

A Study of Australia through the Ohio Academic Content Standards  
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## **One Page summary of the Unit/Project**

Australia is a far away continent that is normally given little time in United States social studies classrooms. One possible reason for the lack of attention to the Australian continent is probably due to the lack of information available for teachers in U.S. history books. Secondly, a large percentage of teachers have not visited the continent hence their lack of information about Australia. Finally, teachers, depending on the region in which they live, may feel there is little in common with Australia and the United States.

The following lessons show a wide variety of common themes between the United States and Australia. Teachers need to remember that each continent's uniqueness should be emphasized, however, students process information by making comparisons (and contrasts) to references that they understand and know: the United States and their hometowns. These lessons refer to universal themes that are relative to the National Standards of Social Studies and in particular to the Ohio Academic Content Standards of Social Studies. The themes are: environment, imperialism, and world wars.

The lessons can be used individually or together in a larger unit. Some lessons contain several sub-lessons that can be taught together or used individually. Teachers can import a lesson on the environmental concerns of Australia during an overall unit on the environment or teach the entire unit as a concentration on Australia. The key is flexibility. Teachers should feel comfortable with the material and should be able to adapt it to other units of study and grade levels. Several web sites and additional reference materials are suggested at the end of the unit.

It is strongly suggested that teachers read and examine the reference material prior to conducting the lesson plans. Additional information can be obtained from various searches on the Internet.

### **Grade Level – secondary levels**

World History - Ninth Grade (Tenth Grade in Dayton Public Schools)

United States History – Tenth Grade (

**Key (essential) Questions/Queries**

Examine how Australia is affected by colonization. Identify environmental and cultural regions that are under protection of the World Heritage organization.

Describe the role of Australia in the two world wars and the development of the Australian and United States relationship over the twentieth century.

**Background Notes**

Australia is the United States closest ally. Australia has supported the United States in every military conflict in the 20<sup>th</sup> century. Unfortunately, most teachers continue to associate Australia more to Great Britain and its policies than the United States. However, Australia can be taught to students through many activities that relate to the United States. For instance, Hawaii and with its isolation from the rest of the United States, shares several similar environmental issues that Australia has in its land. Both countries had restrictive and oppressive policies towards their native populations. These policies have had long lasting effects on the native peoples and their culture. Australia is continuing to deal with modifications and corrections to their policies.

The suggested readings at the end of the lessons will enable the teachers to feel more comfortable teaching about Australia. The books and reading material, along with suggested web sites, are interesting and create a thorough understanding of the topics contained within the lesson plans.

## **Standards/Benchmarks**

Note: The Standards and benchmarks are from the Ohio Academic Content Standards. They have been adapted to fit into this curriculum so the outline letters and numbers may not be completely aligned as in the OACS. However, the standards and benchmarks are the OACS's.

### People in Societies

- A. Analyze the consequences of oppression, discrimination and conflict between cultures.
  - 1. Analyze the results of political, economic, and social oppression and the violation of human rights including:
    - A. the exploitation of indigenous peoples

### Geography

- A. Analyze geographic changes brought about by human activity using appropriate maps and other geographic data.
  - 1. Interpret data to make comparisons between and among countries and regions.
  - 2. Explain the causes and consequences of urbanization including economic development, population growth and environmental change.

### History

- A. Analyze the reasons that countries gained control of territory through imperialism and the impact on people living in the territory that was controlled.
  - 1. Analyze the perspectives of the colonizers and the colonized concerning:
    - a. indigenous language
    - b. natural resources
    - c. labor
    - d. political systems
    - e. religion
- B. Connect developments related to World War I with the onset of World War II.
  - 1. Analyze the causes and effects of World War I with emphasis on:
    - a. the global scope, outcomes and human costs of the war
  - 2. Analyze the causes of World War II including:
    - a. the role of the Allies

### Citizenship Rights and Responsibilities

- A. Explain how individual rights are relative, not absolute, and describe the balance between individual rights, the rights of others, and the common good.
  - 1. Analyze how governments and other groups have used propaganda to influence public opinion and behavior.

### Social Studies Skills and Methods

- A. Evaluate the reliability and credibility of sources.
  - 1. Detect bias and propaganda in primary and secondary sources of information.

**Objectives**

1. Examine the results of the political social and economic oppression and the violation of human rights for the indigenous people of Australia.
2. Analyze the consequences of urbanization on the environment of Australia.
3. Identify the role of the government in conserving the environment of Australia.
4. Describe the role of Australia during World War I and World War II.
5. Compare United States war posters with Australian war posters.

