion, Major General Henry Steward, who was also present at the parade, wrote that he was shocked that Blamey could talk to the men the way he did: “The entire parade, men and officers, were almost molten with rage” James, 2006, The Kokoda Track: 134

Source 2: Extract from South West Pacific Area – First Year Kokoda to Wau, McCarthy.

On 9 November General Blamey addressed a parade of the 21st Brigade at the Koitaki cricket ground. During the course of his speech, he said that ‘the Jap was like a gorilla: he would get into a hole and he would not surrender: while in his hole and protected by it he would kill; to be dealt with he had to be got out of his holes and put on the run’. Blamey added that it was ‘like shooting rabbits: while the rabbits were in their burrows they could not get shot; they had to be got on the run and then the man with the gun could get them’.

‘It never entered my head as I stood there on parade that the general had any idea he was being offensive, or that he intended to be so’ wrote Brigade Commander Dougherty (then a newcomer to the brigade) afterwards. ‘But the Brigade gave to what he said the interpretation that ‘they ran like rabbits’. This interpretation of what he said spread through New Guinea and indeed back home and resulted in bitter feelings. Following his address to the whole brigade, General Blamey addressed the officers separately. He was direct with them and said that a few officers had failed. This caused bitterness. But after both addresses, Blamey told me that he thought highly of the brigade and repeated to me what he would have told the whole brigade, ‘that I, as their new brigade commander, would be very proud of them’. When the brigade was reorganised at Ravenshoe in 1943, Blamey’s PA one day asked me if he could speak to my officers. He had been genuinely upset at having hurt my brigade when he addressed them at Koitaki, as he had not intended to do so. When speaking to the officers on this occasion he referred to the Koitaki incident. He said that he had said certain things to the officers, and he had meant all that he had said. He endeavoured to explain the meaning of what he had said then, and to put his remarks into their correct perspective. His comments on this occasion, frank and sincere, were well received.’ McCarthy, D. South West Pacific Area – First Year Kokoda to Wau. Canberra AWM, Series 1 Army, Volume 5 footnote: 334

Do you think that Blamey meant offence?

Can we ever know the truth?
Student Task

Activity 3: Perspectives of war by analysing historical sources

Your Task

Look at the eight source images provided and complete the table on page 90.

Use the web addresses provided with each source as a starting point to find out more about the source and the people and events it depicts.

To complete the table you will need to research:

1. The type of source: It may be a photograph, painting, eyewitness account, diary etc.
2. Description of contents: This will be what the source shows and how it is depicted.
3. Perspective: You need to identify the person or organisation that produced the source. For example, a soldier, artist or war photographer.
4. Main idea or message conveyed: This information needs to include who produced the source, their purpose and their target audience.
   Is the main idea to try to persuade the viewer about a particular point of view?

Source 1


See AWM website Collections and other websites for more information about the Coral Sea and HMAS Australia.

Source 2

Sergeant Katue, Papua Infantry Battalion, William Dargie, charcoal and coloured conte crayon on paper, October 1942. AWM ART25017.

See Kokoda website Four Peoples at War for more information about Sergeant Katue.
Source 3

October 1942, Papua.
A Japanese prisoner with malaria captured near Nauro, being cared for by Australian stretcher bearers.

AWM 026826

See www.ww2australia.gov.au/beachheads/thin.html for more information on Japanese starvation or the AWM Collections website.

Source 4

Trooper Ben Love’s diary. Trooper Benjamin (Ben) Love was 34 when he fought at Sanananda. His diary recorded the ordeal. Born in England, Ben enlisted in the Australian Imperial Force (AIF) in July 1940.


Also a copy of the diary can be found on the CD ROM.
Source 5

‘The crab’s claw’ cartoon [The Argus, 9 January 1942].


Source 6

3 October 1942. Papua. Pictured, left to right: US General Douglas MacArthur, Supreme Commander, South West Pacific Area; Sir Thomas Blamey, Commander Allied Land Forces, and Major General G. S. Allen, Commander 7th Division AIF, at Owers’ Corner during General MacArthur’s first visit to New Guinea. This photograph became the basis of a portrait of MacArthur and Allen painted by Australian artist Alan Moore in 1972. Blamey was not included in the portrait. AWM 150818

See the AWM Collections website, Kokoda DVD and Kokoda website for more information.
Source 7

*Australian Action at Buna, Geoffrey Mainwaring, 1962, oil on canvas, 274 x 137 cm. AWM ART27547*

18th Australian Infantry Brigade, 2/6th Australian Armoured Regiment; Australian infantrymen attacking Japanese positions, supported by tanks.

