



Women in the auxiliary services played vital roles on the home front.
AWM P00444.194

TOPIC 6

Life on the home front

Supporting the war effort

Recommended levels

UPPER PRIMARY

LOWER SECONDARY

MIDDLE SECONDARY

Teacher briefing

These activities are designed to familiarise students with the experiences of Australians at home during World Wars I and II. The first activity is an empathy exercise to encourage students to reflect on how they might respond to wartime situations personally. *Activities 6.2, 6.3 and 6.4* deal with World War I and *Activities 6.5 and 6.6* with World War II. The World War I activities on 'A National Heirloom' will introduce students to previously unpublished material in the National Archives of Australia and offer new insights into the development of the Anzac tradition on the home front.

Focus questions

What impact did the Gallipoli campaign have on people on the home front?

What part did the Government and ordinary individuals on the home front play in the development of the Anzac legend?

How did Australians at home respond to the threat of attacks on our shores?

What contribution did Australians on the home front during World War II make to the war effort?

World War I and World War II

MAKING CONNECTIONS

Activity 6.1 ■ ■ ■

Brainstorming/discussion

LEARNING CONTEXT AND PURPOSE

This activity provides an opportunity for students to think about the impact of war on people on the home front during World War I or World War II by considering how they themselves would be affected by similar experiences of conflict in their own times.

Activity

- Identify the places where Australians have been serving as members of the defence force or aid organisations in recent times.
- A member of the class may have a relative who is presently serving overseas (or has recently done so) as a member of the defence force, perhaps as a peace keeper. If not, imagine that you have a parent who is serving overseas in an area of conflict:
 - How would you feel about this?
 - Who would look after you?
 - How would your family life be different?
 - How would you get news of relatives serving overseas today?
 - How would people have communicated with their loved ones overseas 90 years ago during World War I or 60 years ago during World War II?



Farewelling troops on the transport ship *Strathallan* in December 1939, three months after Australia joined World War II. Many of the people with relatives or friends fighting overseas would have had memories of the horrors of the First World War. AWM 000304/01

World War I

ESTABLISHING THE CONTEXT

Background information

When World War I broke out in 1914, people in Australia responded with great enthusiasm and thousands rushed to enlist for active service. During the Gallipoli campaign of 1915, people on the home front waited anxiously for news of loved ones fighting there. They dreaded the arrival of the postman with a telegram bringing news of death or injury. When they read the reports of the bravery of the Anzacs at Gallipoli, many felt great pride in the contribution that Australia was making to the defence of the British empire. The word 'Anzac' quickly became a national symbol of courage and sacrifice.

BUILDING KNOWLEDGE

Activity 6.2 ■ ■ ■

Working with sources



GO TO CD-ROM

Work Sheet 6A:
A National Heirloom (6A_WS_heirloom.pdf)

Work Sheet 6B: Using 'Anzac':
Question Sheet (6B_WS_using.pdf)

LEARNING CONTEXT AND PURPOSE

The Gallipoli campaign made the word 'Anzac' instantly recognisable throughout Australia and New Zealand. From 1915, individuals, organisations and businesses began to use the word for a variety of purposes. In the collections of the National Archives of Australia there are many files dealing with applications to use the word 'Anzac' or to copyright material associated with Gallipoli and the remembrance of the campaign. On web page www.anzacsite.gov.au/5environment/anzac/anzac.html you can look at some of the applications that Australians made, from requests to name their children and homes 'Anzac' to songs, photographs, cards, designs and product names. (These images are all previously unpublished.)

The teacher might establish a context for this activity by asking the students what the word 'Anzac' means to them today and use student responses to create a mind map. Students will then learn about the significance of the word 'Anzac' to Australians on the home front during World War I.

This activity can also be used with Topic 3
Anzac: Exploring the Legend.

Activity

The teacher brainstorms with the class:

- the meaning of 'heirloom' and asks for examples – personal or national
- the identity and significance of the man in the centre of the image, (eg larrikin qualities and how they are associated with the Anzac legend)
- the meaning of the copyright symbol after the word 'Anzac' in the caption.