**Materials**

All worksheets and evaluation materials are located after the lesson plan. These may be adapted to the individual classroom and student. Due to copyright laws, maps of the countries cannot be provided. Teachers may use the National Geography web site ([www.nationalgeographic.com](http://www.nationalgeographic.com)) to obtain current maps of countries.

## **Strategies**

### Lesson 1 – Comparison of Australia and the United States

Objective - Interpret data to make comparisons between and among countries and regions.

1. Map activity – provide a map of each country

- a. Students should identify the capital city of Australia and the United States, noting the location of each in the eastern portion of the country. Discuss why the capitals were located in these areas. (population, trade, settlement)
- b. Identify the surrounding oceans of the two countries.
- c. Locate the tropic of Cancer and Capricorn for the two countries, explaining the two hemispheres that the countries are located

2. Chart activity - points of comparison – see worksheet #1

- a. Students will use the CIA fact book website to obtain information for comparison of Australia and the United States.  
<https://www.cia.gov/cia/publications/factbook/index.html>
- b. The students, in groups of three, will complete the chart.
- c. The teacher then will lead a discussion highlighting the results of the chart work.

NOTE: This lesson can be adapted for comparison of any country/region in the world.

## **Assessment Evaluation**

Lesson 1 – Give points for the completion of the chart. At the beginning of the next day, the teacher may quiz the students by recalling five facts that are remembered from the chart activity. This may be done verbally or in a written activity. Since the students worked in groups to complete the chart, allow the students to take the quiz with their groups.

Worksheet #1

	Australia	United States
Location		
Area		
Area comparative		
Elevation extremes		
Land use		
Irrigated land		
Natural hazards		
Environment Current issues		
Geography note		
Population		
Age structure		
Median Age		
Population growth		
Birth rate		
Death rate		
Net Migration rate		
Infant mortality		
Life expectancy		
Ethnic groups		
Languages		
Literacy		
Government type		
Capital		
Independence		
Suffrage		
Executive description		
Legislative description		
Judicial description		
GDP per capita		
Unemployment rate		
Export partners		
Import partners		

Lesson 2 – Imperialism/indigenous people

Objective - Analyze the reasons that countries gained control of territory through imperialism and the impact on people living in the territory that was controlled.

1. Analyze the perspectives of the colonizers and the colonized concerning:
  - a. indigenous language
  - b. natural resources
  - c. labor
  - d. political systems
  - e. religion

Note: This lesson can be used with comparison of the treatment of the Native Americans during the settlement of the New World or of the treatment of the African tribes during the period of imperialism into the continent of Africa.

1. A chart comparing the two perspectives allows the students to organize the information.
2. The teacher can direct the students to complete the side concerning the British (colonizers) characteristics.
3. For the side concerning the colonized:
  - a. language –
  - b. natural resources-
  - c. labor -
  - d. political -
  - e. religion –

	British	Indigenous People of Australia **
Language		Varies from nation to nation
Natural Resources		Create a special relationship with the land.
Labor		Managed land; example: burned land to ensure of growth; built dams to fish, etc. Were not farmers ; hunters and gatherers
Political		Nations established laws, rights and responsibilities; kinship system controlled people (who they marry, where they ranked, behavior, etc) Guilt and crime was punished according to established rules accepted by the nation
Religion		Concept of Dreamtime explained how the world was created and the way people must live; Religion is centered on ancestral spirits; land is important as the resting places of those in the past; sacred ceremonies are held in certain locations; Land is important

\*\* Indigenous people of Australia do not call each other “indigenous” but by traditional tribal names that define the places they were from. In addition, the term “tribe” is not used to identify specific groups. The word “nation” refers to a large community of people with a common language or history.

4. Discuss with the students how and why areas of conflict arose between the British settlers and the various nations of Australia.
5. Compare the areas of conflict in Australia with the conflicts that arose in the colonies of the New World. What similarities do the students see between the nations of Australia and the Native American tribes? What are the differences?
6. Students should brainstorm possible methods of avoiding the conflicts.

### **Assessment Evaluation**

Students will write letters to the nations of Australia describing how the treatment by the British explorers and settlers was wrong. Have the students use specific examples and give suggestions explaining how the conflicts could have been avoided.