See AWM Collection website and Kokoda website for more information on this attack.

Source 8

*In 1942-43 Australians were deluged with posters and advertisements representing invasion as likely. The most infamous was “He’s coming south”, which was so alarmist that the Queensland government and the Town Clerk of Melbourne refused its release.*

*He’s coming south, Lithography on paper, 75.9 x 50.4 cm. AWM ART09225*

# Analysing Historical Sources

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<thead>
<tr>
<th>Source</th>
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The Japanese Besieged – The Battle of the Beachheads: Buna, Gona, Sanananda

November 1942. In the advance to the coast Australian soldiers crossing an improvised bridge over the Kumusi River at Wairopi. AWM 051756
The Japanese Besieged – The Battle of the Beachheads: Buna, Gona, Sanananda

**TOPIC QUESTION**

What is a siege?

**Key Concepts**

- Chronology
- Continuity and Change
- Perspective

**Learning Outcomes**

Students will use concepts of chronology and continuity and change to analyse the siege, retreat and final surrender of the Japanese. Students explore different perspectives in a brainstorming exercise and problem solve answers to questions through a word puzzle exercise.

**Learning Activities**

1. Battle brainstorm
2. Beachheads – word puzzle
3 Website and DVD Links


Kokoda DVD:
Part 2: The Counter Attack, Chapters 19–23

4 Teacher Briefing

This unit develops students’ knowledge and understanding of chronology and draws on students’ memory skills, providing an opportunity to examine art as a primary source of evidence.

About the Learning Activities

Activity 1: Battle brainstorm
Using Australian Action at Buna by the artist Geoffrey Mainwaring AWM ART27547, students complete a memory exercise. Ask them to look at the painting for one minute and then recall as much as they can. Give students a copy of the painting on page 94 or project the image on a data projector. The image is provided on the CD ROM under Unit 9 Activity 1.

Ask students to look at the painting for a minute, then turn it over and quickly list what they remember about the painting. Students can then see the painting again. Ask them to pause and reflect on their initial list and then answer the questions on page 95. You may wish to use the students’ answers and learning experience in a class discussion.

Activity 2: Beachheads – word puzzle

The text is titled “Advance to the Sea” and is about the initial failure of Australian and American attacks and is also available on the CD ROM under Unit 9 Activity 2. For those students interested in a challenge, can use the answers as clues for the word puzzle on page 97. Solutions are on the CD ROM in the Unit 9 Activity 2 folder.
Overview: The Japanese Besieged – The Battle of the Beachheads: Buna, Gona, Sanananda

From mid-November 1942 to the end of January 1943, the Australians and the Americans reduced the Japanese base in the Gona-Buna-Sanananda area. Called the Battle of Buna-Gona, this three month struggle had the characteristics of a siege. A siege is an attempt to capture a fortress. In ancient times this was often a walled city but in the modern era, with the rise of powerful artillery easily capable of knocking down walls, the ramparts have been replaced by trenches and bunkers.

All the factors that played a part in a typical siege can be seen at Buna-Gona: The attacker attempts to storm the fortress immediately on arrival. If this fails, as it did at Buna-Gona, a siege results. The objective is surrounded, preventing the escape of the defenders and their incoming reinforcement or resupply. A siege can be a drawn out process if starving the defenders is the objective or if the defences are too strong to assault, but often the low level of operations will be punctuated by a number of small engagements where key parts of the defences are captured bit by bit. Another classic problem of siege warfare which appeared at Buna-Gona was disease. With large numbers of soldiers in one location for several months there is a high probability that sickness, afflicting both attacker and defender, can decide the outcome.

The Japanese defences at Buna-Gona were in four parts. What might be termed the citadel was at Sanananda. It was covered by three outworks, the defences at Gona and Buna on its flanks and a third inland to its front. The Allies approached the coast in mid November and attempted a coup de main – a swift attack relying on speed and surprise. Greatly underestimating the strength of the defences, they were repulsed. Realising a prolonged effort would be required, they cut the landward approaches to the fortress and brought up reinforcements and artillery to bomb the defenders. Air bombardment was also used.

Aware that the fall of all the secondary positions heralded the eventual fall of Sanananda, the Japanese there were ordered to make a breakout and to escape north along the coast. Some succeeded and by 21 January all organised Japanese resistance in Papua ceased.
Student Task

Activity 1: Battle brainstorm

1. There are many things happening in Geoffrey Mainwaring’s painting.
   Look at the painting for exactly a minute and try to memorise as much as you can.
   Then turn the painting over and write down a list of all that you can remember.
   Hint – look into the background as well as the foreground and don’t just look at the men.