Students work in pairs with *Work Sheet 6A*. They go to the web page and find the images of 10 different applications to use the word 'Anzac' that are on their work sheet.

Students study the images and read the short text that accompanies each image. They use this information to complete the following questions for each image on the work sheet.

- Briefly describe what this application is for.
- Who applied for permission to use the word 'Anzac'?
- What reason did they give?
- Was permission granted?

Students process the information they have collated from the web page by discussing and recording their answers to these questions on *Work Sheet 6B*.

- Write down the numbers of the applications that were given permission to use the word 'Anzac'?
- Why do you think permission was granted?
- Write down the numbers of the applications that were refused.
- Why do you think permission was refused?
- Identify the sources that wished to use the word 'Anzac' for patriotic reasons and write the numbers.
- Identify those that wished to use the word for commercial reasons and write the numbers.
- Write a short paragraph explaining what these applications reveal about the importance of the word 'Anzac' to people on the home front during World War I.

Students discuss the results of this activity with each other and the teacher. They may examine the different motives people had for wanting to use the word 'Anzac' or consider whether they would like to have been named 'Anzac'. They think about the significance of Anzac then and now. Students could apply their understanding of these issues by writing a letter from the Attorney-General to one of the applicants (*Activity 6.4*).



CLICK AND FIND

Web pages for this activity

www.anzacsite.gov.au/5environment/anzac/anzac.html (contains a printable version of the text for each of the images in the 'National Heirloom' section)

Anzac© – A National Heirloom

The Gallipoli campaign of 1915 made the word 'Anzac' instantly recognisable throughout Australia and New Zealand. Even before the evacuation of Gallipoli, individuals, organisations and businesses began to use the word for a variety of purposes. Some uses were purely personal, such as those who wished to name children 'Anzac', others wanted to give the name to their homes in memory of a son, brother or relative who had been on Gallipoli. Organisations, such as those raising money or preparing comforts for the troops, wanted to incorporate the name 'Anzac' into their title. Businesses looked to attract custom by using the word to describe a product or in the name of the business itself. Then there were those who wished to copyright some article associated with Anzac, such as a song or photograph.

In 1916, concerned that the word 'Anzac' might be misused, especially by commercial concerns, the Commonwealth Government issued Paragraph (2) of the *War Precautions (Supplementary) Regulation*. This prohibited the use of the word in any 'trade, business, calling or profession'. By the time the regulation appeared many people had already begun using the word to describe a business or a product. Some now sought permission to continue using it because they had gone to some expense to have stationery printed or signs made.



THINKING ANALYTICALLY

Activity 6.3 ■ ■

Source study of 'A National Heirloom'



GO TO CD-ROM

Work Sheet 6C: Using 'Anzac': Source Study (6C_WS_source.pdf)

Activity

Students work in pairs or small groups to study the sources on *Work Sheet 6C* and answer the questions. The teacher calls on groups to share their responses with the class.

LEARNING CONTEXT AND PURPOSE

Students have completed *Activity 6.2* and have an understanding of the significance of the word 'Anzac' to Australians on the home front during World War I. They should be familiar with the nature of historical sources. This activity is designed to develop students' skills in interpreting and analysing sources, especially the use of words and images to arouse emotions and convey a message.

Key terms for Topic 6

copyright	civilian
symbol	volunteer
emblem	significance

CLICK AND FIND



Web pages for this activity
www.anzacsite.gov.au/5environment/anzac/anzac.html
www.anzacsite.gov.au/1landing/bartlett.html

RESPONDING CREATIVELY

Activity 6.4 ■ ■ ■

Letter writing

Activity

- Students work individually and choose one of the 10 applications to use the word 'Anzac' on *Work Sheet 6A* or any other from the same web page.
- They are to imagine they are the Attorney-General responsible for supervising applications to use the word 'Anzac'.
- Using the information recorded from *Activity 6.2*, each student writes a short letter to the applicant explaining why they are either granting or refusing permission for the applicant to use the word 'Anzac'.
- Students may compare and discuss their letters with each other. The teacher monitors and provides relevant feedback.