### Lesson 3 – Rights for indigenous people

Objective - Analyze the results of political, economic, and social oppression and the violation of human rights for the indigenous peoples of Australia.

Background information – An excellent source for teachers is the book, *Why weren't we told?* by Henry Reynolds. It explains the evolution of the government of Australia to embrace its past relations with the indigenous people of Australia. Reynolds writes of his awakening to the “real” past of Australia and the ways in which the government attempted, quite successfully, to change history. It is an excellent first source for teachers tackling this difficult subject.

Note: It is easy to make comparisons between the treatment of the Aboriginal peoples of Australia and the Native Americans of North and South America. For students, the comparison is one method to teach the topic so they may process the information. The governments of Australia and the United States changed their policies towards their native populations over the years. This ranged from destruction, isolation, and assimilation. There are numerous court cases and government policies that can be the focus of exploration for the students, depending on their grade level. However, please stress the distinct differences in the two cultures, along with the distinct differences and individual nations in both native populations. It is misunderstood that all Native Americans are the same (language, governments, labor) and is the idea that all Aboriginal peoples are the same.

1. Students are divided into four groups to study the treatment of the Aboriginal peoples in Australia. The groups' topics are:  
Explorer period  
Mission period (after the gold rush in Victoria)  
Federation period (protection and separation)  
World War I and World War II
2. Each group should prepare a brief report about the treatment of the Aboriginal peoples during the time.
3. An excellent movie to show, before the next lesson, is: *The Rabbit Proof Fence* (2002). It is based on the novel by Doris Pinkington. It tells the story of three aboriginal girls who were removed from their families in the Outback and sent to a mission home. At the mission, the girls were trained to be domestic workers. However, the girls escape and travel over 1500 miles to get back to their families. The movie highlights the “stolen generation” time of the Aboriginal culture. Children who were part Aboriginal and part white were called “half-castes”. Other classifications, based on the percentage of Aboriginal heritage were quadroons (1/4) and octoroons (1/8). The policy was to remove these children and place them under government protection and assimilate them into white society.
4. Have students list the rights and privileges, shown in the movie, that are denied to the Aboriginal peoples.
5. Explain to the students that World War II changed how many countries viewed their minority populations. Explain how the WWII encouraged

African Americans to protest for their rights. Explain how President Truman made a historical step by desegregating the military. The changes in the United States were not the only ones. Australia was also affected. The post-war world began to examine issues of social justice and equal opportunities for many different peoples.

6. The following are topics that students can research to understand ways in the government and the Aboriginal peoples worked towards fixing the problems of the past. The individuals listed are leading activists for the Aboriginal rights. Students should research and plan a brief report on the topic. A poster explaining the event would be an additional method of summarization.

Day of Mourning, 1938

1967 Referendum

Aboriginal Tent Embassy (activists: Michael Anderson, Tony Coorey, Billy Craigie, and Gary Williams)

'Link up' is an organization to reunite children from the "Stolen Generations" with their families.

Aboriginal Land Rights Act, 1976, 1983

Native Title Act, 1993, 1996

Pearl Gibbs

Sir Douglas Nicholls

Shirley Smith

Burnum Burnum (Actor)

Eddie Mabo

Charles Perkins, freedom rider

### **Assessment Evaluation**

After the reports have been conducted, the teacher and students can create a timeline from the end of World War II, 1945, to the present day, noting important events leading to the current status of Aboriginal peoples of Australia.

#### Lesson 4 – World Heritage Sites

Objective – Identify world heritage sites around the world, in particular sites within Australia. Examine the reasons why the cultural and/or natural sites were placed under protection of the UNCECO.

Background information - This project introduces students to the world heritage sites around the world. Australia is home to several world heritage sites: Kakado National Park, The Great Barrier Reef, Ullura, to name a few.

“Heritage is our legacy from the past, what we live with today, and what we pass on to future generations. Our cultural and natural heritage is both irreplaceable sources of life and inspiration. Places as unique and diverse as the wilds of East Africa’s Serengeti, the Pyramids of Egypt, the Great Barrier Reef in Australia and the Baroque cathedrals of Latin America make up our world’s heritage. What makes the concept of World Heritage exceptional is its universal application. World Heritage sites belong to all the peoples of the world, irrespective of the territory on which they are located.” <http://whc.unesco.org/>

In 1972, the United Nations Educational, Scientific and Cultural Organization (UNESCO) created a treaty to protect the world’s cultural and natural heritage.

