

# The Enduring Effects of War

## LOOKING BEHIND AND BEYOND THE ANZAC LEGEND

A series of lesson plans on war for middle secondary students

Created by the History Teachers' Association of Victoria, the Medical Association for Prevention of War and Act for Peace, to provide teachers with resources to inspire critical understanding of the real and lasting impact of war on veterans, civilians and society. Designed to align with the Australian History Curriculum.



The Peace Movement and Diseases of Conflict  
Resistance to War



Biological and Chemical  
Weapons



Who is My Enemy?



Death from Above  
and Below



The Militarisation of  
Australian History



Technology and War



The Changing Nature of  
War in Twentieth-Century Australia



International Diplomacy



Returning Home from  
Warfare



The First Casualty of War  
is Truth

Download from: [www.mapw.org.au/download/enduring-effects-war](http://www.mapw.org.au/download/enduring-effects-war)

**HTAV**



Medical Association for  
Prevention of War

**act for peace**  
reduce poverty prevent conflicts protect refugees empower communities

# The Enduring Effects of War Behind and Beyond the Anzac Legend

In 2013, with the centenary of World War I just a year away, MAPW Peace Fund and Act for Peace commissioned the History Teachers Association of Victoria to create a comprehensive set of lesson plans for teachers and middle years students to enable them to investigate the consequences of war.

## Developed to fit with the new Australian History Curriculum

This unique set of resources has been developed from the perspectives of health practitioners and war veterans. It helps students focus on the physical and mental costs of war, aspects of conflict often marginalised by larger themes of mateship and national pride. Students will learn about the lasting impact of war: injury, mental illness and disease.

A multimedia format containing: Rubrics, talking head videos, classroom activities, power point presentation, assessment tasks, web-links to primary and secondary sources.

## The lessons in brief

**Biological and Chemical Weapons** examines the technologies of warfare during the twentieth century with a particular focus on chemical and biological weapons. It uses mustard gas as a case study, but this can be substituted for any chemical or biological weapon.

**The Changing Nature of War in the Twentieth Century** students learn how to make a QR code, and develop an understanding of how military technology has changed during the 20<sup>th</sup> Century and what has driven the evolution of military technology.

**Death from Above and Below** traces the development of bombs and explosives into weapons of mass destruction and how, combined with the advent of flight, this caused a huge increase during the 20<sup>th</sup> century of civilian deaths and injury in war.

**Diseases of Conflict** aims to help students identify the types of illness and accidents caused by war and to examine the medical technologies and treatments used during conflict. It also provides opportunities to discover the short- and long-term effects of war wounds and diseases on military personnel and civilians.

**The First Casualty of War is Truth** examines the phenomenon of war propaganda. Before and during war, countries attempt to gain a position of righteousness or principle through creation and denigration of an enemy. Truth becomes a victim as the enemy is dehumanised, and the real motive for war is often hidden in lies aimed at convincing the population that war is the only option.

**International Diplomacy** looks at the formation and the roles of the League of Nations and the United Nations, two organisations dedicated to international diplomacy and founded directly after each world war with the objective of peacekeeping and preventing future world wars. This activity focuses on how international relationships can break down and lead to violent conflict.

**The Militarisation of Australian History** looks at the controversial issue of whether Australian history is overly militarised. It is often said that Australia's national identity began during the Gallipoli campaign in WWI. Simpson and his donkey are frequently used to demonstrate concepts of 'mateship' and 'self-sacrifice.' How Australians regard Anzac Day and the Anzac Legend is central to the debate on the militarisation of Australian history.

**The Peace Movement and Resistance to War** aims to identify key movements for peace and disarmament in Australia and beyond, to explore key moments and players in the anti-Vietnam War movement and examine the experiences of conscientious objectors.

**Returning Home from Warfare** evaluates the experiences and accounts of returned soldiers and examines the short- and long-term impact of war on soldiers, their families and community, including "post-traumatic stress disorder", once known as "shell-shock."

**Who is My Enemy?** supports students understanding of how the concept of 'enemy' is manipulated during wartime by developing image analysis techniques. Students are asked to consider the perspectives of soldiers and civilians during wartime and to apply understanding of WWI wartime propaganda to contemporary social and political issues.

**Technology and War** examines the growth of the whole arms industry during the 20th century including the development of nuclear weapons. The direct and indirect impact of increased military spending on human society and the environment is examined in this lesson.

**The lesson plans are now available to teachers all over Australia.**

[www.mapw.org.au/download/enduring-effects-of-war](http://www.mapw.org.au/download/enduring-effects-of-war)



# The Enduring Effects of War: Introduction

*A series of lesson plans on war for Year 9 and 10 students created through a partnership between the Medical Association for Prevention of War, its project partner Act for Peace and the History Teachers' Association of Victoria.*

**act for peace**  
reduce poverty | protect refugees  
prevent conflicts | empower communities



**Medical Association for  
Prevention of War**

# The Enduring Effects of War: Introduction

## INTRODUCTION

History teachers often struggle with lessons about war. Conflicts have shaped the ancient and modern world and it is important that students are aware of the role of conflicts in the history of civilisation. In addition to developing a world view, teachers hope that understanding the history of war will help future generations learn from the actions of their ancestors. However, many teachers are concerned that unless approached sensitively, the focus on war in the classroom can have the opposite effect, causing students to glorify it.

This unique set of resources has been developed from the perspectives of medical practitioners, many of them also war veterans. It helps students focus on the physical and mental costs of war, aspects of conflict often marginalised by larger themes of mateship and national pride. Students will learn about the often silent effects of war: injury, mental illness and disease.

## ABOUT THE MEDICAL ASSOCIATION FOR PREVENTION OF WAR

The Medical Association for Prevention of War (Australia) is a professional not-for-profit organisation that works to promote peace and disarmament. MAPW aims to reduce the physical and psychological impact, as well as environmental effect, of wars throughout the world. MAPW has branches in every state and territory in Australia. The members of MAPW are mostly medical practitioners who use their understanding of world medical issues in the campaign to prevent war using diplomatic channels rather than armed combat. Their aims include:

- Working towards the elimination of all weapons of mass destruction
- The prevention of armed conflict
- The promotion of peace through research, advocacy, peace education and partnerships.

You can find out more about MAPW here: [www.mapw.org.au](http://www.mapw.org.au)

## ABOUT ACT FOR PEACE

Act for Peace is the international aid agency of the National Council of Churches in Australia. It was founded in 1948 in response to a need for help by people who had been displaced or damaged by World War II (WWII). It works towards providing humanitarian aid for people suffering due to conflict and disaster with the following objectives:

- Protecting refugees
- Preventing conflict through the destruction of weapons and campaigning for peace
- Reducing poverty through relief support and community development
- Empowering communities.

You can find out more about Act for Peace here: [www.actforpeace.org.au](http://www.actforpeace.org.au)

# The Enduring Effects of War: Introduction

## LESSON PLANS

This resource contains ten lesson plans that can be used by teachers. The plans employ a range of elements for teaching and learning about war. These include:

- Talking head videos
- Classroom activities
- Assessment tasks
- Web links to primary and secondary sources
- Rubrics
- A unit planner
- A lesson template

## CURRICULUM LINKS

The MAPW resources are aligned with the Australian History Curriculum and are targeted primarily at Year 9 and 10 students. The key conflicts covered are World War I (WWI) (Year 9), WWII (Year 10) and the Vietnam War (Year 10). The content is appropriate for students studying VCE History: Units 1 & 2 (Twentieth Century). The resources are arranged thematically and are effective in helping students understand change and continuity across conflicts, particularly in the areas of health, the impact on civilians and changes in military technology.

### Relevant Depth Studies

#### YEAR 9

##### World War I

Students investigate key aspects of WWI and the Australian experience of the war, including the nature and significance of the war in world and Australian history:

1. An overview of the causes of WWI and the reasons why men enlisted to fight in the war (ACDSEH021)
2. The places where Australians fought and the nature of warfare during WWI, including the Gallipoli campaign (ACDSEH095)
3. The impact of WWI, with a particular emphasis on Australia (such as the use of propaganda to influence the civilian population, the changing role of women and the conscription debate) (ACDSEH096)
4. The commemoration of WWI, including debates about the nature and significance of the Anzac legend (ACDSEH097)

# The Enduring Effects of War: Introduction

## CURRICULUM LINKS

### Relevant Depth Studies (continued)

#### YEAR 10

##### Overview of the Modern World and Australia

Overview content for the Modern World and Australia includes the following:

1. The interwar years between WWI and WWII, including the Treaty of Versailles, the Roaring Twenties and the Great Depression (ACOKFH018)
2. Continuing efforts post-WWII to achieve lasting peace and security in the world, including Australia's involvement in UN peacekeeping (ACOKFH021)
3. The nature of the Cold War and Australia's involvement in Cold War and post-Cold War conflicts (Korea, Vietnam, The Gulf Wars, Afghanistan), including the rising influence of Asian nations since the end of the Cold War (ACOKFH023)
4. Developments in technology, public health, longevity and standard of living during the twentieth century, and concern for the environment and sustainability (ACOKFH024)

##### World War II

Students investigate wartime experiences through a study of WWII in depth. This includes a study of the causes, events, outcome and broader impact of the conflict as an episode in world history, and the nature of Australia's involvement.

1. An overview of the causes and course of WWII (ACDSEH024)
2. An examination of significant events of WWII, including the Holocaust and use of the atomic bomb (ACDSEH107)
3. The experiences of Australians during WWII (such as Prisoners of War (POWs), the Battle of Britain, Kokoda, the Fall of Singapore) (ACDSEH108)
4. The impact of WWII, with a particular emphasis on the Australian home front, including the changing roles of women and use of wartime government controls (conscription, manpower controls, rationing and censorship) (ACDSEH109)
5. The significance of WWII to Australia's international relationships in the twentieth century, with particular reference to the United Nations, Britain, the USA and Asia (ACDSEH110)

The complete Australian History Curriculum document can be accessed here: [www.australiancurriculum.edu.au/History/Curriculum/F-10](http://www.australiancurriculum.edu.au/History/Curriculum/F-10)

# The Enduring Effects of War: Introduction

## CURRICULUM LINKS

### VCE UNITS 1 HISTORY (TWENTIETH CENTURY)

#### Relevant areas of study

#### Area of Study 1: Crisis and Conflict (Key knowledge)

- Conflict which emerged from attempts to implement new political and social ideas; for example, internal conflict in the Spanish Civil War and the Russian Revolution, movements for national independence such as the Arab Revolt 1936-1939, international conflict such as WWII; and, if appropriate, the extent to which the conflict had its origins in the post-WWI settlements.

#### Area of Study 2: Social Life (Key knowledge)

- The role of class, race, ethnicity, political affiliation, nationality and gender in social experience; for example, persecution of the Jews by the Nazis and the Kulaks by Stalin, male and female experiences of life during wartime, the political and economic role Vietnamese peasants played in French Indochina.
- Factors influencing changes in social life especially economic, political and technological developments; for example, increased state intervention in public and private life, economic boom and depression, warfare and invasion, technological developments in transport such as the car and aeroplane.
- The way in which groups and communities organised to protect and advance their political, social and economic interests; for example, para-military groups, nationalist and patriotic groups, trade unions, suffragettes and feminists, resistance movements and religious communities.

#### Area of Study 3: Cultural Expression (Key knowledge)

- The relationship between cultural expression and political, social or economic developments of the period.

# The Enduring Effects of War: Introduction

## CURRICULUM LINKS

### VCE UNITS 2 HISTORY (TWENTIETH CENTURY)

#### Relevant areas of study

#### Area of Study 1: Ideas and Political Power (Key knowledge)

- The principal features of a post-war conflict(s).
- The ways in which the competing groups represented themselves and each other; for example, views on the individual in society, the proper function of the state, tolerance of dissent and minority groups, view of nationalism.
- The propagation and maintenance of ideological views both domestically and beyond their borders; for example, the use of the media, symbols, espionage, competition, physical force and the law.
- The outcome of the competition between ideologies; for example, military threats, propaganda wars, isolationism.

#### Area of Study 2: Movements of the People (Key knowledge)

- A group or groups which challenged the existing structure of social, political and/or economic power; for example, civil rights activists, anti-war activists, environmentalists, dissidents and feminists.
- Reasons for the challenge; for example, utopian vision of the future, perceived inequality or exploitation.
- How the group or groups expressed their view culturally and politically; for example, through art, film, music, fashion, demonstration, literature.
- Reactions and responses to the challenge; for example, detention, violence, demonstration, civil disobedience, acquiescence, withdrawal.

#### Area of Study 3: Issues for the Millennium (Key knowledge)

- The pattern of social life experienced by a community or group in the last decades of the twentieth century; for example, family life, work, health, religious freedom, political oppression.
- How this community or group experience has been represented in art, literature, film, print and journalism, music or multimedia; for example, the film *Kundun* (1997) representing Chinese invasion of Tibet; Amnesty International website on Burma; *Black Wind, White Land - Living With Chernobyl* (1993) documentary; Anna Funder, *Stasiland* (2003), a biography describing life in the former East Germany.

The complete VCE History Curriculum document can be accessed here: [www.vcaa.vic.edu.au/Documents/vce/history/history-sd.pdf](http://www.vcaa.vic.edu.au/Documents/vce/history/history-sd.pdf)



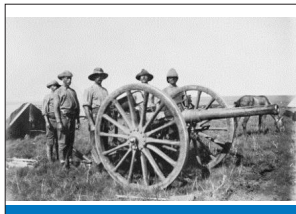
# The Enduring Effects of War: Introduction

## TABLE OF CONTENTS



### Biological and Chemical Weapons

**act for peace**  Medical Association for Prevention of War



### The Changing Nature of War in Twentieth-Century Australia

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### Death from Above and Below

The twentieth century development of bombs

**act for peace**  Medical Association for Prevention of War



### Diseases of Conflict

**act for peace**  Medical Association for Prevention of War



### The First Casualty of War is Truth

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### International Diplomacy

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### The Militarisation of Australian History

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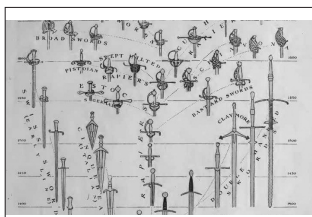
### The Peace Movement and Resistance to War

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### Returning Home from Warfare

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### Technology and War

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### Who is My Enemy?

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# The Enduring Effects of War: Introduction

## VIDEO RESOURCES



**Your Doctor Says War is a Health Hazard**  
from HTAV HD 2 weeks ago (2021-07-14 10:32)

Dr Jenny Grounds, President of the Medical Association for Prevention of War discusses why health professionals have a role to play in the prevention of war.

Dr Jenny Grounds, President of the Medical Association for Prevention of War, discusses why health professionals have a role to play in the prevention of war.

<https://vimeo.com/73605384>



**The Medical Effects of Biological Weapons**  
from HTAV HD 3 weeks ago (2021-07-21 10:32)

Associate Professor Tilman Ruff from the Nossal Institute of Global Health speaks on the long- and short-term effects on the human body when biological weapons are used during warfare.

<https://vimeo.com/73561294>



**The Human Cost of Land Mines and Cluster Bombs**  
from HTAV HD 3 weeks ago (2021-07-21 10:32)

Photojournalist John Rodsted discusses in detail the long- and short-term human costs of using landmines and cluster bombs during warfare.

<https://vimeo.com/73562294>



**The Medical Effects of Chemical Weapons**  
from HTAV HD 3 weeks ago (2021-07-21 10:32)

Associate Professor Tilman Ruff from the Nossal Institute of Global Health speaks on the long- and short-term effects on the human body when chemical weapons are used during warfare.

<https://vimeo.com/73564065>

# The Enduring Effects of War: Introduction



Associate Professor Tilman Ruff from the Nossal Institute of Global Health speaks on the spread of diseases during wartime and the long- and short-term impact on civilians.

<https://vimeo.com/73568314>



Celebrity gardener and war veteran Peter Cundall speaks about his observations of Hiroshima after the dropping of the atomic bomb.

<https://vimeo.com/73564892>



Dr Frank Donovan, Vietnam veteran and psychotherapist, discusses the contradictory nature of warfare.

<https://vimeo.com/73562935>



Dr Frank Donovan, Vietnam veteran and psychotherapist, discusses diplomacy as an alternative to armed conflict.

