

# Anzac Square Memorial Galleries

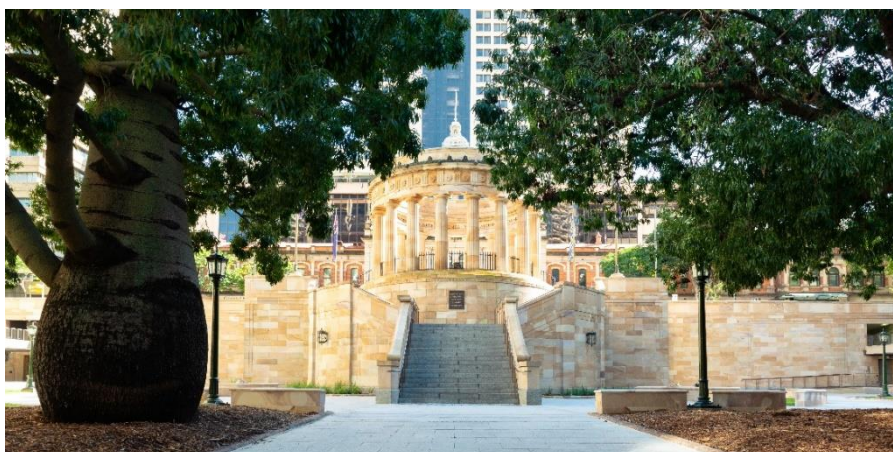
*A place where people can commemorate and remember the military service and sacrifice of Queenslanders.*

## Education resources World War II Gallery Year 10

This resource is designed to support educators and enhance students understanding to ensure a rich and meaningful engagement before, during and after an excursion to the Anzac Square Memorial Galleries. Teachers can utilise these notes when visiting Anzac Square and Memorial Galleries or online linking to State Library of Queensland's digitised collections. Refer to the resource appendix for links to collection items.

*We acknowledge Aboriginal and Torres Strait Islander peoples and their continuing connection to land and as custodians of stories for millennia. We are inspired by this tradition in our work to share and preserve Queensland's memory for future generations.*

*Aboriginal and Torres Strait Islander viewers are warned that Anzac Square Memorial Galleries and the accompanying education resources contain images and names of deceased persons.*



*Photographer: Rozenn Leard Photography*

## Curriculum links

This kit, strongly supports the study of History in Year 10. It also supports various cross-curricular learning areas, capabilities and priorities. The History curriculum links are provided in the [resource appendix](#). Cross-curriculum activity suggestions are detailed in the pre and post visit activity suggestions. Links to the online resources from State Library's collection can be found in the [resource appendix](#).

Anzac Square Memorial Galleries can be used to explore these key concepts of the [Australian Curriculum](#) and its state curriculum equivalents.

<https://www.australiancurriculum.edu.au/f-10-curriculum/humanities-and-social-sciences/history>



Photographer: Amanda Garske

## Pre-visit ideation activities

*What were the consequences? What was the impact? How was Australia affected?*

### Year 10 curriculum focus:

- What are the consequences of War?
- How do consequences of war shape our world?
- Can you list five developments that occurred due to War? (e.g. Technology)
- How did the nature of global conflict change during the twentieth century?
- What were the consequences of World War II?
- How did these consequences shape the modern world?
- How was Australian society affected by other significant global events and changes in this period?

**Group activity:** Explore [historypin.org/en/](http://historypin.org/en/) - Become familiar with [Historypin](http://Historypin).

1. What do you find attractive about this page?
2. Explain what it's asking users to do. How is it different from other sites?
3. Describe the home page.
4. What did you click on first?
5. List three things you discovered.

**Group activity:** In small groups, discover an existing WWII collection on [Historypin](http://Historypin) and teach your class about the collection. Brainstorm as a group and come up with collection ideas that you could put together as a class.