There are 830 sites protected in the world by the UNESCO.

1. This project is a team project. Students are to work with one or two other students from your class. Students are to choose three places that they would like to research (#1. Choice, #2 choice, #3 choice) Students make their choices from the world heritage website (<http://whc.unesco.org/>). Every team in the class must have a different place. The three choices allow the teacher to make sure each team has a different site to research. No duplicates.
  - a. During research teams should answer the following questions:
    - Where is the famous place located?
    - Why is it important? When did it become a World Heritage site and why?
    - How many visitors does it receive each year?
    - Is there a cost to see it?
    - Has it changed or been changed over the years? If so, how?
2. Each team must prepare a display or model of the famous place. It can be a portion of the site or a complete rendition of the site. Teams need to be creative and original
3. In addition, each team will give a brief presentation of the site by imagining they are conducting a tour of the site. Teams should write an interesting, informative, entertaining script that can be read to the other students during the presentation.
4. Teams will also present a poster with important information about the site, including a map showing its location in the world.
5. On the day the project is due, allow time for class presentations. Students (in the audience) should take notes over the various sites.

Note: In-class research can be conducted if a computer lab is available. Two and three weeks are plenty of time to allow students to plan and create their projects. Remember: students will always ask for more time.

6. Projects will be evaluated on the following criteria:

- 3-D Model/Display (materials used, creativity, originality, accuracy, label, color, clarity)
- Poster (informative, shows location in world, gives dimensions, facts)
- Script (explain site, typed, double-spaced, grammar, spelling, informative, entertaining)
- Class presentation (approx. 5min, entertaining, costumes)
- Works Cited Page (typed, correct format, min. of three sources)

**\*\*Student Project Sheet\*\***

**World History**

***Quarterly Project***

**“World Heritage Sites”**

“Heritage is our legacy from the past, what we live with today, and what we pass on to future generations. Our cultural and natural heritage is both irreplaceable sources of life and inspiration. Places as unique and diverse as the wilds of East Africa’s Serengeti, the Pyramids of Egypt, the Great Barrier Reef in Australia and the Baroque cathedrals of Latin America make up our world’s heritage. What makes the concept of World Heritage exceptional is its universal application. World Heritage sites belong to all the peoples of the world, irrespective of the territory on which they are located. In 1972, the United Nations Educational, Scientific and Cultural Organization (UNESCO) created a treaty to protect the world’s cultural and natural heritage. There are 830 sites protected in the world by the UNESCO - <http://whc.unesco.org/>

This project is a team project. You are to work one or two other people from your class. Your team is to choose three places that you would like to research (#1. Choice, #2 choice, #3 choice) Choices are due on August 18<sup>th</sup>. Every team in the class must have a different place. I will let you know on August 21 what your final choice will be, based on the overall class’ choices. I will try to honor each team’s first choice if possible.

Once your team’s choice is finalized, your team must research your place. Base your research on the following questions.

- Where is the famous place located?
- Why is it important? When did it become a World Heritage site and why?
- How many visitors does it receive each year?
- Is there a cost to see it?
- Has it changed or been changed over the years? If so, how?

Prepare a display or model of the famous place. In addition, imagine that you are a tour guide at the site. Write an interesting, informative, entertaining script that you might read to tourists. You will present this to the class. A poster with important information about the site, including a map showing its location in the world is required too. The project will be graded on the following:

- 3-D Model/Display (materials used, creativity, originality, accuracy, label, color, clarity)
- Poster (informative, shows location in world, gives dimensions, facts)
- Script (explain site, typed, double-spaced, grammar, spelling, informative, entertaining)
- Class presentation (approx. 5min, entertaining, costumes)
- Works Cited Page (typed, correct format, min. of three sources)

**Due date –**

\*\*\*Student Evaluation Sheet\*\*\*

“World Heritage”  
Evaluation Sheet

Site \_\_\_\_\_

Names \_\_\_\_\_

**Objective** – To learn of the World Heritage sites and why they are protected.

- **3-D Model /Display** – 35 points  
(Materials used, creativity, originality, accuracy, label color, clarity)
- **Poster** – 20 points  
(Informative, shows location in the world)
- **Script** – 20 points  
(Explains site, typed double-space, grammar, spelling, entertaining, informative, addresses questions – Where is the site located? Why is it important? When did it become a world heritage site and why? Visitors? Cost? Has it changed?)
- **Class Presentation** - 15  
(Min. of 5 minutes, entertaining, costumes)
- **Works Cited Page** – 10 points  
(Typed, correct format, min. of three sources)

**Total Points** –

**Comments** -

## Lesson 5 – World War I

Objective - Describe the role of Australia during World War I.