GO TO CD-ROM

Work Sheet 6D: Letter from the Attorney-General (6D_WS_letter.pdf)

LEARNING CONTEXT AND PURPOSE

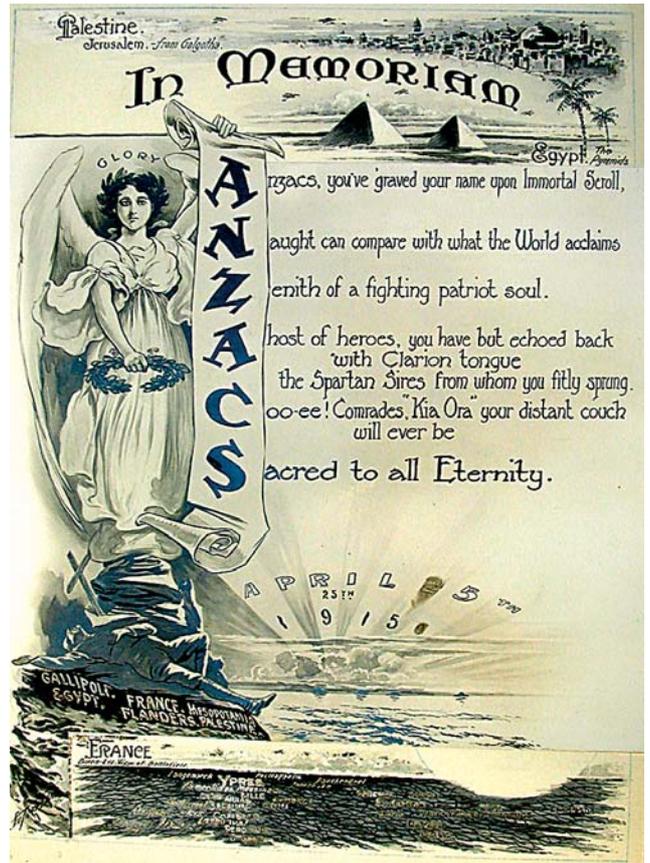
This activity builds on students' understanding of the development of the Anzac legend on the home front in *Activity 6.2*. In *Activity 6.4*, students apply their understanding by composing a letter from the Attorney-General in response to an application from a member of the public to use the word 'Anzac'. The teacher should explain the meaning of 'copyright', the role of the Attorney-General, and draw attention to the Melbourne address at the head of the letter asking why Melbourne and not Canberra? (Canberra did not become the national capital until 1927.)

Students might also be interested in other features of the letter such as the closure 'I have the honour to be your obedient Servant'. To encourage students to create a more authentic letter, the teacher could read one of the typical letters sent by the Attorney-General. They appear on the site at www.anzacsite.gov.au/5environment/anzac/anzac.html