Some examples are:

[Caloundra in World War II](#)

[Australian Comforts Fund](#)

**Class discussion time: Vocabulary, terms and concepts to explore:**

Alliances

Atomic Bomb

Auschwitz

Battle of Britain

Battle of Brisbane

Censorship

Civil Rights

Commemoration

[Conscription](#) – explore *State Library of Queensland's interactive iBook with the class*

Communism

Democracy

Enlist

Fascism

Germany

Ghetto

Hitler

Hiroshima

Holocaust

Jews

Kokoda

Loyalty

Militarism

Nagasaki

Nazis

Poland

POW (Prisoner of war)

Stolen Generation

Universal Declaration of Human Rights

United Nations

### **Class focus / group activity:**

Divide the class into groups A, B, C and D. Assign each group with one of the featured Queenslanders to discover. Ask each group to complete a **photo analysis** of their Queensland person – this activity can be used to analyse any photo in State Library's collection. The collection links to the photo collections are provided for ease of reference. Rotate through the groups as they present information to the class.

### **Photo analysis activity:**

*Research the following questions using the assistance of the link provided to each featured person. Justify your hypothesis if an answer is not immediately obvious!*

1. How many people are in the image? Look at the clothing that the people are wearing, look for dates, signs, items of technology etc? How old are they?
2. When do you think the photo was taken?
3. Is there anything in the background that would give you an idea of when it was taken?
4. What are they doing?
5. How are they dressed?
6. Do they look happy, sad or something else?
7. Describe the buildings and structures you see in the photograph:
  - Are they old or new?
  - Are they damaged?
  - What do you think they are used for?
  - Why do you think this?
8. Why do you think this image was taken?
  - Was it to celebrate a person or event?
  - Was it to show how life was?
  - Was it to celebrate success?
  - Was it for another reason?
9. Write some further questions you/your group have about this image?

**Group A – [Joe Tilson Lang](#)**



[Photograph of Joe Tilson Lang, courtesy Joe Tilson Lang collection 1942 – 1945, John Oxley Library, State Library of Queensland](#)

**Group B – [Ernest Duncan](#)**



[Photograph of Ernest taken in Washington DC. 30470, Ernest Duncan Papers, Photographs and Medals, John Oxley Library, State Library of Queensland.](#)

**Group C – [Donald Campbell](#)**



[30693, Hugh Andrew Geraldton Campbell Papers, John Oxley Library, State Library of Queensland.](#)

**Group D – [Sister Alice Ethel Imison](#)**



[30575, Alice Ethel Imison photographs, John Oxley Library, State Library of Queensland.](#)

### Timeline activity:

Use the following timeline to discover these groups and services from the World War II era. What else was happening around the time these groups were established? What role did they play during World War II?

#### **25 March 1941**

**Women's Auxiliary Australian Air Force (WAAAF)** is established

The WAAAF was established by the chief of the air staff after considerable lobbying by women keen to serve and, who wanted to release male personnel serving in Australia for service overseas.

The WAAAF was the largest of the Second World War women's services. It was disbanded in December 1947.

Australia. Royal Australian Air Force. Women's Auxiliary Australian Air Force. (1941-1947). (2008). In Trove. Retrieved April 7, 2020, from <https://nla.gov.au/nla.party-547356>

Australian War Memorial. (2020). *The Royal Australia Air Force Women's Auxiliary Australian Air Force (WAAAF) and Women's Royal Australian Air Force (WRAAF)*. Retrieved April 7, 2020, from <https://www.awm.gov.au/learn/understanding-military-structure/raaf/waaaf>

Wikipedia. (2020). *Women's Auxiliary Australian Air Force*. Retrieved from [https://en.wikipedia.org/wiki/Women%27s\\_Auxiliary\\_Australian\\_Air\\_Force](https://en.wikipedia.org/wiki/Women%27s_Auxiliary_Australian_Air_Force)

#### **25 April 1941**

**Women's Royal Australian Naval Service (WRANS)** is established

The WRANS was established in April 1941 when the RAN enrolled 14 women at HMAS *Harman*, a wireless telegraphy station near Canberra.