Note: This lesson fits into distinct sections of the study of World War I.

Sub lesson A – Australian involvement in the war

1. Students should understand how the Allied and Central Powers were created and the countries that sided with each.
2. Students should create a list of reasons why they would go to war.
3. Student should compare their lists with other students by sharing the information aloud.
4. After their lists are set, explain to the students that pro-British support was the number one reason why the Australians became involved in the war in Europe. Other reasons were:
  - a. Higher wages (6 shillings a day vs. 1 shilling for a British soldier)
  - b. Feeling of duty for one's country
  - c. Opportunity of adventure
  - d. Approval by women who saw men in uniform as dashing
  - e. Hatred of the Huns (German), due to Britain's long-standing rival with the country.
5. Inform the students that the Australian enlistees combined with the New Zealand enlistees to form the Australian and the New Zealand Army Corps, also known as Anzacs.

Sub lesson B – Gallipoli battle, April 1915

1. After teaching the students about the stalemate of World War I, students should use a map to understand the goal of the Gallipoli attack.
2. Explain to the students that the British wanted to break the stalemate by attacking the Central Powers in Turkey (Ottoman Empire). The idea was to use the British navel power and a small amount of soldiers from the army. The ships would move through the Dardanelle Strait in order to attack the capital city of Constantinople. Ideally, Turkey would be defeated and supply lines to Russia would open up.
3. List the problems of the attack on the board:
  - a. British and French ships were mined and shelled by the Turks
  - b. Change of plan to an infantry attack
  - c. Turks had several weeks notice of the attack, due partially to the French's announcement of the attack
  - d. Miscalculations of the landing site of about 1 mile placed the troops within range of the Turkish machine guns stationed on cliff tops overlooking the beach.
  - e. Casualty rate was about 23 percent.
  - f. Troops also suffered from dysentery, lice and diarrhea
4. Explain the Turks attempted to break through the lines but were unsuccessful. Each side agreed to a brief "truce" in order to bury their dead.
5. Eventually, in December of 1915, the British ordered an evacuation of the area

6. Anzac Day is celebrated every April 25 in remembrance of the battle

Sub lesson C – Anzac legacy

1. Define nationalism. Students should be able to give examples of nationalism.
2. Explain that the Gallipoli battle had a significant impact on the development of Australian nationalism and identity. It paralleled the concept of the Australian “bushman”: bravery, independence, athleticism, and resourcefulness. It is considered to be Australia’s coming of age as nation.
3. Discuss with the students the image of the United States soldiers.

Note: It would be helpful for the teacher to obtain an image of the Anzac soldier from a source and compare it to a recruiting poster from the US military

**Assessment Evaluation**

Include questions concerning the Australian involvement in World War I with the unit test over World War I

## Lesson 6 – World War II

Objective - Describe the role of Australia during World War II

Note: This lesson fits into distinct sections of the study of World War I.

### Sub lesson 1 – Australia and the Japanese

1. After teaching the students about the Japanese attack on Pearl Harbor, the teacher should explain to the students how the Japanese expansion threatened the nation of Australia. When Japan declared war on
2. Britain, Australia's Prime Minister John Curtin declared war on Japan.
3. Explain that the British, fighting in Europe and North Africa, were pushed to their limit with additional fighting in the Pacific. When the British fleet was attacked and defeated at Singapore, there was a real concern for the safety of Australia. Australia, realizing their position, turned to the United States to work together for a Pacific plan of attack to stop the Japanese.
4. Compare the attack of Pearl Harbor to the attacks in Australia at Darwin (northern coastal city) – attacked on Feb. 19, 1941 by over 150 Japanese airplanes. During the following two years, Darwin would be attacked over 50 times. In May of 1942, Japanese submarines attacked Sidney harbor. The eastern coastal cities of Australia were also attacked.
5. Another comparison

### Sub lesson 2 – Australian home front – internments of the Germans, Japanese, and the Italians.

1. After teaching about the United States relocation of Japanese Americans, the teacher should explain that Australia also was concerned about the spying of “enemy residents” within their nation. The largest percentage of the enemy was the Italian population (approx. 14,000) in Australia, followed by the Japanese (2000) and then the Germans (1500).
2. The Italians were typically held and worked on farms with supervision but few “guards”. The Japanese, along with other Asian groups were sent to a prison in Cowra (New South Wales). Some of the Germans were also held at Cowra. Ask the students why the Australians viewed the Japanese as a greater threat than the Italians and the Germans. What similarities can be made between the actions of the Australians and the Americans as far as their treatment of the enemy residents within their countries?
3. The teacher may want to further investigate the Cowra revolt that occurred in August of 1944. The students could then research revolts or acts of rebellion at the Japanese internment camps in the United States.