2. Compare your list with a classmate to see if there is anything you have missed.

3. Study the work of art again and answer these questions in one or two sentences each.
   (a) What message is the artist wanting to convey to you?

   (b) What feature of the painting stands out more than the rest. Why do you think it does?
(c) The artist was present at the battle and yet the painting was done 20 years after the event. Does this tell you anything more about the painting?

(d) Is this work of art a primary source? Explain your answer.

(e) The painting’s title is ‘Australian Action at Buna’. Is this a good title? Think of a new title for the painting and explain why yours is better.

4. Read this additional information about the artwork, from the collection database on the Australian War Memorial website. What more can you learn with this information?

*Australian Action at Buna, Geoffrey Mainwaring, Oil on canvas, 1962. AWM ART27547*

This painting shows an attack by troops of the 18th Australian Infantry Brigade, supported by General Stuart tanks of the 2/6th Australian Armoured Regiment during the struggle for Buna. The combined assault, though costly, succeeded in breaking through the enemy defences of bunkers and fox-holes that had previously delayed Allied advance. The Battle of the beaches raged from November 1942 until all Japanese resistance was finally overcome late in January 1943. In sixteen days, the 18th Brigade lost 55 officers and 808 men, including 22 officers and 284 men killed in New Guinea.
Student Task

Activity 2: Beachheads – word puzzle

The text ‘The Advance to the Sea’ describes the Australian and American advance on the Japanese position and the failure of the first attacks. This can be printed from the CD ROM under Unit 9 Activity 2. Read this text about the Battle of the Beachheads, answer the questions below and complete the word puzzle. Solutions can be found on the CD ROM in the Unit 9 folder.

Find these answers in the text:

1. Who led the Japanese? Tsuyuo

2. What was one of the places, via Milne Bay, where the majority of troops came from?

3. Who replaced Harding? Lt General Robert

4. Who led the 25th Brigade?

5. What people were the Allies fighting?

6. Who is the Major General, Australian 7th Division?

7. Where was one of the three Papuan battle positions?

8. What month did the balance of forces shift?

9. Who was the United States 32nd Division Major General?

10. Who was the Australian Lt General who commanded the Allies?

WORD PUZZLE

The words in the puzzle are the answers to the questions about the text. Place the ten answers into the word puzzle in the correct order to spell out the word BEACHHEADS.

Questions and Beachheads Word Puzzle

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Guards light up, Alan Moore, 1944, Oil on hardboard, 45.4 x 39 cm. AWM ART2357
November 1942. Australian infantry, wounded while attacking Oivi, are treated at an advanced dressing station. AWM 013617
Casualties

TOPIC QUESTION

What is the definition of a casualty?

Key Concepts
- Problem Solving

Learning Outcomes

Students learn about the impact of war on both sides and the consequences of living and fighting conditions in war. Student consider the list of casualties for Kokoda, Milne Bay and Buna-Gona and use evidence to interpret, analyse and reconstruct how casualties inform historical conclusions. Students also consider the logistics of evacuation and repatriation of the wounded and sick.

Learning Activities
1. Buna casualties
2. Casualty evacuation and repatriation logistics
Website and DVD Links


Kokoda DVD:
Part 2: The Counter Attack, Chapter 22 – The Final Battle and Chapter 23 – Honouring the Dead

* This Unit contains images of dead bodies and may distress some students *

Teacher Briefing

About the Learning Activities

Activity 1: Buna casualties
The activity uses photographs, text and a table of statistics to develop students’ knowledge and understanding of the inconsistent application of the term ‘casualty’. The student task are on pages 103–105. The Casualty List can be downloaded from the website at www.kokoda.commemoration.gov.au/casualties/kokoda-milne-bay-buna-gona-casualty-lists.php or can be found on the CD ROM under Unit 10.

Activity 2: Casualty evacuation and repatriation logistics
Students brainstorm the evacuation of 50 soldiers wounded in a mountain battle by completing the planning table on page 107. Student instructions are on page 106. Students need to consider how to organise this – how many people are needed, how to get casualties evacuated. Students could work in groups, reporting to the class or make individual presentations.
Overview: What is the definition of a casualty?

An order to all Australian army formations in 1942 stated that ‘to ensure uniformity in the rendering of casualty returns the following standards entries will be used’. Whatever these standards were, the order was not always followed. Consequently, army statistics for casualties are not reliable in every category. For example, numbers for those killed in action are accurate but Australians evacuated sick during the campaign can only be estimated.