The WRANS was a non-combat branch of the RAN that, like many of its sister services, alleviated manpower shortages resulting from men being assigned to combat roles.

Australia. Women's Royal Australian Naval Service. (1941-1984). (2008). In Trove. Retrieved April 7, 2020, from <https://nla.gov.au/nla.party-519579>

Wikipedia. (2020). *Women's Royal Australian Naval Service*. Retrieved from [https://en.wikipedia.org/wiki/Women%27s\\_Royal\\_Australian\\_Naval\\_Service](https://en.wikipedia.org/wiki/Women%27s_Royal_Australian_Naval_Service)



### **3 May 1941**

**Torres Strait Company** is formed

The company was expanded to a full battalion in 1942, and almost all its enlisted men were Torres Strait Islanders. It was the only Indigenous Australian battalion formed by the Australian Army.

The battalion was used mainly in a garrison role, defending the islands of the Torres Strait, although a detachment was sent to patrol Dutch New Guinea in 1943 (on 1 March 1943).

Australian War Memorial. (2020). *"One ilan man": the Torres Strait Light Infantry*. Retrieved from <https://www.awm.gov.au/about/our-work/publications/wartime/12/ilan-man>

Wikipedia. (2020). *Torres Strait Light Infantry Battle*. Retrieved from [https://en.wikipedia.org/wiki/Torres\\_Strait\\_Light\\_Infantry\\_Battalion](https://en.wikipedia.org/wiki/Torres_Strait_Light_Infantry_Battalion)

### **1 October 1941**

**Australian Women's Army Service (AWAS)** is established

The AWAS was established to release men from some military duties so they could serve with fighting units.

AWAS women worked in traditional roles such as clerks, typists and cooks.

They were also employed as drivers, signallers and provosts in areas such as intelligence, chemical trials, electrical and chemical engineering, and ordnance.

Australian Women's Army Service (AWAS). (1941-1947). (2009). In Trove. Retrieved April 7, 2020, from <https://nla.gov.au/nla.party-620601>

Australian War Memorial. (2020). *Australian Women's Army Service (AWAS)*. Retrieved from <https://www.awm.gov.au/articles/encyclopedia/awas>

Australian War Memorial. (2020). *Researching Australian military service: Australian Women's Army Service (AWAS)*. Retrieved from <https://www.awm.gov.au/research/guide/ww2-awas>

Wikipedia. (2020). *Australian Women's Army Service*. Retrieved from [https://en.wikipedia.org/wiki/Australian\\_Women%27s\\_Army\\_Service](https://en.wikipedia.org/wiki/Australian_Women%27s_Army_Service)

### **31 December 1941**

#### **Volunteer Air Observers' Corps (VAOC) is established**

The VAOC was formed to support the RAAF by sighting and observing aircraft over Australia, and it established observation posts across Australia. As the threat to Australia declined, the VAOC's role was expanded to include coast watching, assisting air traffic control and weather reporting. Staffed by civilian volunteers, the VAOC reached its peak strength of 24,000 personnel and 2,656 observation posts in 1944.

National Library of Australia. 1944 'VOLUNTEER AIR OBSERVER CORPS', *The Kiama Reporter and Illawarra Journal* (NSW : 1899 - 1947), 13 December, p. 4. , retrieved 07 Apr 2020. Retrieved from <http://nla.gov.au/nla.news-article102092650>

Wikipedia. (2020). *Volunteer Air Observers Corps (Australia)*. Retrieved from [https://en.wikipedia.org/wiki/Volunteer\\_Air\\_Observers\\_Corps\\_\(Australia\)](https://en.wikipedia.org/wiki/Volunteer_Air_Observers_Corps_(Australia))

### **1 December 1942**

#### **Australian Army Medical Women's Service (AAMWS) is established**

The AAMWS was formed from the Voluntary Aid Detachment, and its members served as nurses in military hospitals in the Middle East, Australia and (with the British Commonwealth Occupation Force) Japan. It was later incorporated into the Royal Australian Army Nursing Corps.