### Sub lesson 3 – Experiences of the POWs – comparison of US troops in Baatan and the Australia troops in Papua.

\*\*Background information: Frequently, teachers concentrate on the German atrocities during World War II and overlook the treatment of Allied prisoners by the Japanese military. Since Japan had not signed the treaty, outlining the

treatment of POWs, they tended to treat POWs with cruel and unusual punishments.

1. Students can read about Australian POW experiences through the Australian War Museum website: <http://www.awm.gov.au/>

Sub lesson 4 – Results of the war

1. Explain that the end of World War II caused the Australians to reexamine their place in the world. A strong feeling of nationalism and the close association with Americans, made the Australians see themselves less as British subjects and more as a truly independent nation with its own identity.
2. Reasons:
  - a. The United States, as with many nations, supplied Australia through its Lend- Lease program, especially when Britain, who prior to the war had supplied over 40% of Australia's imports, was unable to aid Australia.
  - b. Britain wanted to retain Australian troops in North Africa and then possibly sent to Asia when the Prime Minister of Australia wanted his troops to be brought back to Australia to defend the continent. Australian Parliament had to rethink its power and its relationship to Britain.
  - c. Prime Minister John Curtin was a close friend of General Douglas MacArthur. Curtin made a speech, after the Pearl Harbor attack, stating that Australia's success in the war would be tied to its relationship with the U.S. not with Britain.
3. Students should research further to examine why the Americans were popular with the Australians during the 1940s. They may list the reasons and share them with the class. The teacher should compile a master list.
4. Extension activity – to examine further the continued tie between the United States and Australia, students can research the goals and objectives of two current organizations: The Australian-American Club and the American-Australian Club. Both organizations foster support for the military of the other nation.

### **Assessment Evaluation**

Include questions concerning the Australian involvement in World War II with the unit test over World War II.

## **Follow-up Activities**

### **Number 1**

#### **Library of Congress Veterans' History Project**

This is an ongoing project with the Library of Congress. The students can conduct interviews with local veterans. The students can assess Australian veterans through the Australian War Museum. The web site is: <http://www.awm.gov.au/> After listening to both countries' veterans, students can compare war experiences between the two countries.

\*\*\*Student Project sheet\*\*\*

### **World History**

#### **2<sup>nd</sup> Quarter Project**

**Objective:** Students will participate in the Library of Congress Veterans' History Project. Overall, 50 interviews will be collected and submitted to the Library of Congress Data base for research. This is an excellent opportunity for students to learning interviewing skills, conduct oral history and contribute to the collection of vital history for the United States. Presently, the Library of Congress has over 45,000 interviews collected from all fifty states.

**Background:** In 2000, the Library of Congress began collecting interviews from veterans concerning their wartime service. The Library of Congress relies on volunteers to collect interviews. The primary focus is on first-hand accounts from U.S. veterans who served in the following wars:

- World War I (1914-1920)
- World War II (1939-1946)
- Korean War (1950-1955)
- Vietnam War (1961-1975)
- Persian Gulf War (1990-1995)
- Afghanistan and Iraq conflicts (2001-present)

In addition, those U.S. citizen civilians who were actively involved in supporting war efforts (such as war industry workers, USO workers, flight instructors, medical volunteers, etc.) are also invited by the Library of Congress to share their valuable stories.

Students are encouraged to work in groups of three. Pairs of students as well as individual students may complete the project but grading will be the same for all students.