<https://vimeo.com/73602957>

# The Enduring Effects of War: Introduction



**Long Term Effects of Post-traumatic Stress Disorder**

Phil White OAM, Vietnam veteran and Research and Development Officer at the Vietnam Veterans Association of Australia, discusses the personal impact that post-traumatic stress disorder has had on his life.

<https://vimeo.com/73561827>



**Returning Home from Warfare**

Dr Frank Donovan, Vietnam veteran and psychotherapist, discusses the long- and short-term effects of post-traumatic stress disorder on the individual and their families.

<https://vimeo.com/73566807>



**The Spread of Infectious Diseases During War**

Associate Professor Tilman Ruff from the Nossal Institute of Global Health discusses how war often increases the spread of disease.

<https://vimeo.com/73566445>



**Soldiers and Respiratory Illness**

Dr Lou Irving speaks about the respiratory diseases often contracted by soldiers during warfare and the long-term effects of army smoking culture.

<https://vimeo.com/73567956>

# The Enduring Effects of War: Introduction



Peter Cundall, celebrity gardener, war veteran and peace activist, speaks about his experiences of being deceived by the Australian army during the Korean War. Despite joining up to become a librarian in Bondi, NSW, he found himself deployed as a machine-gunner on the front line in Korea.

<https://vimeo.com/73568786>



Peter Cundall, celebrity gardener, war veteran and peace activist, speaks about an experience as a soldier during WWI that caused him to reflect on the concept of 'enemy.'

<https://vimeo.com/73567595>



Peter Cundall, celebrity gardener, war veteran and peace activist, speaks about his experiences being captured in Austria and placed into solitary confinement during WWII.

<https://vimeo.com/73602703>

# The Enduring Effects of War: Introduction

## SELECTED WEB LINKS FOR TEACHERS AND STUDENTS

Website	Content summary
Medical Association for Prevention of War <a href="http://www.mapw.org.au">www.mapw.org.au</a>	Resources, information sheets and latest news on new initiatives in the prevention of war
Act for Peace <a href="http://www.actforpeace.org.au">www.actforpeace.org.au</a>	Information on the Australian and international initiatives to prevent conflicts
The United Nations <a href="http://www.un.org">www.un.org</a>	Latest news and resources on international movements towards peace, security and human rights
World Health Organisation <a href="http://www.who.int/en/">www.who.int/en/</a>	United Nations agency with a focus on improving medical care for people in all communities and countries
Human Rights Watch <a href="http://www.hrw.org">www.hrw.org</a>	Information on the international defence and protection of human rights
'Gas Attack 1916' <a href="http://www.eyewitnesstohistory.com/gas.htm">www.eyewitnesstohistory.com/gas.htm</a>	Soldier Arthur Empey's account of being gassed in 1916 during WWI
<i>Gassed</i> <a href="http://en.wikipedia.org/wiki/File:Sargent,_John_Singer_(RA)_-Gassed_-_Google_Art_Project.jpg">http://en.wikipedia.org/wiki/File:Sargent, John Singer (RA) - Gassed - Google Art Project.jpg</a>	<i>Gassed</i> , a painting by John Singer Sargent (1919)
Medical Association for Prevention of War, 'Biological weapons' <a href="http://www.mapw.org.au/other-weapons/biological-weapons">www.mapw.org.au/other-weapons/biological-weapons</a>	Information sheet and further reading on biological weapons
Medical Association for Prevention of War, 'Chemical weapons' <a href="http://www.mapw.org.au/other-weapons/chemical-weapons">www.mapw.org.au/other-weapons/chemical-weapons</a>	Information sheet and further reading on chemical weapons
Photo of balloon bombing <a href="http://commons.wikimedia.org/wiki/File:Zeppelin_orta.jpg">http://commons.wikimedia.org/wiki/File:Zeppelin_orta.jpg</a>	Photo of balloon bombing during the Italian-Turkish war of 1911-1912
Painting of the attack on Antwerp by Zeppelins <a href="http://commons.wikimedia.org/wiki/File:Zeppelin_bombing_Antwerpen.jpg">http://commons.wikimedia.org/wiki/File:Zeppelin_bombing_Antwerpen.jpg</a>	Painting of a zeppelin attack during the Italian-Turkish war of 1911-1912
Bombing during the Italian-Turkish war, 1911-1912 <a href="http://geographicalimagination.com/2012/10/01/episodes-in-the-history-of-bombing/">http://geographicalimagination.com/2012/10/01/episodes-in-the-history-of-bombing/</a>	Episodes in the history of bombing
Geographical Imagination <a href="http://geographicalimagination.com/">http://geographicalimagination.com/</a>	Website by Professor Wall from the University of British Columbia on war, space and security
How Stuff Works <a href="http://www.howstuffworks.com/blast-resistant-clothing1.htm">www.howstuffworks.com/blast-resistant-clothing1.htm</a>	Information on 'How bomb blasts cause damage'
Dresden bombing I <a href="http://www.slideshare.net/coppensa/bombing-of-dresden">www.slideshare.net/coppensa/bombing-of-dresden</a>	Slideshow concerning the firebombing of Dresden, Germany, in February 1945, during WWII

# The Enduring Effects of War: Introduction

Website	Content summary
Dresden bombing II <a href="http://www.slideshare.net/atrifilis/dresden-1508279">www.slideshare.net/atrifilis/dresden-1508279</a>	Slideshow concerning the firebombing of Dresden, Germany, in February 1945, during WWII
Image of a cluster bomb <a href="http://commons.wikimedia.org/wiki/File:Demonstration_cluster_bomb.jpg">http://commons.wikimedia.org/wiki/File:Demonstration_cluster_bomb.jpg</a>	Black and white image of a demonstration cluster bomb circa 1943
Image of yellow cluster bomb shards <a href="http://commons.wikimedia.org/wiki/File:BLU-97.jpg">http://commons.wikimedia.org/wiki/File:BLU-97.jpg</a>	Remnants of a 'yellow' cluster bomb, photograph 2008. The bomb remnants are displayed in the Museum of Aviation in Belgrade, Serbia
BBC News, 'UN wants end to food drops' <a href="http://news.bbc.co.uk/2/hi/south_asia/1670891.stm">http://news.bbc.co.uk/2/hi/south_asia/1670891.stm</a>	Article from the BBC reporting the concern that the daily food ration packages are similar in appearance to the 'yellow' cluster bombs
Image of a biological bomblet <a href="http://commons.wikimedia.org/wiki/File:E120_biological_bomblet_cutaway.jpg">http://commons.wikimedia.org/wiki/File:E120_biological_bomblet_cutaway.jpg</a>	The E120 biological bomblet was one of a number of spherical biological bomblets developed before the United States discontinued its offensive program in the 1970s
Use of landmines in Libya <a href="http://www.hrw.org/news/2013/12/01/landmine-ban-yemen-admits-using-mines">www.hrw.org/news/2013/12/01/landmine-ban-yemen-admits-using-mines</a>	Article and photographs concerning the use of anti-personnel mines in Yemen in 2011
Desmond Tutu Peace Foundation, 'The Explosive Echo of Past Wars - Removing the Scourge of Landmines' <a href="http://www.tutufoundationusa.org/2012/04/the-explosive-echo-of-past-wars-removing-the-scourge-of-landmines/">www.tutufoundationusa.org/2012/04/the-explosive-echo-of-past-wars-removing-the-scourge-of-landmines/</a>	Information and map about the proliferation of landmines and their use throughout the world
<i>Cluster Bomb Duds</i> <a href="http://youtu.be/v_jsyObTG8k">http://youtu.be/v_jsyObTG8k</a>	Cluster bombs in Lebanon. A video created by John Rodsted in 2007
Minefield map <a href="http://commons.wikimedia.org/wiki/File:Mines_BiH_en.png">http://commons.wikimedia.org/wiki/File:Mines_BiH_en.png</a>	Minefield map of Bosnia Herzegovina, the heaviest mined country in Europe, as of September 2008
Image of landmine victim <a href="http://commons.wikimedia.org/wiki/File:Vietnam-landmine-victim3.jpg">http://commons.wikimedia.org/wiki/File:Vietnam-landmine-victim3.jpg</a>	Photograph of a Vietnamese landmine victim taken on 3 May 2002, twenty-seven years after the end of the Vietnam War
Image of soldier searching for explosive devices <a href="http://commons.wikimedia.org/wiki/File:Afghan_Soldier_demining_2010.jpg">http://commons.wikimedia.org/wiki/File:Afghan_Soldier_demining_2010.jpg</a>	An Afghan Soldier from the 209th Corps Route Clearance Company checks for suspicious items in a public park after being tipped off to a possible improvised explosive device planted by the Afghani rebels.
London bombing sites <a href="http://bombsight.org">http://bombsight.org</a>	Map of London showing areas that were bombed in WWII.
Nuclear weapons video <a href="http://youtu.be/LLCF7vPanrY">http://youtu.be/LLCF7vPanrY</a>	<i>Time-Lapse Map of Every Nuclear Explosion Since 1945</i> - video by Isao Hashimoto
Arms Control Association, 'Nuclear weapons: who has what at a glance' <a href="http://www.armscontrol.org/factsheets/Nuclearweaponswhohaswhat">www.armscontrol.org/factsheets/Nuclearweaponswhohaswhat</a>	Report on which countries have nuclear arms

# The Enduring Effects of War: Introduction

Website	Content summary
<p>‘Nuclear weapons: Who has what?’  <a href="http://edition.cnn.com/interactive/2013/03/world/nuclear-weapon-states/">http://edition.cnn.com/interactive/2013/03/world/nuclear-weapon-states/</a></p>	World map showing which countries have nuclear arms.
<p>Arms Control Association, ‘Treaties and agreements’  <a href="http://www.armscontrol.org/treaties">www.armscontrol.org/treaties</a></p>	Information about international weapons treaties and agreements
<p>International Atomic Energy Agency  <a href="http://www.iaea.org/Publications/Documents/Treaties/npt.html">www.iaea.org/Publications/Documents/Treaties/npt.html</a></p>	Information relating to the Treaty on the Non-Proliferation of Nuclear Weapons
<p>Nuclear Threat Initiative  <a href="http://www.nti.org/treaties-and-regimes/treaties/">www.nti.org/treaties-and-regimes/treaties/</a></p>	Information on treaties, organisations, and regimes relating to disarmament, arms control, and non-proliferation of weapons of mass destruction
<p>Organisation for the Prohibition of Chemical Weapons  <a href="http://www.opcw.org/about-opcw/member-states/">www.opcw.org/about-opcw/member-states/</a></p>	List of member states of the Organisation for the Prohibition of Chemical Weapons
<p>Australia’s National Authority for the Chemical Weapons Convention  <a href="http://www.dfat.gov.au/cwco/">www.dfat.gov.au/cwco/</a></p>	Information on Australia’s involvement in the Chemical Weapons Convention
<p>United Nations Children’s Fund, ‘International Protections’  <a href="http://www.unicef.org/sowc96/11protec.htm">www.unicef.org/sowc96/11protec.htm</a></p>	Information on conventions to protect children during war and conflict
<p>Graph of US nuclear warheads 1945-2002  <a href="http://commons.wikimedia.org/wiki/File:US_nuclear_warheads_1945-2002_graph.png">http://commons.wikimedia.org/wiki/File:US_nuclear_warheads_1945-2002_graph.png</a></p>	US nuclear warheads, 1945-2002. Data from National Resources Defense Council
<p>Image of US warhead  <a href="http://commons.wikimedia.org/wiki/File:W78_MK12A_RV_Minuteman_III_bus.jpg">http://commons.wikimedia.org/wiki/File:W78_MK12A_RV_Minuteman_III_bus.jpg</a></p>	US W78 warheads inside MK12A re-entry vehicles on a LGM-30 Minuteman III bus
<p>Children of the Atomic Bomb, ‘Casualty figures - Atomic weapons’  <a href="http://www.aasc.ucla.edu/cab/200708230009.html">www.aasc.ucla.edu/cab/200708230009.html</a></p>	Hiroshima and Nagasaki atomic bombing death toll
<p>Atomic bomb casualty statistics  <a href="http://www.atomicarchive.com/Docs/MED/med_chp10.shtml">www.atomicarchive.com/Docs/MED/med_chp10.shtml</a></p>	Casualty statistics of the atomic bombings of Hiroshima and Nagasaki
<p>Project for the Comprehensive Nuclear Test Ban Treaty  <a href="http://www.projectforthechtbt.org/hashimotomultimedia">www.projectforthechtbt.org/hashimotomultimedia</a></p>	1945-1998 nuclear testing timeline
<p>Detonation map  <a href="http://tv.globalresearch.ca/2010/08/nuclear-detonation-map-and-timeline-1945-1998">http://tv.globalresearch.ca/2010/08/nuclear-detonation-map-and-timeline-1945-1998</a></p>	Nuclear detonation map and timeline, 1945-1998
<p>Campaign for Nuclear Disarmament  <a href="http://www.cnduk.org/information/info-sheets/item/446-nuclear-timeline">www.cnduk.org/information/info-sheets/item/446-nuclear-timeline</a></p>	Nuclear Timeline and information about the Manhattan Project (atomic bomb development laboratory)



# The Enduring Effects of War: Introduction

Website	Content summary
Trench foot <a href="http://commons.wikimedia.org/wiki/File:Case_of_trench_feet_suffered_by_unidentified_soldier_Cas_de_pieds_des_tranchées_(soldat_non_identifié).jpg">http://commons.wikimedia.org/wiki/File:Case of trench feet suffered by unidentified soldier Cas de pieds des tranchées (soldat non identifié).jpg</a>	Image of a soldier hospitalised with trench foot
Australian War Memorial <a href="http://www.awm.gov.au/collection/REL37703/">www.awm.gov.au/collection/REL37703/</a>	Pack of 'Victory' cigarettes, 1939-45. The pack is typical of the cigarettes issued to servicemen during WWII. Produced in England and likely also available in Australia
Gas masks <a href="http://upload.wikimedia.org/wikipedia/commons/3/34/Gas_mask_practice_Hallow_School_1940s.jpg">http://upload.wikimedia.org/wikipedia/commons/3/34/Gas_mask_practice_Hallow_School_1940s.jpg</a>	Photograph of children wearing gas masks on their way to school circa 1940
Improvised army rat traps <a href="http://www.awm.gov.au/collection/080231">www.awm.gov.au/collection/080231</a>	Photograph of a rat being drowned in an improvised rat trap during WWII. Rats contributed to the spread of disease
Masks for maimed soldiers <a href="http://www.awm.gov.au/collection/P02408.002">www.awm.gov.au/collection/P02408.002</a>	Photograph of a WWI soldier with face wounds waiting for his mask to be fitted
'Hygiene will help' <a href="http://www.awm.gov.au/collection/ARTV02482/">www.awm.gov.au/collection/ARTV02482/</a>	WWII military poster warning soldiers of the importance of good hygiene to combat illness and infection
'Cover Coughs, Cover Sneezes' <a href="http://commons.wikimedia.org/wiki/File:Cover_Coughs,_Cover_Sneezes_-_NARA_-_514081.tif">http://commons.wikimedia.org/wiki/File:"Cover Coughs, Cover Sneezes" - NARA - 514081.tif</a>	WWII military poster warning soldiers to cover their noses when they sneeze to reduce the risk of influenza epidemic
<i>Silent battle</i> <a href="http://www.awm.gov.au/collection/F02457/">www.awm.gov.au/collection/F02457/</a>	WWII military film briefing soldiers on the dangers of malaria
<i>Formation of the League of Nations</i> <a href="http://youtu.be/TdHA5uT9ocg">http://youtu.be/TdHA5uT9ocg</a>	Short documentary on the League of Nations during the 1920s
United Nations <a href="http://www.un.org/en/documents/charter/index.shtml">www.un.org/en/documents/charter/index.shtml</a>	Charter of the United Nations
'Indonesian police and immigration departments prepare to stop cooperation with Australia' <a href="http://www.theage.com.au/federal-politics/political-news/indonesian-police-and-immigration-departments-prepare-to-stop-cooperation-with-australia-20131120-2xttu.html">www.theage.com.au/federal-politics/political-news/indonesian-police-and-immigration-departments-prepare-to-stop-cooperation-with-australia-20131120-2xttu.html</a>	Article from <i>The Age</i> newspaper about an international diplomacy issue
Australian Government: Department of Foreign Affairs and Trade <a href="http://www.dfat.gov.au/un/specialised-agencies-and-regional-commissions.html">www.dfat.gov.au/un/specialised-agencies-and-regional-commissions.html</a>	Information on Australia's involvement with agencies of the United Nations
Australian Screen, <i>Or Forever Hold Your Peace</i> <a href="http://aso.gov.au/titles/documentaries/or-forever-hold-your-peace/clip2/">http://aso.gov.au/titles/documentaries/or-forever-hold-your-peace/clip2/</a>	1970 clip of a student from a NSW high school making a speech in support of the Vietnam War protestors at a moratorium rally
Amnesty International, 'Torture and Terror' <a href="http://www.amnesty.org.au/hrs/">www.amnesty.org.au/hrs/</a>	Information about types of torture used by military organisations and how they contravene the Convention Against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment

# The Enduring Effects of War: Introduction

Website	Content summary
ABC Transcript (PM) <a href="http://www.abc.net.au/pm/content/2007/s1931353.htm">www.abc.net.au/pm/content/2007/s1931353.htm</a>	Transcript of a discussion on the Jabiluka Uranium Mine
The Guardian, 'Afghanistan war logs: Massive leak of secret files exposes truth of occupation' <a href="http://www.theguardian.com/world/2010/jul/25/afghanistan-war-logs-military-leaks">www.theguardian.com/world/2010/jul/25/afghanistan-war-logs-military-leaks</a>	Article about the WikiLeaks reports of the war in Afghanistan
International Campaign to Ban Landmines <a href="http://www.icbl.org/intro.php">www.icbl.org/intro.php</a>	Website focused on the Mine Ban Treaty
BBC History, 'Mahatma Gandhi' <a href="http://www.bbc.co.uk/history/historic_figures/gandhi_mohandas.shtml">www.bbc.co.uk/history/historic_figures/gandhi_mohandas.shtml</a>	Influence of Mahatma Gandhi on non-violent protest
ABC Splash, <i>Melbourne moratorium against Vietnam War</i> <a href="http://abcsppla.sh/m/29052">http://abcsppla.sh/m/29052</a>	Video clip of protesters at the Melbourne moratorium against the Vietnam War in 1970
ABC, <i>80 Days that changed our lives</i> <a href="http://www.abc.net.au/archives/80days/stories/2012/01/19/3411534.htm">www.abc.net.au/archives/80days/stories/2012/01/19/3411534.htm</a>	Footage from the 'This Day Tonight' current affairs show in 1970 showing protesters at the Melbourne moratorium against the Vietnam War
Australia and the Vietnam Way, 'Save Our Sons' <a href="http://vietnam-war.commemoration.gov.au/conscription/save-our-sons.php">http://vietnam-war.commemoration.gov.au/conscription/save-our-sons.php</a>	Information about the 'Save Our Sons' Vietnam War protest group
ABC Hindsight, 'Save Our Sons' <a href="http://www.abc.net.au/radionational/programs/hindsight/save-our-sons/3118508">www.abc.net.au/radionational/programs/hindsight/save-our-sons/3118508</a>	Transcript of a 2010 radio program recalling the 'Save Our Sons' anti-Vietnam War protest group
Global Non-Violent Action Database, 'Australian women protest conscription during Vietnam War [Save Our Sons], 1965-1972' <a href="http://nvdatabase.swarthmore.edu/content/australian-women-protest-conscription-during-vietnam-war-save-our-sons-sos-1965-1972">http://nvdatabase.swarthmore.edu/content/australian-women-protest-conscription-during-vietnam-war-save-our-sons-sos-1965-1972</a>	Summary of leaders and activities of Save Our Sons in Australia during the Vietnam War.
Biography of Jane Fonda <a href="http://www.biography.com/people/jane-fonda-9298034">http://www.biography.com/people/jane-fonda-9298034</a>	Online biography of actress Jane Fonda with a focus on her activism against the Vietnam War and trip to North Vietnam in 1972
Jane Fonda, 'The Truth About My Trip to Hanoi' <a href="http://janefonda.com/the-truth-about-my-trip-to-hanoi/">http://janefonda.com/the-truth-about-my-trip-to-hanoi/</a>	Jane Fonda's personal account of her trip to North Vietnam in 1972 and involvement with the anti-Vietnam War protest
Vietnam Veterans Against the War <a href="http://www2.iath.virginia.edu/sixties/HTML_docs/Resources/Primary/Winter_Soldier/WS_entry.html">www2.iath.virginia.edu/sixties/HTML_docs/Resources/Primary/Winter_Soldier/WS_entry.html</a>	Transcripts of a Vietnam Veterans' testimony given in Detroit, Michigan, on 31 January 1971, 1 and 2 February 1971
'A Veteran Speaks - Against the War' <a href="http://www2.iath.virginia.edu/sixties/HTML_docs/Resources/Primary/Manifestos/VVAW_Muller.html">www2.iath.virginia.edu/sixties/HTML_docs/Resources/Primary/Manifestos/VVAW_Muller.html</a>	Transcript of a Speech by Bob Muller, Vietnam Veterans Against the War. Presented at a meeting of the Student Assembly of Columbia University Student Assembly, 23 July 1971
Vietnam Veterans Against the War, <i>Vietnam War Hearing: John Kerry Testimony, 1971</i> <a href="http://youtu.be/ucY7JOfg6G4">http://youtu.be/ucY7JOfg6G4</a>	Video clip of John Kerry, a veteran and opponent of the Vietnam War

# The Enduring Effects of War: Introduction

Website	Content summary
John Kerry Transcript <a href="https://facultystaff.richmond.edu/~ebolt/history398/johnkerrytestimony.html">https://facultystaff.richmond.edu/~ebolt/history398/johnkerrytestimony.html</a>	Transcript of Vietnam War veteran John Kerry's testimony before the Senate Foreign Relations Committee on 22 April 1971
Learn Peace: A Peace Pledge Union Project <a href="http://www.ppu.org.uk/learn/infodocs/cos/st_co_wwtwo.html">www.ppu.org.uk/learn/infodocs/cos/st_co_wwtwo.html</a>	Information about conscription and conscientious objection in Britain during WWII
Learn Peace: A Peace Pledge Union Project <a href="http://www.ppu.org.uk/learn/infodocs/cos/st_co_wwone2.html">http://www.ppu.org.uk/learn/infodocs/cos/st_co_wwone2.html</a>	Information about the imprisonment of conscientious objection in Britain during WWII
Learn Peace: A Peace Pledge Union Project <a href="http://www.ppu.org.uk/learn/infodocs/cos/st_co_wwtwo9.html">www.ppu.org.uk/learn/infodocs/cos/st_co_wwtwo9.html</a>	The story of Bernard Nicholls, a conscientious objector in Britain during WWII
Bonza: The Original Baby Boomers Site <a href="http://www.bonza.com.au/conscientious-objectors-thoughts-on-the-vietnam-war.html">www.bonza.com.au/conscientious-objectors-thoughts-on-the-vietnam-war.html</a>	An Australian conscientious objector's thoughts on the Vietnam War
ABC (Drum), 'Memories and messages at the Australian War Memorial' <a href="http://www.abc.net.au/unleashed/569926.html">www.abc.net.au/unleashed/569926.html</a>	Article by Dr David Stephens reflecting on his conscientious objection during the Vietnam War
War Resisters' International <a href="http://wri-irg.org/en/">http://wri-irg.org/en/</a>	International pacifist and antimilitary network
The Women's International League for Peace and Freedom <a href="http://www.wilpf.org.au/">www.wilpf.org.au/</a>	A collective of women campaigning for peace by non-violent means and promoting political, economic and social justice for all
60 Ways the United Nations Makes a Difference <a href="http://www.un.org/en/un60/60ways/">www.un.org/en/un60/60ways/</a>	Information about the United Nations' role in resolving conflict and prevention of war
Australian Peacekeeping Memorial Project <a href="http://www.peacekeepingmemorial.org.au/">www.peacekeepingmemorial.org.au/</a>	A group committed to promoting the importance of Australian and International peacekeeping
Smithsonian, 'Faces of War' <a href="http://www.smithsonianmag.com/history/faces-of-war-145799854/">www.smithsonianmag.com/history/faces-of-war-145799854/</a>	An article about a group of artists who designed masks for soldiers who had been facially disfigured during WWI. Includes a photo gallery and a video
Anna Coleman Ladd's photos of returning soldiers <a href="http://www.aaa.si.edu/collections/images/collection/anna-coleman-ladd-papers-10600">www.aaa.si.edu/collections/images/collection/anna-coleman-ladd-papers-10600</a>	Twenty photos by Anna Coleman Ladd of returning soldiers, including documentation of facial reconstruction
Average daily battle casualty rates graph <a href="http://www.aspistrategist.org.au/wp-content/uploads/2012/09/Graph-average-daily-battle-casualty-rates.png">www.aspistrategist.org.au/wp-content/uploads/2012/09/Graph-average-daily-battle-casualty-rates.png</a>	Chart showing the average daily casualty rates for a range of conflicts including WWI and WWII
'Time flies' poster <a href="http://images.dailykos.com/images/user/14898/doomsday_timeline.jpg">http://images.dailykos.com/images/user/14898/doomsday_timeline.jpg</a>	Timeline showing the process of the Doomsday Clock in the second part of the twentieth century and the early twenty-first century
Bulletin of the Atomic Scientist <a href="http://thebulletin.org/timeline">http://thebulletin.org/timeline</a>	Annotated chart of the significant moments on the Doomsday Clock
Doomsday multimedia <a href="http://thebulletin.org/multimedia/doomsday-clock">http://thebulletin.org/multimedia/doomsday-clock</a>	Multimedia presentation about the Doomsday clock

# The Enduring Effects of War: Introduction

Website	Content summary
Countries with Nuclear Weapons <a href="http://graphs.net/top-10-nuclear-weapons-infographics.html/countries-with-nuclear-weapons">http://graphs.net/top-10-nuclear-weapons-infographics.html/countries-with-nuclear-weapons</a>	Infographics showing which countries have nuclear weapons
World Guns, 'Machine Guns' <a href="http://world.guns.ru/machine-e.html">http://world.guns.ru/machine-e.html</a>	Information on the history of the machine gun
Classic Discovery Shows, 'Metal Storm' <a href="http://dsc.discovery.com/tv-shows/other-shows/videos/future-weapons-metal-storm.htm">http://dsc.discovery.com/tv-shows/other-shows/videos/future-weapons-metal-storm.htm</a>	Advertisement for a weapon called the Metal Storm
Metal Storm Weapons <a href="http://www.imfdb.org/wiki/Metal_Storm_Weapons">www.imfdb.org/wiki/Metal_Storm_Weapons</a>	Information on the development of 'metal storm' weapon technology
<i>Machine Guns - From Gatling gun to Mini-Gun with R. Lee Ermey - Lock'n'Load</i> <a href="http://www.youtube.com/watch?v=KSHJBdKTLdQ">www.youtube.com/watch?v=KSHJBdKTLdQ</a>	Video about the history and development of the machine gun
<i>Tales of the Gun - The Rifle</i> <a href="http://youtu.be/73wqN41Ns-w">http://youtu.be/73wqN41Ns-w</a>	Video about the development of the rifle
Muskets <a href="http://inventors.about.com/od/militaryhistoryinventions/a/firearms.htm">http://inventors.about.com/od/militaryhistoryinventions/a/firearms.htm</a>	Brief history of the development semi-automatic and automatic weapons
'The toxic legacy of depleted uranium weapons' <a href="http://ecowatch.com/2012/11/26/toxic-legacy-of-depleted-uranium/">http://ecowatch.com/2012/11/26/toxic-legacy-of-depleted-uranium/</a>	Ecowatch report pointing out the dangers of depleted uranium weaponry
'What is depleted uranium?' <a href="http://i60.photobucket.com/albums/h26/tamkid/URANIUM0415.gif">http://i60.photobucket.com/albums/h26/tamkid/URANIUM0415.gif</a>	Poster explaining the use of depleted uranium in weapons
Effects of depleted uranium <a href="http://mylogicoftruth.files.wordpress.com/2010/09/600_depleted-uranium.jpg">http://mylogicoftruth.files.wordpress.com/2010/09/600_depleted-uranium.jpg</a>	Images of disfigurements that are said to be caused by the use of depleted uranium weapons and ammunition
'Analysis: How thermobaric bombs work' <a href="http://news.bbc.co.uk/2/hi/south_asia/1854371.stm">http://news.bbc.co.uk/2/hi/south_asia/1854371.stm</a>	BBC article concerning the effect and the use of thermobaric bombs
'Electronic warfare: The ethereal future of battle' <a href="http://www.bbc.com/future/story/20130404-invisible-weapons-go-into-battle/1">www.bbc.com/future/story/20130404-invisible-weapons-go-into-battle/1</a>	BBC article about the future use of electromagnetic weapons, 2013
Electromagnetic image <a href="http://2.bp.blogspot.com/-BQm2Q8Sl6dM/UMbQTgQra5I/AAAAAAAAAAk/ReFG7NY2xal/s320/Raytheon.png">http://2.bp.blogspot.com/-BQm2Q8Sl6dM/UMbQTgQra5I/AAAAAAAAAAk/ReFG7NY2xal/s320/Raytheon.png</a>	Poster displaying the possible use of electromagnetic weapons against people
Image of 'Matilda Tank' <a href="http://commons.wikimedia.org/wiki/File:Matilda_(AWM_016100).jpg">http://commons.wikimedia.org/wiki/File:Matilda_(AWM_016100).jpg</a>	The Australian Armoured Brigade in a 'Matilda Tank' during WWII. This photograph was taken in New Guinea in 1943
Propaganda <a href="http://dictionary.reference.com/browse/propaganda">http://dictionary.reference.com/browse/propaganda</a>	Dictionary entry for 'Propaganda'
Nazi Propaganda: 1933-1945 <a href="http://www.calvin.edu/academic/cas/gpa/ww2era.htm">http://www.calvin.edu/academic/cas/gpa/ww2era.htm</a>	Examples of war propaganda 1939-1945

# The Enduring Effects of War: Introduction

Website	Content summary
German WWI poster <a href="http://www.rainfall.com/posters/imagesZoom/wwi/3f03998u.jpg">www.rainfall.com/posters/imagesZoom/wwi/3f03998u.jpg</a>	Image of a German WWI propaganda poster
Lindsay's German monster <a href="http://en.wikipedia.org/wiki/File:Lindsay_German_monster.jpg">http://en.wikipedia.org/wiki/File:Lindsay_German_monster.jpg</a>	Image of a Australian WWI propaganda poster
'Halt the Hun' <a href="http://www.allposters.com/-sp/Halt-the-Hun-Buy-US-Government-Bonds-Third-Liberty-Loan-War-Propaganda-Art-Print-Poster-Posters_i8841935_.htm">www.allposters.com/-sp/Halt-the-Hun-Buy-US-Government-Bonds-Third-Liberty-Loan-War-Propaganda-Art-Print-Poster-Posters_i8841935_.htm</a>	Image of an American WWI propaganda poster
French WWI Poster <a href="http://french-news-online.com/wordpress/wp-content/uploads/2011/12/French-Propaganda-Postcard-from-the-First-World-War-era-showing-a-caricature-of-Kaiser-Wilhelm-II-attempting-to-devour-the-world.jpg">http://french-news-online.com/wordpress/wp-content/uploads/2011/12/French-Propaganda-Postcard-from-the-First-World-War-era-showing-a-caricature-of-Kaiser-Wilhelm-II-attempting-to-devour-the-world.jpg</a>	Image of a French WWI propaganda poster
'It can happen here' <a href="http://4.bp.blogspot.com/-Sv-lHZad04M/Tb22zkQ-2-I/AAAAAAAAAGE4/xaFQtj1abKE/s748/british_3_World_War_Two_Propaganda_Posters-s320x428-48185-580.jpg">http://4.bp.blogspot.com/-Sv-lHZad04M/Tb22zkQ-2-I/AAAAAAAAAGE4/xaFQtj1abKE/s748/british_3_World_War_Two_Propaganda_Posters-s320x428-48185-580.jpg</a>	Image of a British WWII propaganda poster
'Ringed with Menace' <a href="http://www.anzacday.org.au/history/ww2/homefront/images/ARTV09061.jpg">www.anzacday.org.au/history/ww2/homefront/images/ARTV09061.jpg</a>	Image of an Australian WWII propaganda poster
'This is the enemy' <a href="http://www.gettyimages.com.au/detail/news-photo/american-wwii-propaganda-poster-this-is-the-enemy-depicting-news-photo/53368255">www.gettyimages.com.au/detail/news-photo/american-wwii-propaganda-poster-this-is-the-enemy-depicting-news-photo/53368255</a>	Image of an American WWII propaganda poster
Derogatory <a href="http://www.merriam-webster.com/dictionary/derogatory">http://www.merriam-webster.com/dictionary/derogatory</a>	Definition of the term 'derogatory'
Propaganda examples <a href="http://english.glendale.edu/propaganda.examples.html">http://english.glendale.edu/propaganda.examples.html</a>	Explanation and examples of propaganda
'Why were the Germans called "Huns" in both the world wars?' <a href="http://originalwavelength.blogspot.com.au/2010/02/why-were-germans-called-huns-in-both.html">http://originalwavelength.blogspot.com.au/2010/02/why-were-germans-called-huns-in-both.html</a>	Two explanations for the use of the term 'Huns'
'Versailles Treaty - From the German POV' <a href="http://www.pbs.org/greatwar/historian/hist_mommsen_02_versailles.html">www.pbs.org/greatwar/historian/hist_mommsen_02_versailles.html</a>	Analysis of the Treaty of Versailles from the perspective of the Germans
'Interpretation: Treaty of Versailles' <a href="http://www.bbc.co.uk/schools/worldwarone/hq/outcomes3_03.shtml">www.bbc.co.uk/schools/worldwarone/hq/outcomes3_03.shtml</a>	Different perspectives on the Treaty of Versailles

