KOKODA
Exploring the Second World War campaign in Papua New Guinea

Australian Government
Department of Veterans’ Affairs
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KOKODA
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)

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>ELABORATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>The experiences of Australians during World War II (such as Prisoners of War (POWs), the Battle of Britain, Kokoda, the Fall of Singapore)</td>
<td>Explaining the significance of Kokoda as the battle that halted the Japanese advance on Port Moresby and helped foster the Anzac legend.</td>
</tr>
</tbody>
</table>

**Additional Curriculum information**

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

### 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


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.

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></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>

About the Kokoda Track: 1942 and Today

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.

Learning Activities
1. The topography of Kokoda.
2. Australian tourism on the Kokoda Track.
3

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.
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 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
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><strong>SOURCE 1</strong> Burial Return</td>
<td></td>
</tr>
<tr>
<td><strong>SOURCE 2</strong> Cypher Message</td>
<td></td>
</tr>
<tr>
<td><strong>SOURCE 3</strong> Aircraft Accident</td>
<td></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>
<tr>
<td>Questions</td>
<td>Website and notes</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</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 IJN (Imperial Japanese Navy) also provided almost all of the aircraft supporting land operations from bases at Loe, 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>Pапuans</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>

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

<table>
<thead>
<tr>
<th>Interview Questions</th>
<th>4. What do you think of the enemy?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Papuans</td>
</tr>
<tr>
<td></td>
<td>Americans</td>
</tr>
<tr>
<td></td>
<td>Japanese</td>
</tr>
<tr>
<td></td>
<td>Australians</td>
</tr>
</tbody>
</table>
**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.’

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 Isurava, 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.

Student Task

Activity 2: Fuzzy Wuzzy Angels

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

AWM 151027
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 a list of the things you can see happening in the painting?

   [List of things seen in the painting]

2. What impression of the Fuzzy Wuzzy Angels is the artist, William Dargie trying to convey?

   [Impression conveyed by the painting]
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?