Australian Army Medical Women's Service (AAMWS). (1942-1951). (2009). In Trove. Retrieved April 7, 2020, from <https://nla.gov.au/nla.party-757050>

Australian War Memorial. (2020). Australian Army Medical Women's Service badge. Retrieved from <https://www.awm.gov.au/learn/memorial-boxes/4/object-list/aamws-badge>

Wikipedia. (2020). *Australian Army Medical Women's Service*. Retrieved from [https://en.wikipedia.org/wiki/Australian\\_Army\\_Medical\\_Women%27s\\_Service](https://en.wikipedia.org/wiki/Australian_Army_Medical_Women%27s_Service)

### **19 January 1943**

#### **Australian Women's Land Army is established**

The Australian Women's Land Army was formed in January 1943 to combat rising labour shortages in the farming sector.

Australian War Memorial. (2020). *Australian Women's Land Army*. Retrieved from [https://www.awm.gov.au/articles/encyclopedia/homefront/land\\_army](https://www.awm.gov.au/articles/encyclopedia/homefront/land_army)

Wikipedia. (2020). *Australian Women's Land Army*. Retrieved from [https://en.wikipedia.org/wiki/Australian\\_Women%27s\\_Land\\_Army](https://en.wikipedia.org/wiki/Australian_Women%27s_Land_Army)

**Further discussion:**

As a group, discuss the role and duties of Australian women before the war broke out and what roles women played on the Homefront and the Warfront. How did these change over the course of the war? (1939-1945)

Discuss the following women's services and what role they played during the war effort both on the Homefront and the Warfront. Use the [resources appendix](#) to help you discover more, or through the associated tag on [One Search](#).

**WAAAF (Women's Auxiliary Australian Air Force)**

**WRANS (Women's Royal Australian Naval Service)**

**AWAS (Australian Women's Army Service)**

**AWLA (Australian Women's Land Army)**

**WNEL (Women's National Emergency Legion)**

## Visit experience – World War II Memorial Gallery



*Photographer: Amanda Garske*

Memorial plaques line the walls of the World War II Memorial Gallery, each telling its own story of service and sacrifice in the defence of our nation.

Visitors are invited to gather around a large interactive table comprising sixteen touchscreens arranged around a central column. Reminiscent of a war room plotting table, these screens showcase a broad range of content to reveal the full extent of Queenslanders' involvement in World War II.

Queensland's wartime activity can be tracked across the screens from Brisbane to Townsville to the Torres Strait, and digitised photographs and collection items reveal stories from the Pacific War as well as North Africa and the Middle East. The screens link to each memorial plaque in the gallery and provide the history and achievements of each unit featured.

An interactive timeline follows the activities of US Forces in Queensland led by General Douglas MacArthur, and other screens explore the personal experiences of 12 Queenslanders who served, as well as the significant contribution made by Queensland women. A large projection wall features evocative images of Queensland men and women at home and abroad, using a rich and engaging array of images sourced not only from State Library of Queensland's collections but also from local, national and international organisations and never-before-seen private collections.

### Suggested activities and inquiry questions to explore onsite

#### Overarching inquiry questions:

Ask questions about the gallery space after encouraging students to observe it using different senses.

How does this space make you feel?

What are your initial impressions of this space?

Where is this place?

What does this show?

What is.....?

#### Focus inquiry questions:

In groups find the most interesting object. What makes it interesting to your group?

What's the difference between your experience of an object on the wall and your experience of the objects on the screens?

What is the significance of memorial plaques?

What does it represent about the war?

**Investigation activity – fact finding.**

Divide your class into research working groups, have them complete the following: Investigate one of the following services or companies and prepare a report for your classmates. Your report may also include answers to the questions listed below, and you may discover more information along the way. Use the [resources appendix](#) to assist your research back at school or if you are unable to visit Anzac Square.