# The Enduring Effects of War: Introduction

Website	Content summary
<p>‘Treaty of Versailles: Was Germany Guilty?’  <a href="http://www.historytoday.com/antony-lentin/treaty-versailles-was-germany-guilty">www.historytoday.com/antony-lentin/treaty-versailles-was-germany-guilty</a></p>	Analysis of German response to the Treaty of Versailles
<p>The Treaty of Versailles  <a href="http://www.nationalarchives.gov.uk/education/greatwar/g5/cs2/background.htm">www.nationalarchives.gov.uk/education/greatwar/g5/cs2/background.htm</a></p>	Summary of the key points of the Treaty of Versailles
<p>‘1919 and all that: The Treaty of Versailles and “appeasement” at the Paris Peace Conference’  <a href="http://talks.cam.ac.uk/talk/index/23103">http://talks.cam.ac.uk/talk/index/23103</a></p>	A talk on the Treaty of Versailles and the notion of ‘Appeasement’ at the Paris Peace Conference
<p>‘Will you fight now or wait for this?’  <a href="http://www.awm.gov.au/collection/ARTV00079/">www.awm.gov.au/collection/ARTV00079/</a></p>	Image of an Australian WWI propaganda poster
<p>‘300 000 names: how about yours?’  <a href="http://www.awm.gov.au/collection/ARTV00822/">www.awm.gov.au/collection/ARTV00822/</a></p>	Image of an Australian WWI propaganda poster
<p>Institute for Economics and Peace, and the Global Peace Index  <a href="http://www.visionofhumanity.org">www.visionofhumanity.org</a></p>	Useful interactive maps charting countries according to a range of scales including the ‘terrorism index’ and ‘US Peace Index’
<p>Non-violent Peaceforce  <a href="http://www.nonviolentpeaceforce.org">www.nonviolentpeaceforce.org</a></p>	Website suitable for research on how civilians are impacted by war
<p>Centre for Armed Violence Reduction  <a href="http://www.avrmonitor.org">www.avrmonitor.org</a></p>	Information on the prevalence of armed violence and how countries can work towards reducing it
<p>International Campaign to Abolish Nuclear Weapons  <a href="http://www.icanw.org">www.icanw.org</a></p>	Information and recent news about campaigns to abolish nuclear weapons. Includes a nuclear weapons timeline
<p>Artist Brian McCarty’s war toys  <a href="http://www.wartoyproject.com">www.wartoyproject.com</a></p>	Brian McCarty creates images and models using toys to depict children’s wartime experiences in the West Bank, Gaza Strip, Israel, Afghanistan, Sudan and Columbia
<p><a href="http://youtu.be/8cwKZ8XjhHI">http://youtu.be/8cwKZ8XjhHI</a></p>	Mattel Tommy Burst toy gun commercial from the 60s
<p><a href="http://youtu.be/GPhZsauluXM">http://youtu.be/GPhZsauluXM</a></p>	1964 Johnny Seven Oma toy gun commercial
<p><a href="http://youtu.be/DZ0x58a_L4s">http://youtu.be/DZ0x58a_L4s</a></p>	Nerf Super Soaker Water Blasters: Soak or Be Soaked Toys
<p><a href="http://youtu.be/Uyx1oJ_B7hM">http://youtu.be/Uyx1oJ_B7hM</a></p>	Wazooka Water Gun TV Advert
<p>Granny Peace Brigade  <a href="http://www.grannypeacebrigade.org">www.grannypeacebrigade.org</a></p>	A group of elderly people protesting against the promotion of war toys for children.

# The Enduring Effects of War: Introduction

## CLASSROOM PLANNER

If teachers have limited time and do not wish to use all lesson plans, the sequences below are suggested for Years 9, 10 and 11.

### YEAR 9

- Diseases of Conflict
- Biological and Chemical Weapons
- Who is My Enemy?

### YEAR 10

- International Diplomacy
- Death from Above and Below - The twentieth century development of bombs
- Technology and War

### YEAR 11

- Returning from War
- The First Casualty of War is Truth
- Peace Movement and Resistance to War
- The Changing Images of War in the Twentieth Century

## TEMPLATE

The MAPW lesson plans only cover some of the aspects of the physical and mental effects of war. The blank template on the following page can be used to design lessons that continue to develop this topic. Some suggestions include:

- The long- and short-term effects of war on children
- The role of special interest or social groups in warfare. These could include: The Red Cross, The Salvation Army or Amnesty International
- Torture during warfare
- War, the conscientious objector and the pacifist movement
- How can we commemorate wars without glorifying war?
- Illegal imprisonment during war
- Censorship during war

# The Enduring Effects of War: Introduction

## LESSON TEMPLATE

Title:

Duration:

Objectives:

Historical knowledge and understanding addressed:

Historical skills addressed:

Lesson instructions:

## INTRODUCTION

### ACTIVITY 1 -

Sources:

Images:

### ACTIVITY 2 -

Sources:

Images:

### ACTIVITY 3 -

Sources:

Images:

## CONCLUSION

## ASSESSMENT TASK

## FURTHER RESOURCES





# Biological and Chemical Weapons

**act** for peace  
reduce poverty | protect refugees  
prevent conflicts | empower communities



Medical Association for  
Prevention of War

# Biological and Chemical Weapons

**Duration:** 50 mins

## **Objectives:**

- Identify the types of biological and chemical weapons used throughout the twentieth century
- Discover the short- and long-term effects of these on military personnel and civilian targets
- Examine attempts to limit the use of these weapons

## **Historical knowledge and understanding addressed:**

Year 9

- The impact of WWI, with a particular emphasis on Australia (ACDSEH096)

Year 10

- How did the nature of global conflict change during the twentieth century (key inquiry question)?
- The impact of WWII, with a particular emphasis on the Australian home front, including the changing roles of women and use of wartime government controls (conscription, manpower controls, rationing and censorship) (ACDSEH109)

## **Historical skills addressed:**

- Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places (ACHHS164)
- Use historical terms and concepts (ACHHS165)
- Identify and select different kinds of questions about the past to inform historical inquiry (ACHHS166)
- Evaluate and enhance these questions (ACHHS167)
- Identify and locate relevant sources, using ICT and other methods (ACHHS168)
- Identify the origin, purpose and context of primary and secondary sources (ACHHS169)
- Process and synthesise information from a range of sources for use as evidence in an historical argument (ACHHS170)
- Evaluate the reliability and usefulness of primary and secondary sources (ACHHS171)
- Identify and analyse the perspectives of people from the past (ACHHS172)
- Identify and analyse different historical interpretations (including their own) (ACHHS173)
- Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced (ACHHS174)
- Select and use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS175)

# Biological and Chemical Weapons

## Video resources:

Title	Interviewee	Running Time
<i>The Medical Effects of Biological Weapons</i> <a href="https://vimeo.com/73561294">https://vimeo.com/73561294</a>	Dr Tilman Ruff Nossal Institute for Global Health, University of Melbourne	4:17
<i>The Medical Effects of Chemical Weapons</i> <a href="https://vimeo.com/73564065">https://vimeo.com/73564065</a>	Dr Tilman Ruff Nossal Institute for Global Health, University of Melbourne	6:55
<i>Your Doctor Says: War is a Health Hazard</i> <a href="https://vimeo.com/73605384">https://vimeo.com/73605384</a>	Dr Jenny Grounds President, Medical Association for Prevention of War	3:20

# Biological and Chemical Weapons

## INTRODUCTION (10 minutes)

This lesson examines the technologies of warfare during the twentieth century with a particular focus on chemical and biological weapons. It uses mustard gas as a case study, but this can be substituted for any chemical or biological weapon.

Write the following inquiry question on the board.

**Key inquiry question: Why is mustard gas a devastatingly effective weapon during conflict?**

Sub-inquiry question:

- How does it affect the human body?
- How is it administered?
- What are the short-term effects?
- What are the long-term effects?
- How did military and civilians protect themselves from the effects of mustard gas?
- What actions have been taken to stop mustard gas from being used in future conflicts?

# Biological and Chemical Weapons

## ACTIVITY 1 (30 minutes)

### Instructions:

1. Watch the video interviews with Associate Professor Tilman Ruff entitled *The Medical Effects of Biological Weapons* and *The Medical Effects of Chemical Weapons*. While you are doing this, take notes using the following chart:

### Chemical and Biological Weapons during Warfare

Question	Response
What are the characteristics of biological weapons?	
What are the characteristics of chemical weapons?	
What are the key differences between chemical and biological weapons?	
Is mustard gas a chemical or biological weapon?	

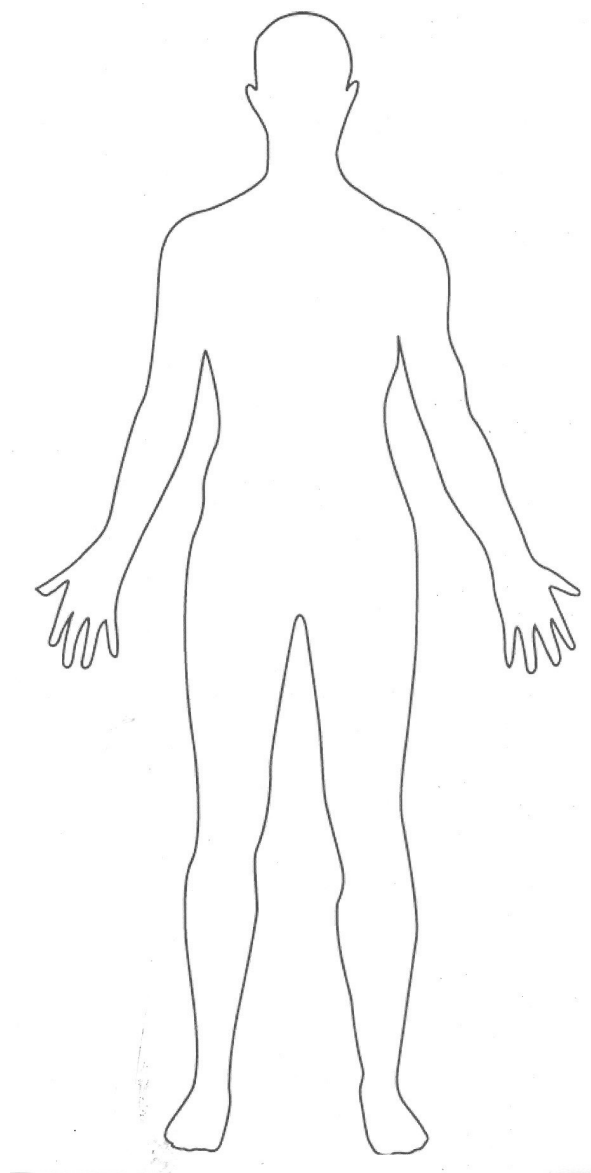
2. As a class, discuss your answers.

# Biological and Chemical Weapons

## ACTIVITY 2: Inquiry Trail: Mustard Gas (30 minutes)

### Instructions:

1. Download the World Health Organisation's pamphlet, 'Public Information Biological & Chemical Threats' ([www.who.int/csr/delibepidemics/biochem\\_threats.pdf](http://www.who.int/csr/delibepidemics/biochem_threats.pdf)), and look up mustard gas. Indicate on this diagram where mustard gas affects the human body.



2. Read soldier Arthur Empey's account of being gassed in WWI ([www.eyewitnesstohistory.com/gas.htm](http://www.eyewitnesstohistory.com/gas.htm)).
  - a) What impact does weather have on the use of gas as a weapon?
  - b) Why is it more dangerous to be in the trenches during a gas attack?
  - c) How were the gas fumes cleared from the trenches?

# Biological and Chemical Weapons

## ACTIVITY 2 (continued)

3. Look at the painting *Gassed* by John Singer Sargent ([http://en.wikipedia.org/wiki/File:Sargent, John Singer \(RA\) - Gassed - Google Art Project.jpg](http://en.wikipedia.org/wiki/File:Sargent,_John_Singer_(RA)_-Gassed_-_Google_Art_Project.jpg)).



4. Analyse it using the single image study template from Ergo (<http://ergo.slv.vic.gov.au/teachers/student-templates-source-analysis>).
5. Visit the Australian War Memorial website ([www.awm.gov.au](http://www.awm.gov.au)) to find a gas mask designed for a wearer other than a human adult. Copy and paste an item of this object into this document along with its description. What does it tell you about the nature of war?
6. Find and read the poem 'Dulce et Decorum' by Wilfred Owen.
  - a) How does the author feel about war?
  - b) What was Owen's purpose for writing this poem?
7. What is the Geneva Convention? What commitment was made after WWI regarding the use of mustard gas? Was this commitment adhered to?

# Biological and Chemical Weapons

## ACTIVITY 3: Collecting and Reflecting (5 minutes)

You have now developed a research framework to develop a medical brochure for a series to be released by the Medical Association for Prevention of War entitled 'Your Doctor Says: War is Health Hazard.' You can watch the film of President Jenny Grounds to help you understand why the organisation feels that doctors should lend their voices to the peace movement (<https://vimeo.com/73605384>).

Arrange the information on mustard gas into a medical pamphlet or complete one on your choice of chemical or biological weapon.

## CONCLUSION

By the end of the lesson, students should have received a general introduction to the use of chemical and biological weapons during warfare. They should:

- Be able to differentiate between chemical and biological weapons
- Have looked up and responded to a range of sources relating to mustard gas
- Have undertaken detailed analysis of a primary source
- Applied their understanding of the side effects of mustard gas to a diagram of the human body
- Developed a medical pamphlet to demonstrate their understanding of one chemical or biological weapon using during wartime.