Royal Australian Air Force and Royal Australian Navy casualty returns did not conform to army returns nor to each other. A key difficulty was in the categorisation of casualties. The following is by no means an exhaustive list of possibilities:

A casualty might be killed in action, died of wounds, died on active service, died of misadventure or accidentally, died of illness, executed by enemy, died while prisoner of war, missing in action, missing believed killed, wounded in action, evacuated sick, drowned, or even ‘died of exhaustion and privation’ as in the case of one Royal Australian Navy seaman in Papua.

Casualty returns for the United States Army and the United States Army Air Force contain similar difficulties and the situation is much worse when assessing the losses of the Imperial Japanese Army and Navy. Most uncertain of all are casualties for New Guineans on both sides.

28 November 1942, Papua. Four dead Japanese soldiers lying beside a large pillbox at Buna. AWM 013933
What is a casualty?

1. The list in the text shows the wide variety of ways in which a soldier may become a casualty. Can you think of any kind of casualty missing from the list?

2. What is the main problem in obtaining accurate casualty statistics?

3. Why do you think it is so difficult to find accurate casualty statistics for New Guineans?
Japanese casualties

Look at the photograph titled ‘Four dead Japanese soldiers lying beside a large pill box at Buna’ on page 102 and answer the following questions:

1. How do you feel when you look at the dead men?

2. What do the three Australians in the photograph seem to be thinking about?

3. What do you think happened immediately after the photograph was taken?

4. Would you feel differently if the dead men were Australians, or if you were Japanese?

5. Is there any evidence to indicate if the photographer came across this by chance, or do you think he posed the scene?
The statistics
Using the List of Casualties for Kokoda, Milne Bay and Buna-Gona at www.kokoda.commemoration.gov.au/casualties/kokoda-milne-bay-buna-gona-casualty-lists.php, or from the CD ROM in the Unit 10 Activity 1 Folder, answer the following questions.

1. How many Australians altogether were ‘missing presumed killed’?

2. In which battle were the most Australians killed?

3. Adding together all categories of casualties of those who fought against the Japanese in New Guinea, what is the total number of casualties?

4. What is the total number of Japanese who survived the campaign?
Student Task

Activity 2: Casualties evacuation and repatriation logistics

How would you carry out a successful evacuation of 50 soldiers wounded at the Battle of Kokoda and transport them to the nearest hospital in Australia in Cairns?

Look at the table of casualties and think about the problems associated with evacuation and repatriation of Australian soldiers who have been wounded in battle.

Hint

Repatriation is the process of returning a person back to one’s place of origin or citizenship. This includes the process of returning refugees or soldiers to their place of origin following a war.

Evacuation Plan

How would you carry out a successful evacuation of 50 soldiers wounded at the Battle of Kokoda and transport them to the nearest hospital in Cairns, Australia?

You have been given the responsibility of getting the casualties from the Kokoda mountains (100 km inland), to the Cairns hospital. You have 50 casualties and you cannot charter a plane until you get to Port Moresby. Note: Helicopters were not yet operational during the Second World War.

You need to think about:
- How you would get your evacuation team to the casualties;
- The food and additional medical supplies required;
- The transport and equipment required;
- Assessing the casualties for evacuation;
- How you would move the casualties to Port Moresby;
- How you would evacuate them to Australia;
- How would you organise this safely in wartime; and
- Who you would need to coordinate with or gain support from?

Draw up a list of considerations for planning before, during and after the evacuation. Some initial considerations may be:
- What are the most important stages of the casualty evacuation plan;
- Who carries out each task at the stages of the plan;
- What is needed to carry out each stage of the plan;
- What are the safety and welfare considerations for each stage;
- What are the risks involved at each stage;
- What medical expertise is required at each stage;
- What resources are required at each stage – food, medicine, ammunition;
- What are the transport requirements and specific jobs at each stage; and
- How will you communicate the plan to each other and know if the plan is working?

Source www.ww2australia.gov.au
After your brainstorm, organise your ideas in a table like this. Using www.kokoda.commemoration.gov.au/casualties/index.php and other websites and library resources, add ideas and information to the table.