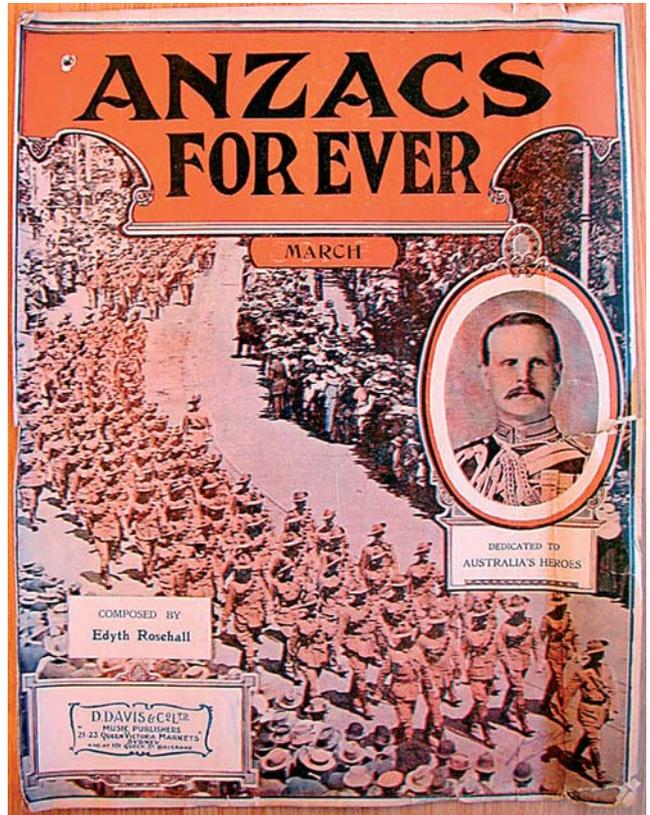
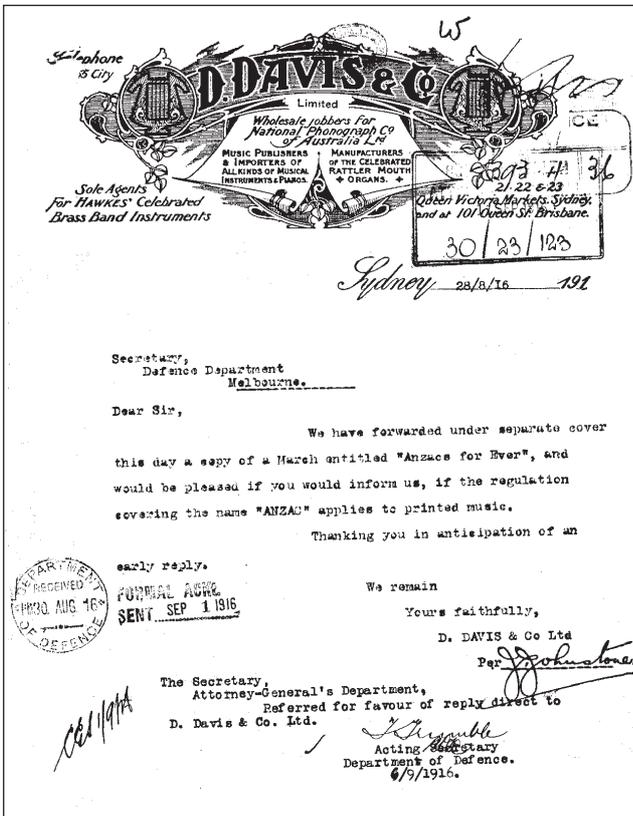
Note: The Protection of Word 'Anzac' Regulations were made in 1921 to protect the word 'Anzac' from unauthorised use. The Attorney-General was the authority at the time. Currently the Minister for Veterans' Affairs administers these Regulations and can authorise the use of the word 'Anzac' in appropriate circumstances. Further information is available from the Department of Veterans' Affairs: www.dva.gov.au/commem/news/protection.html



Lonsdale and Bartholomew applied for the registration of artistic copyright for their Christmas card design. They argued that the word 'Anzac' formed part of a work of art not 'a vulgar advertising sign'.



The Attorney-General's Department granted artistic copyright to this artwork glorifying Australian war heroes on condition that the word 'Anzac' was not used in advertising or selling the prints.



This letter from music publishers, D Davis & Co, refers to the sheet music for the *Anzacs Forever March*. The letter was sent to the Department of Defence and forwarded to the Attorney General's Department for consideration.

Images this page, National Archives of Australia, Item 29/3484

World War II

ESTABLISHING THE CONTEXT

Background information

When World War II started, the fighting was confined to Europe and we in Australia did not feel the full impact of the conflict. But with the Japanese attack on Pearl Harbor, the fall of Singapore and Japanese air raids on Darwin, the war came much closer to home. This meant that we had an enemy right on our

doorstep and this gave the war an entirely new aspect for Australians on the home front. In addition to the concern about the dangers faced by loved ones fighting overseas, people feared a new danger – the possibility of an attack on our own shores. The Government responded to this threat by establishing the National Emergency Services to train people to deal with attacks such as air raids and to provide other kinds of support for the war effort. A Directorate of Manpower was also established to organise workers in industries that produced essential war supplies. Because of the shortage of men during the war, women began to work in many jobs that had been traditionally done by men.



During World War II women supported the war effort as civilians in essential industries and voluntary organisations. Many also joined the auxiliary women's services. These members of the Women's Royal Australian Naval Service are carrying out motor maintenance work.