**Requirements:**

- All paperwork is submitted and completed correctly, on time. Look at checklist.
- Videotape of interview (either VHS, digital or DVD)
- Audio tape of interview (audio cassette or CD – **Do Not Use Micro cassettes**)

- Transcript of interview (on disc/CD and paper copy) – free of errors and proof read by the veteran
- Collection of photographs, maps, certificates, etc (high quality copies will be made by the teacher)
- \$3.00 fee to cover costs of materials, copies and postage.
- Project is worth 100 points
- **DUE DATE** –

#### Procedures

1. Students will form groups and locate a veteran to interview. Contact Ms. Federspiel if you have difficulty locating a veteran.
2. Set up a time to meet with the veteran and give him/her the paperwork that needs to be completed. Also, give the veteran a copy of possible questions to help him/her remember his experiences. (look over information from class)
3. Practice using the video recorder – we will do this in class; review good interview skills and places to conduct interviews.
4. Sign up for use of the equipment. You have 24 hours to use the equipment. **Students are responsible for the equipment in case of theft and damage.** You must return the equipment in the morning, following the day that you sign the equipment out. If students have equipment at home (video camera, digital video camera, they may use it instead of the school equipment). The teacher will provide tapes for the equipment.
5. Interview the veteran. Make sure to take a current photograph of the veteran. Collect any photographs, certificates, etc. Make sure to write down (on a separate sheet of paper) a caption of the photograph. Thank the veteran.
6. Return the all equipment to Ms. Federspiel. Remember someone else has signed out the equipment for the next day.
7. Transcribe the audiocassette interview. Give Ms. Federspiel the videocassette to make a copy. (do this right away – don't wait)
8. Any photographs that need to be copied should be given to Ms. Federspiel.
9. Return original photographs to the veteran. Remember to contact the veteran and let him/her know how the project is going.
10. After the project is completed, copies of the interview (either DVD or VHS tape) will be given to the veteran and the originals will be sent, via mail, to the Library of Congress.

Students are strongly encouraged to seek help and guidance from Ms. Federspiel. Please communicate concerns and needs immediately. Do not let the veteran down – make sure to complete this very important project.

Additional information can be found at: <http://www.loc.gov/vets/vets-home.html>

\*\*\*Student Evaluation sheet\*\*\*

**Library of Congress Veterans' History Project  
Student Evaluation Sheet**

Name \_\_\_\_\_

Name of Veteran \_\_\_\_\_

War Veteran fought in \_\_\_\_\_

How was the project beneficial to you, in an academic way? Did you learn any skills that will help you in other classes? Explain

Did this project make you view veterans differently? Do you have a different attitude towards veterans now than before the project? Explain how.

What did you like the most about the project?

What was the most difficult part of the project?

## **Follow-up Activities Number 2**

There are several historical court cases that students can investigate regarding the rights to land in relation to the Aboriginal peoples. Students can use the case study method outlined below. A list of possible court cases follows.

### Case Study Method

1. Students will be assigned into groups
2. Each group will be assigned a case to study
3. Each group should answer the following questions about their case. Outside research is encouraged.
  - a. What is the plaintiff arguing?
  - b. What is the defendant's position?
  - c. What is the Constitutional issue in conflict?
  - d. What is the majority decision?
  - e. What aspect of the constitution is most clearly defined?
4. Each group will make a presentation to the class on the case they studied. The other groups should take notes and everyone is responsible for knowing all the cases.

### Court Cases

*Mabo and Others v. The State of Queensland (1992)*

*Milirrpum V. Nabalco (1970)*

*Wik Peoples v. The State of Queensland and Others (1996)*

## **Follow-up Activities Number 3**

There are numerous resources available at the Australia War Memorial. Teachers may obtain propaganda posters from World War I and II and use them in a comparison activity with propaganda posters from the United States from the same time period. Students may recognize similar themes and concepts in the posters. Students can then design their own posters in support or against the current war in Iraq.

### **Additional resources**

Film – *Gallipoli*

Film – *The Rabbit Proof Fence* (2002)

CIA fact book

<https://www.cia.gov/cia/publications/factbook/index.html>

Australia War Memorial

<http://www.awm.gov.au/>

### **References**

For the teacher (all books were obtained in the United States)

*Stolen Years: Australian prisoners of war*

Publication of Australian War Memorial and the Commonwealth Department of Veterans' Affairs

2003

ISBN 1 877007 15 9

*Why Weren't We Told*

Henry Reynolds

ISBN 0-670-88741-2

*The Floating Brothel*

Sian Rees

ISBN 0-7868-8674-9

*A Bastard of A Place: The Australians in Papua*

Peter Brune

ISBN 1-74114-403-5

*The Fatal Shore: The epic of Australia's founding*

Robert Hughes

ISBN 0-394-75366-6