# Biological and Chemical Weapons

## FURTHER RESOURCES

Medical Association for Prevention of War, 'Biological Weapons'  
[www.mapw.org.au/other-weapons/biological-weapons](http://www.mapw.org.au/other-weapons/biological-weapons)

Medical Association for Prevention of War, 'Chemical Weapons'  
[www.mapw.org.au/other-weapons/chemical-weapons](http://www.mapw.org.au/other-weapons/chemical-weapons)



# Death from Above and Below

The twentieth century development of bombs

**act** for peace  
reduce poverty | protect refugees  
prevent conflicts | empower communities



Medical Association for  
Prevention of War

# Death from Above and Below

Duration: 70 mins

## Objectives:

- To identify the types of explosive devices used throughout the twentieth century
- To discover the short- and long-term effects of these on military and civilian targets
- To examine attempts to limit the use of these weapons

## Historical knowledge and understanding addressed:

Year 10

- How did the nature of global conflict change during the twentieth century (key inquiry question)?
- Continuing efforts post-WWII to achieve lasting peace and security (overview)
- An examination of significant events of WWII (ACDSEH024)
- Continuity and change in beliefs and values that have influenced the Australian way of life (ACDSEH149)

## Historical skills addressed:

- Identify and select different kinds of questions about the past to inform historical inquiry (ACHHS166)
- Identify and locate relevant sources, using ICT and other methods (ACHHS168)
- Evaluate the reliability and usefulness of primary and secondary sources (ACHHS171)
- Process and synthesise information from a range of sources for use as evidence in an historical argument (ACHHS188)
- Identify and analyse different historical interpretations (including their own) (ACHHS191)

## Video resources:

Title	Interviewee	Running Time
<i>The Human Cost of Land Mines and Cluster Bombs</i> <a href="https://vimeo.com/73562294">https://vimeo.com/73562294</a>	John Rodsted, War Photojournalist	7:25

# Death from Above and Below

## INTRODUCTION (5 minutes)

### Background:

The first use of aerial bombing occurred on 1 November 1911 in the Italo-Turkish War in Libya. An Italian flyer decided to drop four grenades from his plane as he flew over a Turkish camp to observe it. Even at this time debate occurred about the equivalent of what we now call collateral damage. The media of that age spoke of the frightfulness of the attack as the Ottomans claimed that patients in a field hospital were victims of the bombing. After that, dirigible airships (balloons) were used as attack vehicles by the Italians. Three years later in WWI, Zeppelin balloons were used by the Germans to bomb Antwerp. The age of indiscriminate bombing attacks against cities began. This event is illustrated in the sources.

Bombing was inexact and initially caused small numbers of death and casualties to civilians (non-military people). As its use increased, so did the number of civilians killed and injured. Military leaders began to look at the practicality of bombing an enemy into submission, defeating them by totally demoralising them and causing absolute damage to their cities and to the populace's everyday life.

The resources below can be used to illustrate the introduction to this lesson.

### Sources:

- A. Photo of balloon bombing  
[http://commons.wikimedia.org/wiki/File:Zeplin\\_orta.jpg](http://commons.wikimedia.org/wiki/File:Zeplin_orta.jpg)
- B. Painting of the attack on Antwerp by Zeppelins  
[http://commons.wikimedia.org/wiki/File:Zeppelin\\_bombing\\_Antwerpen.jpg](http://commons.wikimedia.org/wiki/File:Zeppelin_bombing_Antwerpen.jpg)
- C. Information about the first bombing attack and the pilot  
<http://geographicalimagnations.com/2012/10/01/episodes-in-the-history-of-bombing/>

# Death from Above and Below

## ACTIVITY 1: Key terms/discussion (25 minutes)

### Instructions:

1. Explain that the terms below relate to advances in bombing seen in WWII and other conflicts since then. Point out that List A includes types and styles of bombs and their use, while List B looks at the effect of bombing.
2. Look at the diagram of how a bomb works and talk about the possible effects of that bomb on the area where it explodes.
3. Divide the class into small groups. Once divided, allocate each group one of the terms listed below.
4. Students use their computers to develop a definition or explanation of the term and to describe what they believe it means.
5. Place the terms listed below on the board and instruct each group to write its explanation of the term alongside it on the board in dot point form.

### LIST A

Carpet bombing  
Cluster bombs  
Cookies  
Firebombing (Dresden)  
Incendiaries  
Iron/dumb bombs  
Precision bombing  
Strategic bombing

### LIST B

Blast wave  
Collateral damage  
Fireball explosion  
Daisy cutters  
Fragmentation  
Shock waves

6. Share responses and have students write down definitions.
7. Select five of the terms as a basis for further discussion using ideas such as the following:
  - a. Discuss the concept and implications of carpet bombing or fire bombing
  - b. Look at strategic bombing and link it to the description of collateral damage  
How realistic are these terms?
  - c. Look at the shape and appearance of cluster bombs and discuss the difficulty created because of the smaller bombs' similarity to the United Nations food packages
  - d. Is the deliberate targeting of civilians in wars or conflicts acceptable? Explain your reasoning.

# Death from Above and Below

## ACTIVITY 1: Key terms/discussion (continued)

### Sources (Click to follow link):

- D. Diagram of how a bomb works  
[www.howstuffworks.com/blast-resistant-clothing1.htm](http://www.howstuffworks.com/blast-resistant-clothing1.htm)
- E. Slideshows concerning the firebombing of Dresden, Germany in February 1945, during WWII  
[www.slideshare.net/coppensa/bombing-of-dresden](http://www.slideshare.net/coppensa/bombing-of-dresden)  
[www.slideshare.net/atrifilis/dresden-1508279](http://www.slideshare.net/atrifilis/dresden-1508279)
- F. A demonstration cluster bomb circa 1943. The warhead contains Sarin bomblets  
[http://commons.wikimedia.org/wiki/File:Demonstration\\_cluster\\_bomb.jpg](http://commons.wikimedia.org/wiki/File:Demonstration_cluster_bomb.jpg)
- G. Remnants of a 'yellow' cluster bomb, photograph 2008. The bomb remnants are displayed in the Museum of Aviation in Belgrade, Serbia  
<http://commons.wikimedia.org/wiki/File:BLU-97.jpg>
- H. A photograph of a 'Humanitarian Daily Rations' yellow pack. Note the similarity in size, colour and shape to the 'yellow' cluster bombs shown previously  
[www.huris.com/web/per/rations.jpg](http://www.huris.com/web/per/rations.jpg)
- I. An article from the BBC reporting the concern that the daily food ration packages are similar in appearance to the 'yellow' cluster bombs. BBC News, 22 November 2001  
[http://news.bbc.co.uk/2/hi/south\\_asia/1670891.stm](http://news.bbc.co.uk/2/hi/south_asia/1670891.stm)
- J. The E120 biological bomblet was one of a number of spherical biological bomblets that were developed before the United States discontinued its offensive program in the 1970s. The E120 bomblet was developed in the early 1960s, 11.4 cm diameter, carried 0.1 kg of liquid biological agent.  
[http://commons.wikimedia.org/wiki/File:E120\\_biological\\_bomblet\\_cutaway.jpg](http://commons.wikimedia.org/wiki/File:E120_biological_bomblet_cutaway.jpg)

# Death from Above and Below

## ACTIVITY 2: Landmines (30 minutes)

### Background:

The first use of landmines was in WWI when they were developed from old shells as anti-tank weapons. From this developed the weapon that would be used as an anti-personnel bomb. During WWII fields of large plate size mines were laid to protect areas or to deter attack. These weapons were designed to kill.

Modern mines are smaller and are designed to wound and maim. They are often smaller than a hand. No one is sure how many mines have been laid and left unremoved. The companies that made mines are aware of 110 million that have been sold and which are unaccounted for. Sixty millions of these mines are recognised as having been deployed but there are no records of their removal.

It was not until 1992 that a small organisation, the International Campaign to Ban Landmines (ICBL), formed to ban the use of mines. The organisation was fronted by Jody Williams from the USA.

In 1997, the ICBL had the support of over 1000 organisations in sixty countries. That year, the representatives of 120 countries signed the Ottawa Convention prohibiting landmines. It was the world's small and medium-sized states that got the resolution adopted, strongly supported by the ICBL. But the great powers did not sign. This treaty was signed on 3 December 1997. The work of this organisation and Jody Williams was validated by the award of the Nobel Peace Prize in 1997.

### Instructions:

1. Draw this table on the board.

Question	Un-researched Answers	Researched Answers
What is a landmine?		
Which countries are most affected today by landmines?		
What do landmines look like?		
When were landmines first used in conflict?		
Where were landmines first used in conflict?		
When and how did the International Campaign to Ban Landmines (ICBL) bring about a treaty to ban the use of landmines?		

# Death from Above and Below

## ACTIVITY 2: Landmines (continued)

### Instructions:

2. Students to write dot-point answers to the questions without any research.
3. Write sample responses from selected students on the board.
4. Watch the John Rodsted video provided (it can be found on Vimeo).
5. Allow students to carry out research working in small groups, each group researching one question. Give five minutes to this activity and then enter the answers from the groups alongside the existing un-researched answers.
6. Compare and contrast the answers. Students are to copy the information into their notes as a table.

### Sources:

- K. An article and photographs concerning the use of anti-personnel mines in Yemen in 2011. The Yemen government is not a signatory to the agreement not to use landmines.  
[www.hrw.org/news/2013/12/01/landmine-ban-yemen-admits-using-mines](http://www.hrw.org/news/2013/12/01/landmine-ban-yemen-admits-using-mines)
- J. Photographs and information concerning the use of mines and mortars by the government of Burma (Myanmar) against the Karen people. The information comes from the Karen Human Rights Group, 13 February 2008.  
<http://archive.is/Spt90>
- L. The Desmond Tutu Peace Foundation, information page and map about the proliferation of landmines and their use throughout the world. 16 April 2012.  
<http://www.tutufoundationusa.org/2012/04/the-explosive-echo-of-past-wars-removing-the-scourge-of-landmines/>
- M. *Cluster bombs in Lebanon*. A video created by John Rodsted in 2007.  
[http://youtu.be/v\\_jsyObTG8k](http://youtu.be/v_jsyObTG8k)
- N. Minefield map of Bosnia Herzegovina, the most heavily mined country in Europe as of September 2008  
[http://commons.wikimedia.org/wiki/File:Mines\\_BiH\\_en.png](http://commons.wikimedia.org/wiki/File:Mines_BiH_en.png)
- O. Photograph of a Vietnamese landmine victim taken on 3 May 2002, twenty-seven years after the end of the Vietnam War.  
<http://commons.wikimedia.org/wiki/File:Vietnam-landmine-victim3.jpg>
- P. Animals are also affected by landmines. In this case, an elephant photographed in Sri Lanka in 2006 endures life without its lower front leg  
[http://commons.wikimedia.org/wiki/File:Mines\\_antipersones-elefant\\_afectat\\_a\\_sri\\_lanka.jpg](http://commons.wikimedia.org/wiki/File:Mines_antipersones-elefant_afectat_a_sri_lanka.jpg)
- Q. An Afghan Soldier from the 209th Corps Route Clearance Company checks for suspicious items in a public park after being tipped off to a possible improvised explosive device planted by the Afghani rebels. RCC team members recently completed initial training giving 209th Corps and Afghanistan's northern region detection and removal capabilities of explosive devices.  
[http://commons.wikimedia.org/wiki/File:Afghan\\_Soldier\\_demining\\_2010.jpg](http://commons.wikimedia.org/wiki/File:Afghan_Soldier_demining_2010.jpg)



# Death from Above and Below

## ACTIVITY 3: Atomic and nuclear weapons - Introduction to out of class assessment item (10 minutes)

### Background:

The development of firstly atomic and then nuclear weapons heralded the beginning of an era of constant development then deployment of a variety of bombs, including weapons of mass destruction. Initially atomic and nuclear weapons were the only weapons capable of mass killing and destruction but since then bombs have been developed that are neither atomic nor nuclear. These new weapons include biological bombs and chemical bombs. Your class task will involve tracing the chronological development of atomic and then nuclear weapons, but you may decide to allow students to carry out a similar investigation of biological and/or chemical weapons. This would enable the class to see the full extent of the wealth of weapons of mass destruction that humankind has developed.

It is important to link this task to attempts to limit or control the proliferation of such weapons. Therefore, the timeline developed should reflect the treaties and agreements that have been developed to try to regulate or ban such weapons.

### Sources (Click to follow link):

- R. Map of London showing areas that were bombed in WWII  
<http://bombsight.org>
- S. Information regarding the bombing of Dresden  
[www.historylearningsite.co.uk/bombing\\_of\\_dresden.htm](http://www.historylearningsite.co.uk/bombing_of_dresden.htm)
- T. Nuclear weapons  
<http://youtu.be/LLCF7vPanrY>  
<http://edition.cnn.com/interactive/2013/03/world/nuclear-weapon-states/>  
[www.armscontrol.org/factsheets/Nuclearweaponswhohaswhat](http://www.armscontrol.org/factsheets/Nuclearweaponswhohaswhat)  
<http://www.history.co.uk/study-topics/history-of-ww2/atomic-bomb>
- U. Treaties/agreements  
[www.armscontrol.org/treaties](http://www.armscontrol.org/treaties)  
[www.iaea.org/Publications/Documents/Treaties/npt.html](http://www.iaea.org/Publications/Documents/Treaties/npt.html)  
[www.nti.org/treaties-and-regimes/treaties/](http://www.nti.org/treaties-and-regimes/treaties/)  
[www.opcw.org/about-opcw/member-states/](http://www.opcw.org/about-opcw/member-states/)  
[www.dfat.gov.au/cwco/](http://www.dfat.gov.au/cwco/)  
[www.unicef.org/sowc96/11protec.htm](http://www.unicef.org/sowc96/11protec.htm)
- V. U.S. nuclear warheads, 1945-2002. Data from National Resources Defense Council  
[http://commons.wikimedia.org/wiki/File:US\\_nuclear\\_warheads\\_1945-2002\\_graph.png](http://commons.wikimedia.org/wiki/File:US_nuclear_warheads_1945-2002_graph.png)
- W. U.S. W78 warheads inside MK12A re-entry vehicles on a LGM-30 Minuteman III bus  
[http://commons.wikimedia.org/wiki/File:W78\\_MK12A\\_RV\\_Minuteman\\_III\\_bus.jpg](http://commons.wikimedia.org/wiki/File:W78_MK12A_RV_Minuteman_III_bus.jpg)

# Death from Above and Below

## CONCLUSION

In a very short time we have reviewed weapons that changed the nature of war greatly. Their use has brought about even greater civilian involvement in war and their continued development has left a persistent threat of ongoing hurt and damage in the case of land mines, to potential world crisis in the case of nuclear weapons.

Countries at war and in conflict have allowed the development of weapons that maim and hurt indiscriminately. It is in retrospect, when the world sees the damage and destruction that they cause, that attempts are made to regulate or limit their use. The development of bombs to cause strictly localised disruption has expanded over time to stockpiles of weapons of mass destruction that are relatively uncontrolled by world bodies or groups.

## ASSESSMENT TASK (To be completed outside of class)

In a format of your choice, create a visually attractive annotated timeline showing ten changes in the use of explosive devices, including atomic and nuclear weapons, throughout the twentieth century. Include any movements towards preventing their use. For five of your entries attach an image or document giving further information. Your timeline should comprise approximately 600 words of written text.

Use a different colour or position for weapons development. This will make it stand out from attempts at weapon limitation or weapons treaties or agreements.

See assessment task template.

### Sources (Click to follow link):

- X. Casualty figures - Atomic weapons  
[www.aasc.ucla.edu/cab/200708230009.html](http://www.aasc.ucla.edu/cab/200708230009.html)  
[http://www.atomicarchive.com/Docs/MED/med\\_chp10.shtml](http://www.atomicarchive.com/Docs/MED/med_chp10.shtml)
- Y. Nuclear tests  
[www.projectforthehtctbt.org/hashimotomultimedia](http://www.projectforthehtctbt.org/hashimotomultimedia)  
<http://tv.globalresearch.ca/2010/08/nuclear-detonation-map-and-timeline-1945-1998>  
[www.creativespirits.info/aboriginalculture/history/maralinga-how-british-nuclear-tests-changed-history-forever](http://www.creativespirits.info/aboriginalculture/history/maralinga-how-british-nuclear-tests-changed-history-forever)  
[www.cnduk.org/information/info-sheets/item/446-nuclear-timeline](http://www.cnduk.org/information/info-sheets/item/446-nuclear-timeline)

# DISEASES OF CONFLICT

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“Your Doctor Says ‘war is a health hazard’  
-Medical Association for Prevention of War

# Which diseases are familiar to you?



# How war spreads infectious diseases



Click the image to watch the video clip. What are three ways that war contributes to the spread of disease?