AWM 306158

BUILDING KNOWLEDGE

Activity 6.5 ■ ■ ■

Mix and match



GO TO CD-ROM

Work Sheet 6E:
Images of the Home Front
(6E_WS_images.pdf)

Work Sheet 6F:
Mix and Match (6F_WS_mix.pdf)

ICT skills check list

- Locate and retrieve information from a website
- Use *MS PowerPoint*
- Create a document using *MS Word* or *MS Publisher*

LEARNING CONTEXT AND PURPOSE

This activity introduces students to the experiences of those on the home front in Australia during World War II. The 'Making Connections' *Activity 6.1* is recommended as a starting point for discussion and inquiry. The teacher could provide some background context for this activity by explaining the outbreak of the war and Australia's involvement, especially in relation to the Japanese advance in the Pacific after Pearl Harbor and the fall of Singapore.

This is a source-based, 'hands-on' activity to build students' knowledge of some of the key developments in Australia during World War II. It is designed to develop their skills of comprehension of both visual and textual sources. The categorisation part of this activity encourages students to think thematically by processing what they have learned using the mind map provided, or chronologically, by arranging the images and text in a time sequence. The written or oral report activity is an exercise in synthesis and the use of sources to support a response.

Activity

- Working in pairs or small groups, students cut out the images and the descriptions provided on *Work Sheet 6E* and *Work Sheet 6F* and match the images with the descriptions. The web address for each image is provided at the bottom of each description so that students can check their answers and research the images in more detail.
- Students sort the images and their descriptions into the following four categories and paste them on the blank 'Category' sheets provided in *Work Sheet 6F*. (Several copies of the sheet will have to be made).

Categories:

- The Japanese threat to Australia
- Advertising campaigns to encourage support for the war effort
- Social and economic impact of the war on people on the home front
- Famous Australians on the home front

- Other pairs or groups could arrange the images in a chronological sequence using the dates given in each of the descriptions.
- The mind map provided on *Work Sheet 6F* can be used as the basis of a structured written or oral presentation to review and synthesise what has been learned. The teacher could increase the difficulty level of this activity by asking students to create their own categories and mind map based on their study of the images and accompanying text.
- Check students' understanding of some of the terms and concepts in this activity by asking them to provide their own definitions for these terms in the context of the home front. Students could write a paragraph on the home front during World War II using each of these terms or create a Find-a-word.

AIF	WAAAF	WRANS	AWAS	DSM	volunteers
rationing	mobilisation	conscription	anti-aircraft battery		civilian





Posters encouraged people to contribute to the war effort at home. Images of flags and words such as 'join' and 'job' appeal to a sense of patriotic duty as well as suggesting the importance of the supporting roles.

AWM V332



A signaller operating a signal lamp from a shore establishment.

AWM P02632.001



AWM V1084

RESPONDING CREATIVELY

Activity 6.6

Air raid precautions



GO TO CD-ROM

Work Sheet 6G:
Air raid precaution for the 21st Century (6G_WS_airraid.pdf)

Activity

Working in small groups, students study the information provided in the sources and other web pages and create a checklist of important information to be considered in designing their 21st-century air raid precautions. Some questions to consider include:

- Who is the target audience for the air raid precautions, eg national, state, local, school community?
- How will this affect the planning of emergency measures and advice given?
- What are the dangers to be faced? In the day or night.
- What preparations need to be made to avoid them? Evacuation plans, protection, blackout, first aid and other essential supplies?
- Who will be responsible for carrying out these measures?
- What emergency services will need to be carried out in the event of an attack?
- Who will coordinate and carry them out?
- Which people in the community have special skills/knowledge/experience that could be useful?
- How will information be communicated between emergency services and to the target audience about precautions to be taken before and during an attack?

Students will need to consider what measures would need to be taken in the event of destruction of major communications, eg TV, radio or other public facilities.