<table>
<thead>
<tr>
<th>Evacuation Planning</th>
<th></th>
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<tbody>
<tr>
<td>Before the Evacuation</td>
<td></td>
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<tr>
<td>During the Evacuation</td>
<td></td>
</tr>
<tr>
<td>After the Evacuation</td>
<td></td>
</tr>
</tbody>
</table>
November 1942. Ambulance plane bringing back wounded Australian soldier Private. J. W. Clont from Kokoda. AWM 013569

November 1942. Australian nurse attending to wounded men brought in from Kokoda Track. AWM 013503
January 1941. Portrait of Captain Ralph Honner. He commanded the 39th Battalion at the battle of Isurava on the Kokoda Track in August 1942.

AWM 005638
Kokoda Veterans’ Accounts

TOPIC QUESTION

What do Veterans remember most about the war?

Key Concepts

- Evidence
- Analysis and Use of sources
- Perspective and Interpretation

Learning Outcomes

Students can listen to the accounts of Australian participants on the Kokoda Track and read Japanese accounts. Students will explore issues of fact, opinion, perspective, motive and bias. Students will draw conclusions about the usefulness of such evidence. Students will also explore issues of continuity and change, and cause and effect.

Learning Activities

1. Australian veterans of kokoda
2. Japanese veterans of kokoda
Website and DVD Links


Kokoda DVD:
Part 2: The Counter Attack, Chapter 23 – Honouring the Dead

Teacher Briefing

This unit develops historical perspectives, empathy and moral judgment. Students recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches.

About the Learning Activities

Activity 1: Australian veterans of Kokoda
Students listen to the accounts of selected Australian veterans on the Kokoda Commemoration website at www.kokoda.commemoration.gov.au/australian-veterans-accounts/veterans-accounts.php or read the text on page 113–114 and the answer the questions. Answers can be explored in role playing or expanded to form the basis of a debate or class presentation or discussion.

Activity 2: Japanese veterans of Kokoda
Ask students to read the accounts of selected Japanese veterans on page 115–116 and determine any common themes. Students then consider the similarities and differences between Australian and Japanese veteran personal accounts. Again, students may report in a role play format, debate or class presentation or discussion.

Common themes may include:
- Did the Japanese know who they were fighting?
- Did the Japanese think the enemy was superior? Why?
- Did the Japanese think that the enemy had a different attitude to war and fighting?
- Were the Japanese Veterans in favour of the war they fought?
- Ask these four questions from the Australian perspective.
- Can you think of any other similarities or differences between the Japanese and Australian accounts?
- Is there a common personal feeling that students have about the way these soldiers remember the war?
Overview: What do veterans remember most about the war?

The Kokoda Commemoration website has live interviews with Australian Kokoda veterans. You can listen to these accounts at www.kokoda.commemoration.gov.au/australian-veterans-accounts/veterans-accounts.php. In research for his book, Dr Peter Williams also interviewed Japanese veterans of the Kokoda Track. Students consider the actual accounts of participants on the Kokoda Track and explore concepts of fact, opinion, perspective, motive and bias. Students identify and use information from a range of sources as evidence and draw conclusions about the usefulness of such evidence. Students explore issues of continuity and change, cause and effect.

September 1942. Corporal H.G. Evans and Sgt. L.R. Martorana of the A.M.F. at a native village shortly after their unit had clashed with the Japanese in Owen Stanley Ranges. AWM 013265

4 August 1942. Rabaul, New Britain. Japanese naval flight personnel from the Tainan Air Group, 25th Air Flotilla, pose for a photograph three months before their reorganisation into Air Group 251. AWM P04029.001
Student Task

Activity 1: Australian veterans of Kokoda

Listen to these four Australian veteran stories on the website at www.kokoda.commemoration.gov.au/australian-veterans-accounts/veterans-accounts.php or read the extracts below. Then answer the questions about each. See the Unit 11 Activity 1 folder on the CD ROM for links to transcripts and also interviews with other Kokoda veterans.

Mr Lawrence Downes

I had a couple of good leaders. There’s a couple of them still alive. But their memories are gone. One of them was decorated. But at Kokoda in my original section three were given Military Medals. And there was only five of the originals there. So someone did some good.

They’re all, bar one, gone. Ron Dryden died in Ballarat. Vic Smythe died – he had a block up at Robinvale. He got it after he’d been battling around Melbourne skinning rabbits and that. He put in for a block and he got a block up there. He’s dead. Alec – he’s still alive but he’s had a stroke. He don’t go anywhere. The rest of them are gone. Those that didn’t get killed there [at Kokoda] got killed up at Gona. They just kept pushing them back in.

Questions

1. In the first paragraph Lawrence said ‘So someone did some good.’ In the second paragraph he said ‘They just kept pushing them back in.’ What do you think he was thinking when he said this?