# The impact of disease spread by war on civilians

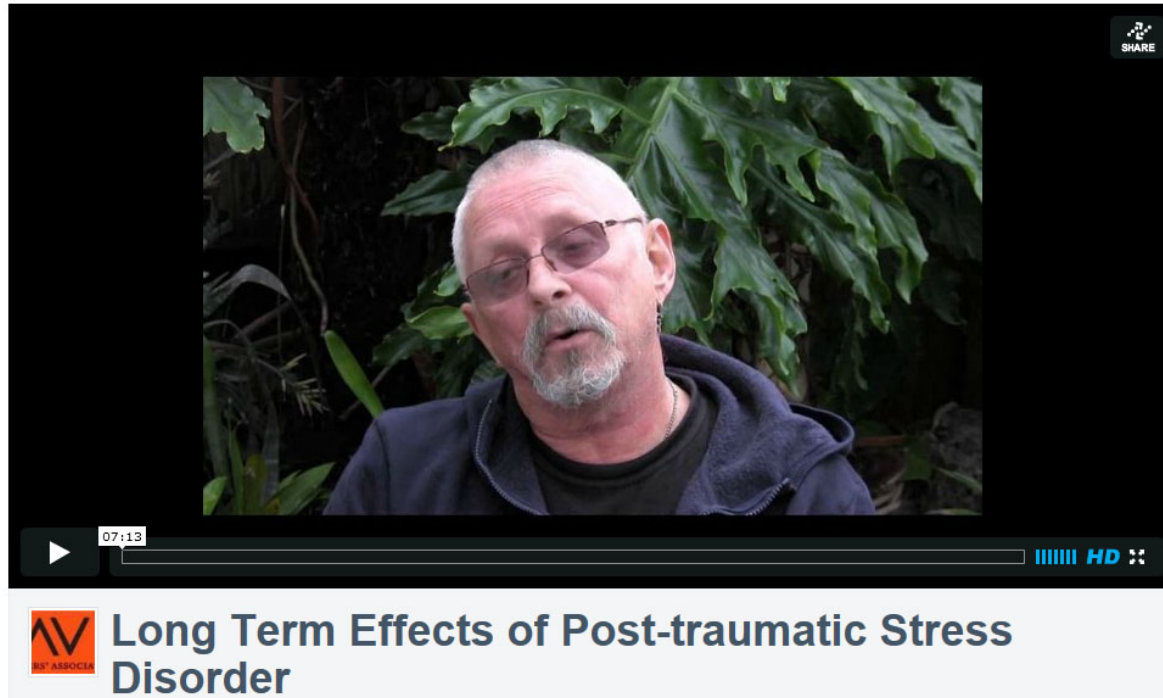


Click the image to watch the video clip. What are three ways that the health of civilians in areas of conflict can be compromised by war?

# COMMON DISEASES OF WAR

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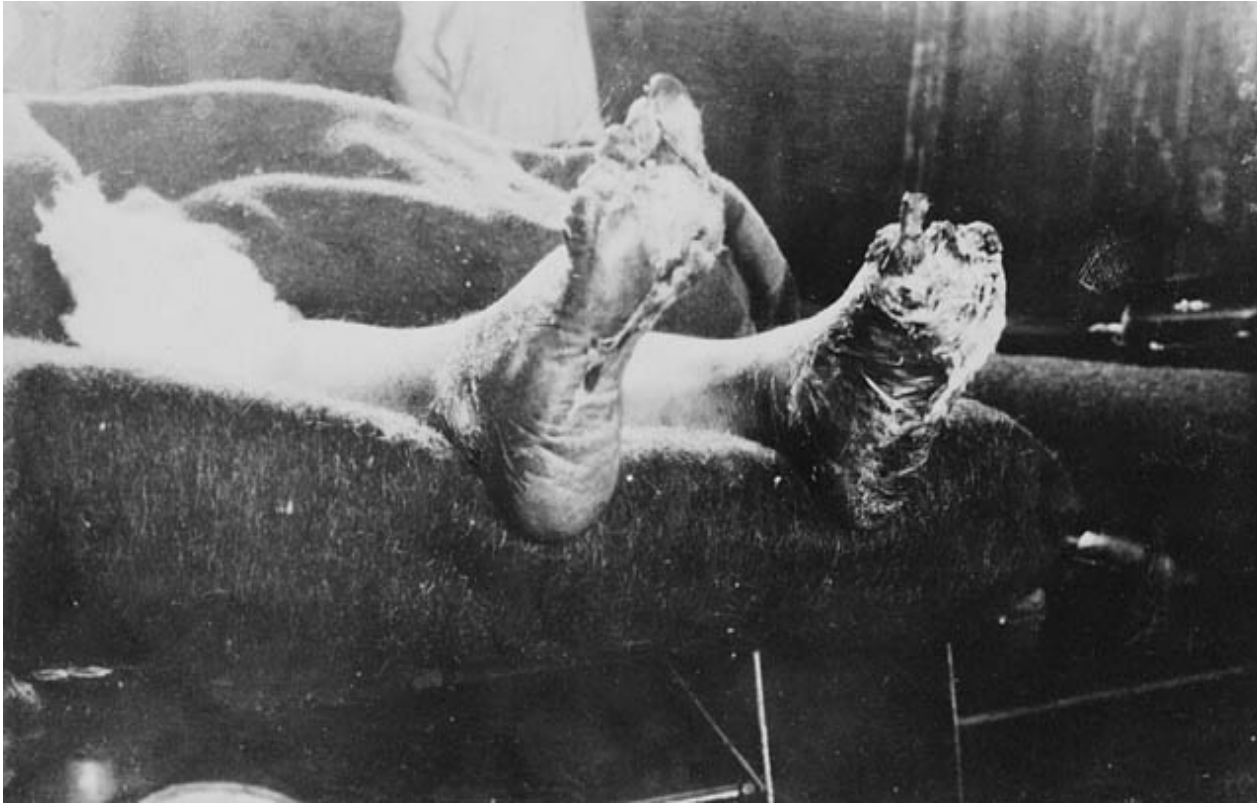
# Post Traumatic Stress Disorder



Click the image to watch the video clip. How has this clip of Phil shaped your view of Post Traumatic Stress Disorder?



# Trench Foot / Rice Paddy Feet / Frostbite



What kinds of fighting conditions do you think caused these injuries?

# Respiratory diseases



Which contributing factors led to severe nicotine addiction amongst soldiers?

# PREVENTION AGAINST THE SPREAD OF DISEASE DURING CONFLICT

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# Gas masks



# Destroying animals carrying disease



Rat Trap made by soldiers in New Guinea 1944. These were necessary to prevent the spread of Typhus.

“THE BOTTLE, NECK STUFFED WITH CHEESE, IS PLACED OVER A METAL DRUM SUNK INTO THE GROUND AND HALF FILLED WITH WATER. THE RATS SLIP FROM THE BOTTLE INTO THE WATER. AS MANY AS SEVEN RATS A NIGHT HAVE BEEN CAUGHT IN THESE TRAPS”

-Australian War Memorial

# Quarantine



Many soldiers were quarantined on arriving home after WWI. Some were held in these influenza huts at the Point Nepean Quarantine Station.

Click on the image to discover more information about the Point Nepean Quarantine Station and to download the free audio track 'From World War to Spanish Flu'. (You will need to download a free app from the Apple itunes store to access the audiotour)

# POST WAR MEDICAL ATTENTION

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# Masks



Side view of a severely wounded soldier of the First World War who had suffered wounds to the lower part of his face and jaw. He is seated at the home of the artist Lionel Lindsay who painted a mask to cover the injury to correspond with the man's natural colouring. (Original print housed in AWM Archive Store)



HOW WERE SOLDIERS AND  
CIVILIANS WARNED ABOUT THE  
RISK TO THEIR HEALTH?

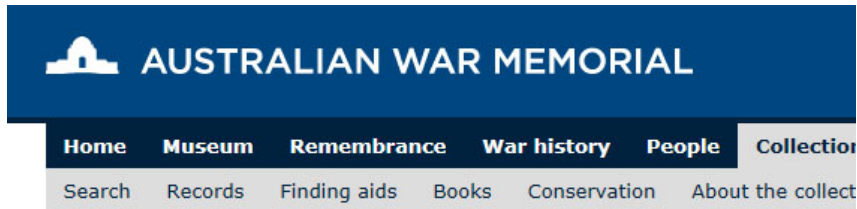
---

# Health posters: Sexually transmitted diseases

What were the short-term and long-term effects of soldiers contracting a sexually transmitted disease?



# Educational films



## Silent battle



[\(Download video 124.88 MB\)](#)

Click the image to watch this military film on the dangers of Malaria. Take notes on the style of presentation in order to help you with your final activity (film takes a few minutes to download)

Film copyright: Copyright expired - public domain



This image is in the Public Domain

# Assessment task

Choose one of the diseases relating to the war you are studying i.e. WWII and make a short documentary to be shown to soldiers of that war warning about the disease. You can use primary sources, video, animations etc.

Include:

- How the disease is caused/contracted
- Symptoms
- Treatment
- Short-term effects
- Long-term effects
- Impact on friends, family members and local community
- How to avoid contracting the disease



# Diseases of Conflict

**act** for peace  
reduce poverty | protect refugees  
prevent conflicts | empower communities



Medical Association for  
Prevention of War

# Diseases of Conflict

Duration: 70 mins

## Objectives:

- To identify the types of illness and accidents propagated by the circumstances of war
- To examine the medical technologies and treatments used during conflict
- To discover the short- and long-term effects of war wounds and diseases on military personnel and civilians

## Historical knowledge and understanding addressed:

Year 9

- The impact of WWI, with a particular emphasis on Australia (ACDSEH096)
- What were the consequences of WWII? How did these consequences shape the modern world (key inquiry question)?

Year 10

- Developments in technology, public health, longevity and standard of living during the twentieth century, and concern for the environment and sustainability (overview)
- The experiences of Australians during WWII (such as Prisoners of War [POWs]), the Battle of Britain, Kokoda and the Fall of Singapore (ACDSEH108)

## Historical skills addressed:

- Use historical terms and concepts (ACHHS165)
- Evaluate and enhance these questions (ACHHS1667)
- Identify and locate relevant sources, using ICT and other methods (ACHHS168)
- Process and synthesise information from a range of sources for use as evidence in an historical argument (ACHHS170)
- Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced (ACHHS174)
- Select and use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS175)

## Video resources:

Title	Interviewee	Running Time
<i>The Spread of Infectious Diseases during War</i> <a href="https://vimeo.com/73566445">https://vimeo.com/73566445</a>	Dr Tilman Ruff, Nossal Institute for Global Health, University of Melbourne	3:37
<i>Civilians and the Spread of Diseases during War</i> <a href="https://vimeo.com/73568314">https://vimeo.com/73568314</a>	Dr Tilman Ruff, Nossal Institute for Global Health, University of Melbourne	6:50
<i>Soldiers and Respiratory Illness</i> <a href="https://vimeo.com/73567956">https://vimeo.com/73567956</a>	Associate Professor Lou Irving, Respiratory Physician Royal Melbourne Hospital	2:16

# Diseases of Conflict

## Other resources:

Title	Producer	Number of Slides
Diseases of Conflict PowerPoint <i>Available online</i>	History Teachers' Association of Victoria for the Medical Association for Prevention of War	23

## INTRODUCTION (15 minutes)

### Instructions:

1. Ask students to brainstorm the diseases associated with the conflict you are studying, e.g. WWII. Provide keywords on the whiteboard to frame their thinking:

CLIMATE/WEATHER

LANDSCAPE

HYGIENE

COMMON DISEASES OF THE PERIOD

MEDICAL CARE AVAILABLE

## ACTIVITY 1: PowerPoint (45 minutes)

### Instructions:

1. Take students through the PowerPoint entitled 'Diseases of War' outlining the key diseases, illnesses and injuries associated with world conflict. Use the slides to help you navigate through the following concepts:
  - a. How war spreads disease
  - b. Some of the physical diseases associated with conflict
  - c. Mental illness associated with conflict
  - d. Treatment of illnesses and injury contracted or developed as a result of war
  - e. Tools used to educate troops.

# Diseases of Conflict

## ACTIVITY 2 (10 minutes)

### Instructions:

1. Use the last two slides of the PowerPoint to frame the assessment task. Students watch the military educational film on malaria and choose a disease from the 'Diseases of Conflict' Wordle to make their own educational film.

## CONCLUSION

By the conclusion of the lesson, students should have a general understanding of the following points:

- Why war is conducive to the spread of disease
- The types of diseases caused and propagated by the circumstances of war
- Diseases relevant to specific conflicts such as WWI and WWII
- The types of material produced by army units to prevent the spread of disease and build awareness.





# International Diplomacy

**act** for peace  
reduce poverty | protect refugees  
prevent conflicts | empower communities



Medical Association for  
Prevention of War

# International Diplomacy

**Duration:** 70 mins

**Objectives:**

- To introduce students to the history and purpose of the League of Nations and the United Nations and their role in international diplomacy during twentieth- and twenty-first-century conflict
- To help students apply an historical understanding of peacekeeping to examples of modern-day international conflict

**Historical knowledge and understanding addressed:**

Year 10

- Continuing efforts post-WWII to achieve lasting peace and security in the world, including Australia's involvement in UN peacekeeping (overview)
- The major movements for rights and freedom in the world and the achievement of independence by former colonies (overview)
- The significance of WWII to Australia's international relationships in the twentieth century, with particular reference to the United Nations, Britain, the USA and Asia (depth study)

**Historical skills addressed:**

- Use historical terms and concepts (ACHHS165)
- Identify and select different kinds of questions about the past to inform historical inquiry (ACHHS166)
- Process and synthesise information from a range of sources for use as evidence in an historical argument (ACHHS170)
- Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced (ACHHA174)
- Select and use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS175)

# International Diplomacy

## ACTIVITY 1 - International Diplomacy

International relations: the management of communication and relationships between nations by members and employees of each nation's government.

Skill in international dealings: skill in managing communication and relationships between nations.

Tact: skill and tact in dealing with other people.

This unit looks at the formation of the League of Nations and the United Nations, two organisations dedicated to international diplomacy. Both organisations were founded directly after a world war with the objective of peacekeeping and avoiding the development of future world wars. This first activity focuses on how international relationships can break down and lead to conflict.

### Instructions:

1. Write the word 'diplomacy' on the board and ask students to come up and write definitions of it according to their own understanding. Then reveal one correct definition and discuss to ensure that all students understand it.
2. Put students in groups and give them one of the following scenarios:
  - An activist is arrested in international waters during an environmental protest and put in jail
  - A nation is noticed buying huge amounts of military arms and equipment
  - During an official visit to another country, a government leader is kidnapped
  - A nation offers protection to a convicted criminal wanted for offences in several other countries
  - A nation attempts to gain control of land or property under the jurisdiction of another nation
  - National secrets are leaked by another nation
  - Murder of aid workers in a foreign country
  - The death sentence of a citizen handed down by a foreign country.

The students have five minutes to consider how their scenario could cause a breakdown in international relations and report their ideas back to the class.

# International Diplomacy

## ACTIVITY 2 - The League of Nations 1919-1946

The League of Nations was formed to provide structure and guidelines after the upheaval of WWI. Begin your research into the history and purpose of the League of Nations by watching this online video. Running time: 3:56 minutes. This can be watched as a class or by students on their own devices.

<http://youtu.be/TdHA5uT9ocg>

### Before you watch:

1. The League of Nations was founded in 1919. Why was this an important year to begin thinking about future peacekeeping? What was happening on the world stage?

### As you watch:

2. Fill in the table below:

Question	Response
Where was the first meeting of the League of Nations held?	
Which key nations were not present at that meeting?	
What were the hopes of the new League of Nations?	
What is self-determination?	
What were the advantages of self-determination?	
What were the drawbacks of self-determination?	

### After you watch:

3. Why was it important to gain public support for the League of Nations?
4. Why was the League of Nations so insistent on disarmament?

# International Diplomacy

## ACTIVITY 3 - The United Nations: Purpose and Principles

The United Nations is often seen as the successor to the League of Nations. Its mission statement is outlined in Article 1: Purpose and Principles of the United Nations Charter: <http://www.un.org/en/documents/charter/index.shtml>

Newspapers regularly print stories about political situations that require diplomacy or the intervention of the United Nations. Here is an example that appeared in *The Age* (20/11/2013) relating to the relationship between Australia and Indonesia: <http://www.theage.com.au/federal-politics/political-news/indonesian-police-and-immigration-departments-prepare-to-stop-cooperation-with-australia-20131120-2xttu.html>

### Instructions:

1. Bring a newspaper into class and highlight any articles that:
  - Present a situation that threatens international relations
  - Requires intervention by the United Nations
2. As a class, make a list on the board of the most common situations relating to conflict in international relations.

# International Diplomacy

## ACTIVITY 4 - United National Symbology

### Instructions:

1. There are many agencies that make up the United Nations. Australia plays a prominent role in the agencies represented below. Match the logo with the correct agency listed below and write a short paragraph about the role each of these agencies play during times of war.