- 1. In what year and why was this service/company first established?**
- 2. Find as many featured Queenslander's as you can that served in this service/company. What jobs/role did each of them play?**
- 3. What roles did this service/company perform during WWII? Where did they fight or see active service outside of Australia?**
- 4. What is a 'claim to fame' moment or point of interest about this service/company? (e.g. largest women's only service.)**

**Torres Strait Light Infantry Battalion:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**WAAAF (Women's Auxiliary Australian Air Force):**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**WRANS (Women's Royal Australian Naval Service):**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**AWAS (Australian Women's Army Service):**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**AWLA (Australian Women's Land Army):**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**WNEL (Women's National Emergency Legion):**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**VAD (Voluntary Aid Detachment):**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_



## Post-visit activity and reflections

As a class, discuss which person, object or item that resonated most with them. Why?

Ask students to research a soldier, nurse, person of their choice or family member (if they have one) that served during WWII. In small groups, they are to create a five-slide PowerPoint with an accompanying two-minute oral presentation for their classmates. This could also be in the form of an online collection of items relating to this person. Their two-minute oral should teach their classmates about their chosen person.

Ask students to imagine you are this person and write a letter to a loved one telling them about your experiences so far. How do their life experiences differ to yours?

### Extension activity

Use the following template to extend the students research. Students might like to work in pairs or a small group for this activity.

#### 1. Service person details

Service Person's Name	
Rank	
Service Number	
Regiment/Unit or Ship or Squadron	
Date of Birth	
Place of Birth	
Family Details (married or single, names of mother and father)	
Age at Enlistment	
Place of Enlistment	
Date of Death	
Place of Death	
Cemetery or Memorial Name	
Grave or Memorial Number	

**2. Photos:** Insert a photo of the service person if it is available. Please state source of the photo. Most photos from the archives will already have their identifier on the photo. If it is a private family photo then please list as such e.g. *Adams Family, Family Photo of Private A. J. Adams*. Also include other photos that you discover of the service person's story while serving their country.

**3. Service person's story:** Write your service person's story. (Biography, not fiction!) You may have a lot of information or very little. **HINT:** Find your service person's service record from the [National Archives](#) you will still be able to piece together the story about the person.

**4. Bibliography: IMPORTANT:** You **must** list **all** sources

List in alphabetical order. Follow the referencing style used by your school or recommended by your teacher. Example of the Harvard referencing style:

**Web citations:** Australian War Memorial 2014, *Roll of Honour – Thomas George Dearness* [www.awm.gov.au/people/rolls/R1726228](http://www.awm.gov.au/people/rolls/R1726228) (accessed 8 January 2015).

**Article citations:** Smith, JD 1999, 'Understanding commas' in *The Courier Mail*, 3 October, p.2.

**Book citations:** Gilbert, P 1989, *Writing Schooling and Deconstruction: From Voice to Text in the Classroom*, Routledge, London, England.

## Finding your soldier Places for researching all WWII soldiers

### [AIF database](https://www.aif.adfa.edu.au/)

<https://www.aif.adfa.edu.au/>

### [National Archives of Australia](http://www.naa.gov.au/)

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

Service record / Repatriation record

### [Australian War Memorial](https://www.awm.gov.au/)

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

Embarkation roll; Red Cross Wounded and Missing files, images and more

### [Centre for Indigenous Family History Studies](http://cifhs.com/)

<http://cifhs.com/>

Here you can find records on:

Exemptions, Marriages, Removals, Females placed in Service, Deaths

### [Trove - National Library of Australia](https://trove.nla.gov.au/)

<https://trove.nla.gov.au/>

When searching, use older terms, not contemporary - Aboriginal not Indigenous

Often only initials for first names were used. Family notices may mention children and siblings.

### [QLD Births, Deaths & Marriages](https://www.qld.gov.au/law/births-deaths-marriages-and-divorces/family-history-research)

<https://www.qld.gov.au/law/births-deaths-marriages-and-divorces/family-history-research>

Death certificates will often give parents and siblings names



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