2. Listen to Lawrence again and in a few sentences explain what you think he meant.

Mr Colin Richardson

He said he thought I was dead but in any case he’d patch me up. He got out what cat gut he had and sewed me up this entry hole here and then rolled me over and to his horror, I don’t know whether you want me to read his words but he saw this bloody great hole in the back and horror of horrors no more cat gut. He said, ‘I did have half a dozen rusty safety pins in the bottom of my pouch. So I did what I could to patch you up with the pins and then the priest gave you the last rites and we had to leave you.’ Oh he got a couple of boongs to carry me back to our company headquarters and I was put with a couple of other boys who were dead, truly dead. Next morning they came, the doc came, and his sergeant said, ‘Hey sir this fella’s just opened an eye.’

Question

1. The ‘doc’ that Colin mentioned in his last sentence was the same man who patched up his wound, thinking that Colin would not survive. Tell the same story, in about the same number of words that Colin uses, but as if you were the ‘doc’.
Mr Arthur Gould

We shot down a Jap Val, a divebomber thing. He crash-landed on the beach, well away from us. The natives got him and brought him in for interrogation. We found out he was a Jap officer. I was at the strip at the opposite end. They walked this bloke in. They had him like a pig. They had a pole on the shoulder of this fellow and another fellow, another Kanaka [Papuan] up in front. They had this thing like a stuck pig. His wrists and his ankles on this thing. His wrists were nearly cut through from the vines. They dumped him to the army. They took the thing off him.

He was on the ground there and they were going to talk to him. And an air force cook came up and said ‘my first bloody Jap’ and pulled out his gun and shot him. There and then. Whatever happened to the cook, he was in serious trouble after that. He was going to kill a Jap before he finished the war.

Question

1. Arthur tells a serious story in a light hearted way, as if it was a joke. Do you think he was wrong to do that? After answering this question, rewrite the story using words that Arthur would have used if he wished to make the story appear to be a sad one. Write about the same number of words that Arthur used.

Mr Paul Cullen

And again, we encircled the Japanese position, and with another battalion from 7th Division, we killed over three hundred. And one of the extraordinary sights I’ve ever seen, when we encircled these Japs so we could capture the position and kill them all, and vast stores of rice and things, a Japanese officer raced out with his sword, drawn sword, samurai sword, and Lieutenant St George Rider, great name, one of our lieutenants, grappled with him, and his, his weapon had jammed. Just luck of the game, you know, it happens in every battle I suppose. And they grappled together and any rate, someone else came up, one of our chaps, and shot this Japanese who had so gallantly and bravely raced towards us waving his sword, you know, extraordinary sight, you wouldn’t think you would see it in this 1942 war would you?”

Question

1. Paul said that the Japanese soldier in the story was brave and gallant. Why do you think Paul had that reaction and do you suppose it was common for men on the Kokoda Track to admire an enemy that they were trying to kill?
Student Task
Activity 2: Japanese veterans of Kokoda

Read the following accounts of Japanese Veterans. There are several common themes. Write down what the Japanese soldiers experienced and how they viewed the Australians and Papua New Guineans. Write down 4 common themes of all the interviews in the following table. See the Unit 11 Activity 2 folder on the CD ROM for images of the Veterans’ names in traditional Japanese calligraphy.

Mr Ryozo Kawate
I never had any hatred against the enemy. I didn’t know who they were and why we were fighting. I think the enemy had much better equipment. However, the Japanese soldiers had stronger patience and fighting spirit. I believe the Japanese were better as “a soldier”. The war was such a stupid thing to do. Japan made a wrong decision.

I would tell young people ‘do not ever go to war again’.

Mr Hideo Abe
The Australians in battle were much more rational and relaxed. Everything they did was pretty logical to me. The Japanese operations and weapons were all outdated. On the one hand, the Australians retreated very easily once we shot at them, and we laughed at them because our virtue was “not to retreat”. But the laugh was on us as they retreated because they had now found where we were. So afterwards they destroyed us with artillery. Such a “virtue” we believed in caused a lot of unnecessary death. At that time, I had no question in carrying out any order as an officer of the Imperial Japanese Army. After I came back to Japan, I started wondering, “Why did I try to sacrifice my life for the war?” Maybe because we, the Japanese, were not smart enough in various ways.

All I have to say is do not go to fight war. That is all.