2. Click the link below to discover more about Australia's relationship to each of these agencies:

<http://www.dfat.gov.au/un/specialised-agencies-and-regional-commissions.html>

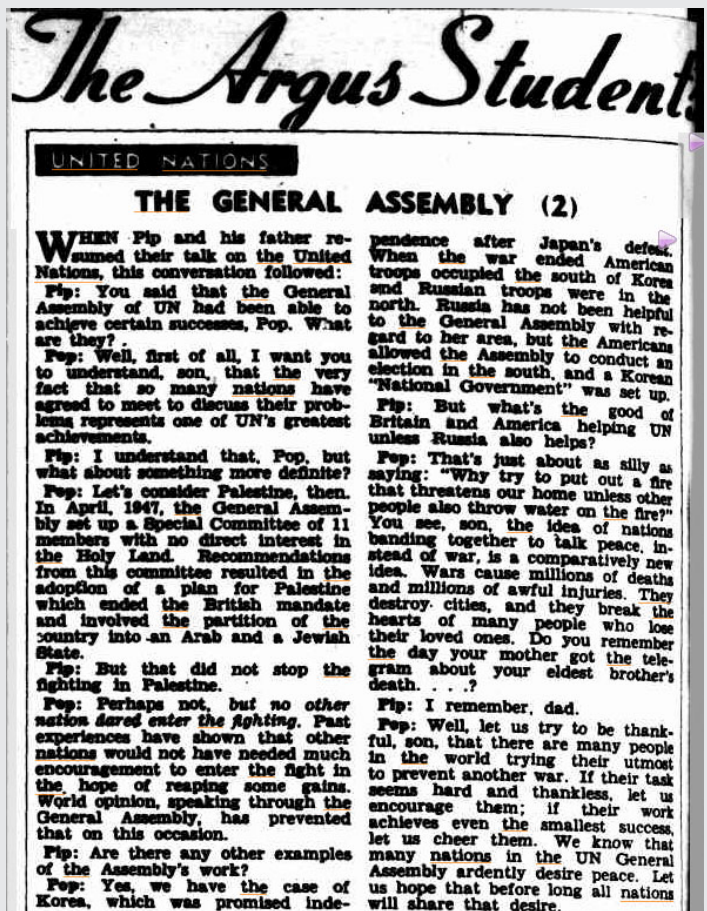
# International Diplomacy

## ASSESSMENT TASK - Explaining key concepts of Peacekeeping and International Diplomacy

During the 1940s, *The Argus* (Melbourne's biggest newspaper at the time) ran a series called 'The Argus Student.' The purpose of the series was to explain difficult concepts to students. In the section linked below, the United Nation's General Assembly is explained by the characters of Pip and his father. The character of the father has all the information and opinions, while Pip is the learner who represents the reader and what they want to understand.

Source: *The Argus*, 19/3/1949, p18, student supplement, available at Trove online:

[http://trove.nla.gov.au/ndp/del/article/22717221?searchTerm=the united nations the argus&searchLimits=](http://trove.nla.gov.au/ndp/del/article/22717221?searchTerm=the%20united%20nations%20the%20argus&searchLimits=)



### Instructions:

1. Research the following inquiry question:
  - How does the United Nations work towards preventing war today? You can use the United Nations website to help with your research: <http://www.un.org/en/>

Use the structure and style of 'The Argus Student' column and the characters of Pip and his father to make the information more easily understood by a teenage reader.

# International Diplomacy

## CONCLUSION

In the video below, Dr Frank Donovan emphasises the need for mediation and diplomacy as a means of preventing war.

<http://vimeo.com/73602957>

View it as a class and develop a ten point plan to prevent future wars.

By the end of the lesson students:

- Will be familiar with the history and objectives of both the League of Nations and the United Nations
- Have undertaken a basic symbology task
- Will have a basic understanding of Australia's relationship with the United Nations
- Will be aware of the role international diplomacy plays in contemporary politics and international relations.





# The Militarisation of Australian History

**act** for peace  
reduce poverty | protect refugees  
prevent conflicts | empower communities



Medical Association for  
Prevention of War

# The Militarisation of Australian History

**Duration:** 70 mins

**Objectives:**

- To encourage students to develop an opinion on the ‘Anzac debate’
- To provide students with the opportunity to compare a range of perspectives on the militarisation of Australian history
- To encourage students to use a range of technologies to research and present their work

**Historical knowledge and understanding addressed:**

Year 9 (World War I)

- The impact of WWI, with a particular emphasis on Australia (such as the use of propaganda to influence the civilian population, the changing role of women, the conscription debate) (ACDSEH096)

Year 10 (World War II)

- The impact of WWII, with a particular emphasis on the Australian home front, including the changing roles of women and use of wartime government controls (conscription, manpower controls, rationing and censorship) (ACDSEH109)

**Historical skills addressed:**

- Use historical terms and concepts (ACHHS183)
- Identify and locate relevant sources, using ICT and other methods (ACHHS186)
- Process and synthesise information from a range of sources for use as evidence in an historical argument (ACHHS188)
- Identify and analyse the perspectives of people from the past (ACHHS190)
- Identify and analyse different historical interpretations (including their own) (ACHHS191)
- Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced (ACHHS192)
- Select and use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS193)

# The Militarisation of Australian History

## INTRODUCTION (5 minutes)

Whether or not Australian history is overly militarised is a controversial issue, given much attention by the government, media and historians. It is often said that Australia's national identity began during the Gallipoli campaign in WWI. Figures such as Simpson and his donkey are frequently used to demonstrate concepts of 'mateship' and 'self-sacrifice,' and portrayals of Australians as 'larrikins' were often central to their representation in war imagery. How Australians do or do not acknowledge Anzac Day is often central to the debate on the militarisation of Australian history.

The meaning of the word 'celebration' has evolved over time. Its original Latin roots meant 'to return to and to savour,' in other words: to ponder in a reflective mood.

Write the following sentences on the board:

- a. Celebrating Anzac Day
- b. Commemorating Anzac Day

And ask students: What is the difference between the modern understanding of the words 'celebration' and 'commemoration'? Which do you think is more appropriate? Why?

# The Militarisation of Australian History

## ACTIVITY 1: Perspectives (10 minutes)

### Instructions:

As historians, it is important to understand that people have different views on social issues. It is also important to look at who the people are, who they represent and how this may have shaped their beliefs.

Each of the articles below represents a perspective on the issue of commemorating Anzac Day.

Read each of the articles below and respond to the inquiry questions.

### Sources:

'The History of Anzac Day Commemoration,' Returned Services League.  
<http://rslnsw.org.au/commemoration/anzac/history>

Marilyn Lake, 'Fight free of Anzac, lest we forget other stories,' *The Age*, 2009.  
[www.theage.com.au/opinion/fight-free-of-anzac-lest-we-forget-other-stories-20090422-afb5.html](http://www.theage.com.au/opinion/fight-free-of-anzac-lest-we-forget-other-stories-20090422-afb5.html)

'Our History: Anzac Day,' Australian Army History Unit.  
[www.army.gov.au/Our-history/Traditions/Anzac-Day](http://www.army.gov.au/Our-history/Traditions/Anzac-Day)

Nancy Atkin, 'Alternative Anzac Day speech, Medical Association for Prevention of War,' 2008.  
[www.mapw.org.au/files/downloads/Alternative%20Anzac%20Day.pdf](http://www.mapw.org.au/files/downloads/Alternative%20Anzac%20Day.pdf)

'Does the Anzac myth lead to historical inaccuracy?,' *Connect Asia*, Radio Australia, 2013.  
[www.radioaustralia.net.au/international/radio/program/connect-asia/does-the-anzac-myth-lead-to-historical-inaccuracy/1121646](http://www.radioaustralia.net.au/international/radio/program/connect-asia/does-the-anzac-myth-lead-to-historical-inaccuracy/1121646)

'Anzac's Long Shadow: Author James Brown talks about modern lessons from WWI,' *PM*, ABC, 2014.  
[www.abc.net.au/news/2014-02-17/anzacs-long-shadow-author-james-brown-talks-about/5265594](http://www.abc.net.au/news/2014-02-17/anzacs-long-shadow-author-james-brown-talks-about/5265594)

Respond to each article by answering the following questions.

1. Who wrote the article?
2. What is their affiliation (e.g. the army, RSL, a university)?
3. What is their overall opinion on Anzac Day? What do they think?
4. Which arguments do they use to make their point?

# The Militarisation of Australian History

## ACTIVITY 2: Alternative commemorations (20 minutes)

### Background:

The Alternative Anzac Day began with a group of Essendon and Collingwood supporters opposing the militarisation of the Anzac Day football match. Organisations such as the Medical Association for Prevention of War also support alternatives to Anzac Day. Such organisations focus on educating people about the dangers of war. They believe that celebration of military events can have the effect of glamourising war rather than helping people recall the dangers of international armed combat.

The objectives of the 2008 Alternative Anzac Day were:

- Remember those who died in WWI
- Remember the Australian peace movement of those years
- Promote peace in Iraq and Afghanistan

The program included speeches from veteran soldiers and medical professionals as well as peace activities.

### 2008 PROGRAM:

Michael Noone: Audio-visual presentation

John Wollin: 'Treatment of returned Anzacs'

Peter Abrehart: 'My grandfather, an Anzac'

Nancy Atkin: 'The costs of war'

Denis O'Donnell: 'Reflections of a Vietnam CO'

Bob Muntz: 'Reconciliation between Vietnam veterans and protesters'

Nic Maclellan: 'Mistreatment of nuclear veterans'

Val Noone: 'Relevance of Australian peace movement 1914-18'

### Instructions:

Use a free program such as Glogster (<http://edu.glogster.com/>) to create an interactive digital flyer for one of two events:

a. A traditional Anzac Day

OR

b. An Alternative Anzac Day

It must include the following points:

1. The mission statement of the event. What do you hope to achieve?
2. The kinds of activities you will be holding. Speeches? Peace walk? Barbecue? Flash mob? Be creative and inclusive!
3. Where you will be holding the event. Location is very important – consider the difference in significance between holding an event at a school compared to holding an event at a church.
4. Who you would you ask to speak at your event? Which people would you invite to help run it?



# The Militarisation of Australian History

## Make sure that your essay includes:

- A strong introduction and conclusion
- Topic sentences
- A range of sources
- Primary and secondary sources
- Footnotes
- Bibliography

## Resources (Click to follow link):

Department of Veterans' Affairs homepage.

[www.dva.gov.au/Pages/home.aspx](http://www.dva.gov.au/Pages/home.aspx)

Mark Baker, 'Taken for a Ride?,' *The Age*, 2013.

[www.theage.com.au/national/taken-for-a-ride-20130306-2fli4.html](http://www.theage.com.au/national/taken-for-a-ride-20130306-2fli4.html)

Michael Brissenden, 'Should Anzac Day inspire more than just fervour?,' *ABC News*, 2013.

[www.abc.net.au/news/2013-04-25/brissenden-should-anzac-day-inspire-more-than-just-fervour/4651370](http://www.abc.net.au/news/2013-04-25/brissenden-should-anzac-day-inspire-more-than-just-fervour/4651370)

'The Anzac Day Tradition,' The Australian War Memorial.

[www.awm.gov.au/commemoration/anzac/anzac-tradition/](http://www.awm.gov.au/commemoration/anzac/anzac-tradition/)

Steve Kyritsis, 'Why we should all remember Anzac Day,' *Neos Kosmos*, 2012.

<http://neoskopos.com/news/en/why-we-should-all-remember-anzac-day>

# The Militarisation of Australian History

## CONCLUSION

By the end of the lesson, students will have:

- Considered the differences between ‘celebrating’ and ‘commemorating’ Anzac Day.
- Compared perspectives on the commemoration of Anzac Day.
- Developed their own argument on whether Anzac Day should continue to be commemorated.
- Considered alternative commemorations of Anzac Day.
- Used new media to create a digital interactive flyer.
- Formed an opinion: Is Australian history overly militarised?





# The Peace Movement and Resistance to War

**act** for peace  
reduce poverty | protect refugees  
prevent conflicts | empower communities



Medical Association for  
Prevention of War

# The Peace Movement and Resistance to War

Duration: 70 mins

## Objectives:

- To identify key movements for peace and disarmament in Australia and beyond
- To explore key moments and players in the anti-Vietnam War movement
- To examine the experiences of conscientious objectors

## Historical knowledge and understanding addressed:

Year 9

- The impact of WWI, including the conscription debate (ACDSEH096)

Year 10

- How did the nature of global conflict change during the twentieth century (key inquiry question)?
- The nature of the Cold War and Australia's involvement in Cold War and post-Cold War conflicts (Korea, Vietnam, The Gulf Wars, Afghanistan) (overview)
- An examination of significant events of WWII (ACDSEH107)

## Historical skills addressed:

- Use historical terms and concepts (ACHHS165)
- Identify and select different kinds of questions about the past to inform historical inquiry (ACHHS166)
- Identify the origin, purpose and context of primary and secondary sources (ACHHS187)
- Process and synthesise information from a range of sources for use as evidence in an historical argument (ACHHS170)

## Video resources:

Title	Interviewee	Running Time
<i>Resolving Conflict without Warfare</i> <a href="https://vimeo.com/73602957">https://vimeo.com/73602957</a>	Frank Donovan, Vietnam veteran and psychotherapist	3:08

# The Peace Movement and Resistance to War

## INTRODUCTION (20 minutes)

### Background:

Today's peace movement consists of many different groups attempting to prevent wars and armed conflicts around the world. The movement has been traditionally associated with anti-war protests, attempts to end conscription and atomic/nuclear weapons, and the use of civil disobedience rather than armed resistance, as modelled by Mohandas K. ('Mahatma') Gandhi in India in the 1920s–40s.

The movement emerged with the founding of War Resisters International in Europe following WWI. In some countries, notably Germany, it has been connected with Green political parties. In Australia, the Nuclear Disarmament Party occupied a Senate spot from 1985-1992 but was disbanded in 2009.

The peace movement is best known for the anti-Vietnam War protests that occurred around the world in the 1960s and 1970s, often called 'moratoria' (strikes), but other significant campaigns have focused on ending wars in the Persian Gulf, Afghanistan and Iraq. Other recent examples of peace movement activity include campaigns to abolish landmines and torture and the leaking of classified information to expose perceived abuses of military power.

### Instructions:

1. Introduce students to the topic using the summary above. To illustrate, project images of protests against the Vietnam War on to screen (hundreds available in Google Images.)
2. Divide Sources A–F among small groups and ask each group to report back to the class on what they found out about their allocated group or campaign.
3. On the board, list issues of concern for the peace movement, as shown in the sources, and examples of techniques used to oppose conflict, war or militarism.

### Sources (Click to follow link):

- A. Vietnam War protest in Sydney  
<http://aso.gov.au/titles/documentaries/or-forever-hold-your-peace/clip2/>
- B. Amnesty International (torture)  
<http://www.amnesty.org.au/hrs/>
- C. Jabiluka uranium mine protests  
<http://www.abc.net.au/pm/content/2007/s1931353.htm>
- D. Wikileaks Afghan War Log  
<http://www.theguardian.com/world/2010/jul/25/afghanistan-war-logs-military-leaks>
- E. International Campaign to Ban Landmines  
<http://www.icbl.org/index.php>
- F. Influence of Mahatma Gandhi  
[www.bbc.co.uk/history/historic\\_figures/gandhi\\_mohandas.shtml](http://www.bbc.co.uk/history/historic_figures/gandhi_mohandas.shtml)

# The Peace Movement and Resistance to War

## ACTIVITY 1: Vietnam War Moratorium (30 minutes)

### Background:

The Vietnam War began in 1962, when US president John F. Kennedy sent American ‘military advisors’ to help train the South Vietnamese Army in its fight against the communist North. The US wished to stop the spread of communism in South-east Asia and beyond. The same year, Australia began sending troops in support of the US government. Involvement by the US and its allies was highly contentious, particularly as the war dragged on into the early 1970s with mounting casualties and no sign of resolution. Large-scale protests were held in the US, resulting in a number of deaths. In Australia, opposition to the war and to conscription reached critical mass with a series of ‘Moratorium’ protests in 1970-71, attended by hundreds of thousands of people from a range of backgrounds. Australia’s involvement ended in 1973 and the war concluded two years later.