Students may present the results of their research in some of the following formats:

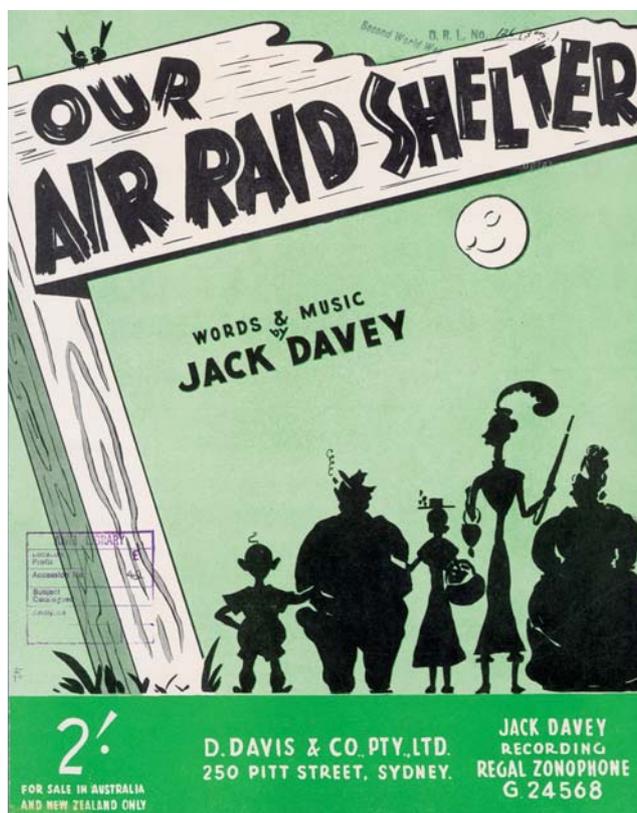
- Information leaflet/poster/instruction booklet/full page public notice in a newspaper
- MS PowerPoint presentation
- Short video segment
- Recorded radio announcement

Students could design their own criteria for evaluation of each other's work; such as clarity of instructions, choice of images (if relevant), originality, audience response.

LEARNING CONTEXT AND PURPOSE

Students have an understanding of some of the key developments in life on the home front during World War II; in particular, the dangers faced from Japanese air raids and the measures taken by the government and individuals to protect the population from such attacks. The 'Making Connections' *Activity 6.1* at the beginning of this unit could be a useful introduction to *Activity 6.6*. Teachers might adapt the questions in this brainstorming activity to make them more specific to the dangers of air raids.

Students have the opportunity to deepen their knowledge and understanding of the impact of air raids on civilians on the home front by investigating the sources provided and other relevant web pages. They apply their knowledge and understanding of this issue in a problem-solving activity to develop a series of air raid emergency procedures and advice suitable for a 21st-century scenario.



Popular radio performer, Jack Davey, reinforced the message about precautions by recording this humorous song about a domestic air-raid shelter.

Screensound Australia, National Screen and Sound Collection



CLICK AND FIND

Web pages for this activity

www.ww2australia.gov.au/allin

www.ww2australia.gov.au/allin/airraid.html

www.ww2australia.gov.au/underattack

www.ww2australia.gov.au/underattack/comenace.html



This street in Sydney's eastern suburbs was one of many Australian sites under attack from Japanese bombardment. Scenes such as this may have increased people's feeling of vulnerability.

AWM 012591

Teacher resources

Working the Web: Investigating Australia's wartime history, 'For Kith and Kin: The impact of war on Australian Families', pp 21–28, 'Lives Shaped by War', pp 29–36 'Australia under Threat: The defence of Australia 1942–43', pp 77–80, Department of Veterans' Affairs, 2004

Australians at War Primary Schools Education Resource, 'Children on the Home Front', pp 55–61, Department of Veterans' Affairs, 2002

Australians at War Secondary Schools Education Resource, Department of Veterans' Affairs, 2002

National Centre for History Education, www.hyperhistory.org>Ozhistorybytes, Issue 3, 'Lipstick, Bullets and Bombs, Women at Work in World War Two'

Summary of CD-ROM items for Topic 6

- Work Sheet 6A:** A National Heirloom
- Work Sheet 6B:** Using 'Anzac': Question Sheet
- Work Sheet 6C:** Using 'Anzac': Source Study
- Work Sheet 6D:** Letter from the Attorney-General
- Work Sheet 6E:** Images of the Home Front
- Work Sheet 6F:** Mix and Match
- Work Sheet 6G:** Air Raid Precautions for the 21st Century