Mr Rikuro Ueno
I only thought that we were fighting the US and other allied countries, which I didn’t know. However, I realized that they were Australians after the war because we were disarmed by them in battle. Australians used so much ammunition, bombs and other equipment to chase us while we had nothing to fight back. One thing surprised me after the war was that the Australian officers and soldiers were eating the same food. In the Japanese military, officers and soldiers ate totally different things. Australians were very good, especially in their abundant supplies and excellent weapons.

After we surrendered, we were sent to a camp where Australians, Indians and Gurkha soldiers were guarding. One day, some Australian guards suddenly broke our camp building door and came in. They were saying loudly, “Give us your watches! Just give them to us!” and stole all of the watches we had. We couldn’t do anything. However, there were of course very good Australians, too. One day, an Australian soldier came to me and gave me his bread. He said, “I know you guys were badly starved. So, give this to your friends there. I will get some food when I get back to my camp.” Since I was good at fixing machines, I cleaned one of the other Australian soldiers’ machinegun. He became so happy and started talking to me. He showed a photograph he had and told me, “Hey, this is my wife.” and tried to explain about his family. At that time, I thought we were all the same human beings.
**Mr Minoru Honda**

I had a very strong hatred against the enemy only once during the war which was when my best friend, Sakamoto, got killed right in front of me. Otherwise, I only thought about how not to be shot down. That was it. I didn’t think deeply about who our enemy was. I was too busy and too exhausted. The Allied Forces were studying and researching about us so much. To be honest, I never felt that Japan was winning the war, not even once, during the war. I often remember the war, but it always makes me sad and I feel sick. I have no favourite story about the war. I only have sad and terrible memories.

On August 6th, 1945, I was at Himeji Airfield. I was sent there to receive a newly made “George” Fighter and bring it back to 407th Company, 343rd Squadron base at Omura Airbase. I took off from the Himeji Airfield at 07:45 and headed to Omura Airbase. The route took me past Hiroshima City. Then, suddenly my airplane was blown away so badly and went down 500 meters. I finally recovered the controls and looked at the city, but it was completely gone and looked all white. Then, in front of me, I saw the huge mushroom cloud coming up rapidly. It was so big, white and shiny, but its inside was red and black. If I entered over Hiroshima minutes earlier, I would have been in the middle of the explosion and killed. I didn’t know what really happened.

<table>
<thead>
<tr>
<th>Japanese veterans</th>
<th>Notes on their experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr Royozo Kawate</td>
<td></td>
</tr>
<tr>
<td>Mr Hideo Abe</td>
<td></td>
</tr>
<tr>
<td>Mr Rikuro Ueno</td>
<td></td>
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<tr>
<td>Mr Minoru Honda</td>
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</tr>
</tbody>
</table>
Commemoration and the modern pilgrimage
Commemoration and the modern pilgrimage

TOPIC QUESTION

What is a pilgrimage?

Key Concepts

- Evidence
- Perspective and Interpretation
- Continuity and Change
- Chronology

Learning Outcomes

Through photographs and other sources, students explore the meaning of commemoration and the features of a pilgrimage.

Learning Activities

1. Commemoration
2. Pilgrimage
3. Evaluation
   - What I know about Kokoda
   - Historical source evaluation
3
Website and DVD Links

www.dva.gov.au
www.awm.gov.au

Kokoda DVD:
Part 2: The Counter Attack, Chapter 23 – Honouring the Dead

4
Teacher Briefing

This unit is based on two concepts; remembrance and pilgrimage. Remembrance is an activity often related to a memorial site, serving to celebrate or honour the memory of a person or event. Pilgrimage refers to a journey to a place of great significance to the traveller.

About the Learning Activities

Activity 1: Commemoration
This unit asks students to examine a photograph of Australians about to walk the track and a photograph of men who live along the Kokoda Track who will be carrying the Australians’ supplies and tents, posing under the same memorial. The students are required to consider the motivation of the two groups and the concept of remembrance as a way of acknowledging and commemorating the service and sacrifice of all those who served Australia and its allies in wars, conflicts and peace operations. Student instructions and photographs are on page 120.

Activity 2: Pilgrimage
This unit asks students to consider the differences between a pilgrim and a resident and the ways in which that influences people’s perceptions. Students are asked to consider some memorials and other artefacts on the Kokoda Track which are of interest to pilgrims. Student instructions and questions are on pages 121.

Activity 3: Evaluation
The two follow-up activities are designed to assess students’ knowledge and retention of material from the learning activities.
1. A short list of questions to assess student knowledge about the Kokoda campaign is on pages 122–123.
2. An historical source exercise requires students to use a source as evidence and answer questions to evaluate the source’s usefulness and reliability. The evaluation is on page 124–125.
Overview: What is a pilgrimage?

Commemoration means a service, celebration or memorial, in memory of some person or event. Students develop historical skills by identifying the ways in which certain people and events are commemorated. By exploring the concepts of remembrance and pilgrimage in this unit, students visit concepts of historical significance, interpretation, and motivation.

Student Task

Activity 1: Commemoration

Remembrance is an activity often related to a memorial site, serving to celebrate or honour the memory of a person or event.

Australians pause to remember their war dead at shrines and memorials across the country on 25 April and 11 November each year. Another way to honour the memory of our soldiers, sailors and aircrew is to visit the places where they fought. Thousands of Australians each year walk the Kokoda Track even though it is a difficult ten day trek.

Look at the two photographs below and then answer the questions. Both groups in the photos are about to start walking the Kokoda Track. Those in the first photograph are Australians and those in the second photograph are from Papua New Guinea. Some of them live along the Kokoda Track. They are employed as carriers on the Track. Both groups have relatives who fought and died on the Kokoda Track in 1942.

1. What do you think motivates each group to undertake this arduous ten day trek?

2. Are there a differences between the motivations of the two groups?
3. What else can you tell about these people by looking at the photographs?

Student Task

Activity 2: Pilgrimage

A pilgrimage refers to a journey to a place of great significance to the traveller. On a pilgrimage, pilgrims usually pass by memorial sites where they may stop and reflect. Look at the photographs of memorials built along the Kokoda Track on the CD ROM. Answer the following questions:

1. Why have these memorials been built and by whom?

2. How do you suppose Australians feel when they see them as they walk along the Kokoda Track high in the mountains of a foreign country?

3. What do you think Papuans feel as they walk past these memorials in their own country?
**Student Name:**

### What I know about Kokoda

How much have you learned about the Kokoda Track and the battles along its path? Complete the table below with the details you can remember:

<table>
<thead>
<tr>
<th>What I Know About Kokoda</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who was involved?</td>
</tr>
<tr>
<td>Where did it happen?</td>
</tr>
<tr>
<td>What was the significance of the Kokoda Track?</td>
</tr>
<tr>
<td>What were the sequence of events?</td>
</tr>
<tr>
<td>When did it occur?</td>
</tr>
<tr>
<td>Question</td>
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<tr>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>What happened during the fighting in the mountains?</td>
</tr>
<tr>
<td>What was the outcome of the Battles of the Beachheads – Buna, Gona and Sanananda?</td>
</tr>
<tr>
<td>What were the Australians like as soldiers?</td>
</tr>
<tr>
<td>What were the Japanese like as soldiers?</td>
</tr>
<tr>
<td>Why is Kokoda still important to Australia today?</td>
</tr>
</tbody>
</table>
### Historical Source Evaluation

Evaluate either the Kokoda Track website at www.kokoda.commemoration.gov.au, the Kokoda DVD or www.ww2australia.gov.au and consider the usefulness and reliability of this source to provide information on the topic of Kokoda.

Use the following questions to assess the content and information provided.

**Is it a book?**
- No

**Is it the website?**
- Yes

**Was it useful to you to learn about Kokoda?**

<table>
<thead>
<tr>
<th>SOURCE EVALUATION OF:</th>
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<tbody>
<tr>
<td>What key aspects does it include?</td>
<td></td>
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<tr>
<td>What key aspects does it exclude?</td>
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<tr>
<td>Is it based on historical evidence?</td>
<td></td>
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<tr>
<td>Does it treat the evidence fairly and critically?</td>
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<tr>
<td>Is it trying to push a message?</td>
<td></td>
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<tr>
<td>Are various viewpoints included or acknowledged?</td>
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<tr>
<td>Question</td>
<td>Answer</td>
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<td>------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Is it clear and easy to read/see/understand?</td>
<td></td>
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<tr>
<td>Is it engaging or interesting?</td>
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<tr>
<td>Whose story or experience is emphasised?</td>
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<tr>
<td>Are there any important voices or perspectives that are not included?</td>
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<tr>
<td>Is it a reliable source?</td>
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<tr>
<td>Why or why not?</td>
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<tr>
<td>Overall, does it provide a fair and accurate representation of the</td>
<td></td>
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<tr>
<td>events and ideas?</td>
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</table>
“The Australians who served here in Papua New Guinea fought and died not in defence of the old world, but the new world. Their world. They died in defence of Australia, and the civilisation and values which had grown up there. That is why it might be said that, for Australians, the battles of Papua New Guinea were the most important ever fought.”