### Instructions:

1. Watch footage of a ‘Moratorium’ event against the Vietnam War that occurred in Melbourne in 1970 - see source G below (duration 4:43).
2. Then, fill in the table below.

	Your opinion	Evidence from clip	Questions or comments (opt.)
When was the story broadcast, and by which station?			
What was the atmosphere of the Moratorium?			
What view did the reporter seem to have of the Moratorium?			
What types of people were protesting?			
What points were they trying to make?			
What techniques did they use?			
What types of people seemed to oppose the Moratorium?			
What points were they trying to make?			
Did everybody feel strongly about the war?			
What was the significance of people deciding to sit down?			
Why was it called a ‘moratorium’ rather than a march?			
How effective was the Moratorium?			

# The Peace Movement and Resistance to War

## ACTIVITY 1: Vietnam War Moratorium (continued)

### Instructions:

3. Discuss your responses with the class and find answers to any unanswered questions online.
4. For homework, write a brief summary of each of the following anti-Vietnam War leaders/groups, including time and place of activism, techniques used to persuade, and challenges and successes experienced:
  - Save Our Sons
  - Jane Fonda ('Hanoi Jane')
  - Vietnam Veterans Against the War/John Kerry

### Sources (Click to follow link):

- G. Vietnam Moratoria, Australia  
<http://abcspla.sh/m/29052>  
[www.abc.net.au/archives/80days/stories/2012/01/19/3411534.htm](http://www.abc.net.au/archives/80days/stories/2012/01/19/3411534.htm)
- H. Save Our Sons  
<http://vietnam-war.commemoration.gov.au/conscription/save-our-sons.php>  
[www.abc.net.au/radionational/programs/hindsight/save-our-sons/3118508](http://www.abc.net.au/radionational/programs/hindsight/save-our-sons/3118508)  
<http://nvdatabase.swarthmore.edu/content/australian-women-protest-conscription-during-vietnam-war-save-our-sons-sos-1965-1972>
- I. Jane Fonda  
[www.biography.com/people/jane-fonda-9298034](http://www.biography.com/people/jane-fonda-9298034)  
<http://janefonda.com/the-truth-about-my-trip-to-hanoi/>
- J. Vietnam Veterans Against the War/John Kerry  
[http://www2.iath.virginia.edu/sixties/HTML\\_docs/Resources/Primary/Winter\\_Soldier/VVAW\\_entry.html](http://www2.iath.virginia.edu/sixties/HTML_docs/Resources/Primary/Winter_Soldier/VVAW_entry.html)  
[www2.iath.virginia.edu/sixties/HTML\\_docs/Resources/Primary/Manifestos/VVAW\\_Muller.html](http://www2.iath.virginia.edu/sixties/HTML_docs/Resources/Primary/Manifestos/VVAW_Muller.html)  
<http://youtu.be/ucY7JOfg6G4> (start at 1:15 mins)  
<https://facultystaff.richmond.edu/~ebolt/history398/johnkerrytestimony.html>

# The Peace Movement and Resistance to War

## ACTIVITY 2: Conscientious Objectors (20 minutes)

### Background:

A conscientious objector is someone who refuses to engage in armed conflict because of their religious or personal beliefs. There are three main types of conscientious objectors: those who will serve in the military but not in fighting positions; those who will not serve in the military but will accept alternative service; and those who refuse to register for the draft, serve in any position in the military or accept alternative service.

In 1575, Dutch Mennonites gained the right to refuse military service because of their religious beliefs. In the US, the right was extended through state governments from the 1770s and during the Civil War (1861-1865) a man was permitted to pay \$300 to avoid conscription. But conscientious objectors began to gain prominence in WWI. In 1916, the British Army began to have difficulty finding volunteers to fight due to heavy losses on the Western Front; it introduced conscription, but with a clause allowing people to refuse to fight if it went against their beliefs.

Conscientious objectors have had to perform community service, serve time in prison, pay fines or be the subject of medical experimentation.

### Instructions:

1. Run a class debate on the following:  
*That conscientious objectors are the true heroes of war.*
2. Appoint an affirmative and a negative team with 6-8 members each: three speakers and three or more researchers. Speakers should address the class for 2-3 minutes each, adopting a team line and making points based on evidence and then (where applicable) rebutting opposing points (see tips at [www.actdu.org.au/archives/actein\\_site/basicskills.html](http://www.actdu.org.au/archives/actein_site/basicskills.html)).
3. As a class, vote on which side made the more convincing case.
4. For homework, write or video your own view of conscientious objectors - under what circumstances (if any) might you consider being one?

### Sources (Click to follow link):

- K. Conscientious objectors in the world wars  
[www.ppu.org.uk/learn/infodocs/cos/st\\_co\\_wwtwo.html](http://www.ppu.org.uk/learn/infodocs/cos/st_co_wwtwo.html)  
[http://www.ppu.org.uk/learn/infodocs/cos/st\\_co\\_wwone2.html](http://www.ppu.org.uk/learn/infodocs/cos/st_co_wwone2.html)  
[www.ppu.org.uk/learn/infodocs/cos/st\\_co\\_wwtwo9.html](http://www.ppu.org.uk/learn/infodocs/cos/st_co_wwtwo9.html)
- L. Australian conscientious objectors in the Vietnam War  
[www.bonza.com.au/conscientious-objectors-thoughts-on-the-vietnam-war.html](http://www.bonza.com.au/conscientious-objectors-thoughts-on-the-vietnam-war.html)  
[www.abc.net.au/unleashed/569926.html](http://www.abc.net.au/unleashed/569926.html)
- M. War Resisters International  
<http://wri-irg.org/en/>  
<http://aso.gov.au/titles/documentaries/or-forever-hold-your-peace/clip2/>

# The Peace Movement and Resistance to War

## ASSESSMENT TASK

Drawing on all the sources given above, create a concise and visually attractive display of the key events, campaigns and players in the peace and disarmament movement since the 1950s. Refer also to the treatment of conscientious objectors from two or more conflicts.

Use a format of your choice, such as slideshow, concept map, poster, short film or wiki.

Total marks: 20

Sources to be used: 10-15. Full citations should be given.

Share your display with the class and comment constructively on other students' work.

## FURTHER RESOURCES

Women's International League for Peace and Freedom (Australia)

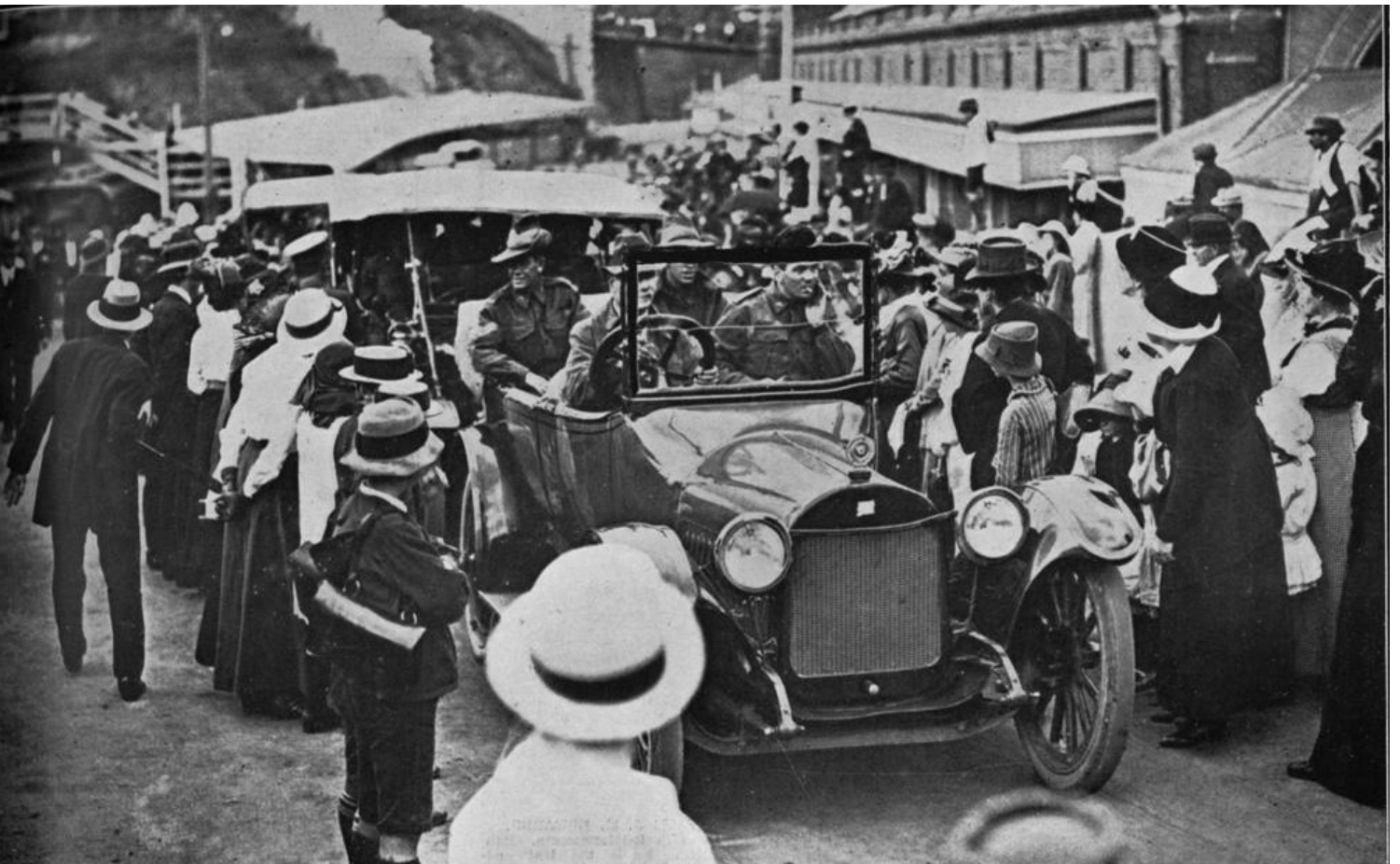
[www.wilpf.org.au/](http://www.wilpf.org.au/)

Sixty Ways the UN Makes a Difference

[www.un.org/en/un60/60ways/](http://www.un.org/en/un60/60ways/)

Australian Peacekeeping Memorial Project

[www.peacekeepingmemorial.org.au/](http://www.peacekeepingmemorial.org.au/)



# Returning Home from Warfare

**act** for peace  
reduce poverty | protect refugees  
prevent conflicts | empower communities



Medical Association for  
Prevention of War



# Returning Home from Warfare

Duration: 70 mins

## Objectives:

- To evaluate the experiences and accounts of soldiers returning home from warfare
- To examine the short- and long-term impact of war on soldiers, their families and their community

## Historical knowledge and understanding addressed:

Year 9

- The impact of WWI, with a particular emphasis on Australia (ACDSEH096)

Year 10

- What were the consequences of WWII? How did these consequences shape the modern world? (key inquiry question)
- Developments in technology, public health, longevity and standard of living during the twentieth century, and concern for the environment and sustainability (overview)
- The impact of WWII, with a particular emphasis on the Australian home front, including the changing roles of women and use of wartime government controls (conscription, manpower controls, rationing and censorship) (ACDSEH109)

## Historical skills addressed:

- Use historical terms and concepts (ACHHS165)
- Identify and select different kinds of questions about the past to inform historical inquiry (ACHHS166)
- Evaluate and enhance these questions (ACHHS167)
- Identify and locate relevant sources, using ICT and other methods (ACHHS168)
- Identify and analyse the perspectives of people from the past (ACHHS172)
- Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced (ACHHS174)
- Select and use a range of communication forms (oral, graphic, written) and digital technologies (ACHHA175)

## Video resources:

Title	Interviewee	Running Time
<i>Returning Home from Warfare</i> <a href="https://vimeo.com/73566807">https://vimeo.com/73566807</a>	Frank Donovan War veteran and Psychotherapist	11:45
<i>The Long-term Effects of Post-Traumatic Stress Disorder</i> <a href="https://vimeo.com/73561827">https://vimeo.com/73561827</a>	Phil White, OAM War Veteran, Research and development Officer, Vietnam Veterans Association of Australia	7:13

# Returning Home from Warfare

## INTRODUCTION (10 minutes)

Being involved in warfare as either a soldier or in operation roles, such as a medic, left many men and women with long- and short-term physical, mental and emotional damage.

As a class, brainstorm the following questions in a series of mindmaps:

1. What problems would returning soldiers have after they came back from war?
2. Which individuals/groups would be affected by the return of soldiers after a war?

# Returning Home from Warfare

## ACTIVITY 1 (30 minutes)

### Instructions:

1. Watch the film clip *Returning from Warfare* (<https://vimeo.com/73566807>)



2. Watch the film clip *The Long-Term Effects of Post-Traumatic Stress Disorder* (<https://vimeo.com/73561827>)



# Returning Home from Warfare

## ACTIVITY 1 (continued)

3. Take notes under the following headings:

Impact on physical health	Impact on mental health	Impact on family

# Returning Home from Warfare

## ACTIVITY 2 (30 minutes)

Research Task

OR

Essay Task

### Research Task Instructions:

1. Divide the class into small groups of no more than four and allocate them each source A, B or C.
2. After discussing the source within their groups, the students must come up with a research question to develop into a group project.
3. Students may consider creating entries for The National History Challenge (Primary-12) <http://historychallenge.org.au/>

### Essay Task Instructions:

What were the long- and short-term effects on soldiers and their communities after their return from WWII (adjust to fit the conflict you are studying)?

Make sure that you address the following concepts:

1. Physical health
2. Mental health
3. Relationships with family
4. Employment

Use at least two primary visual sources and two primary text sources in your analysis.

Use the Ergo essay writing guide to help you:

<http://ergo.slv.vic.gov.au/learn-skills/essay-writing-skills>

# Returning Home from Warfare

## ACTIVITY 2 (continued)

### Sources:

#### A. Impact on the Mind

##### *I was Only 19*

John Williamson (Written in 1983 in response to the returned soldiers of the Vietnam War)

Mum and Dad and Denny saw the passing-out parade at Puckapunyal  
It was a long march from cadets.  
The sixth battalion was the next to tour,  
and it was me who drew the card.  
We did Canungra, Shoalwater before we left.

And Townsville lined the footpaths as we marched down to the quay  
This clipping from the paper shows us young and strong and clean.  
And there's me in my slouch hat with my SLR and greens.  
God help me, I was only nineteen.

From Vung Tau, riding Chinooks, to the dust at Nui Dat  
I'd been in and out of choppers now for months.  
But we made our tents a home, VB and pinups on the lockers  
And an Asian orange sunset through the scrub.

And can you tell me, doctor, why I still can't get to sleep?  
And night-time's just a jungle dark and a barking M16?  
And what's this rash that comes and goes, can you tell me what it means?  
God help me, I was only nineteen.

A four week operation when each step could mean your last one on two legs

It was a war within yourself.  
But you wouldn't let your mates down til they had you dusted off  
So you closed your eyes and thought about something else.

Then someone yelled out 'Contact!' and the bloke behind me swore  
We hooked in there for hours, then a God almighty roar  
Frankie kicked a mine the day that mankind kicked the moon,  
God help me, he was going home in June.

I can still see Frankie, drinking tinnies in the Grand Hotel  
On a thirty-six hour rec leave in Vung Tau  
And I can still hear Frankie, lying screaming in the jungle  
Til the morphine came and killed the bloody row.

And the Anzac legends didn't mention mud and blood and tears  
And the stories that my father told me never seemed quite real.  
I caught some pieces in my back that I didn't even feel  
God help me, I was only nineteen.

And can you tell me, doctor, why I still can't get to sleep?  
And why the Channel Seven chopper chills me to my feet?  
And what's this rash that comes and goes, can you tell me what it means?  
God help me, I was only nineteen.

# Returning Home from Warfare

## ACTIVITY 2 (continued)

Sources (Click to follow link):

### B. Impact on the Body

Many soldiers and support staff suffer severe injuries during warfare including mutilation and the loss of limbs. The article below concerns 'Broken Faced Men,' soldiers whose injuries led to facial deformities.

Read the article at <http://www.smithsonianmag.com/history/faces-of-war-145799854/?c=y&page=1>

Watch the video of the faces being sculpted for wounded soldiers on the same page.

### C. Impact on the Family

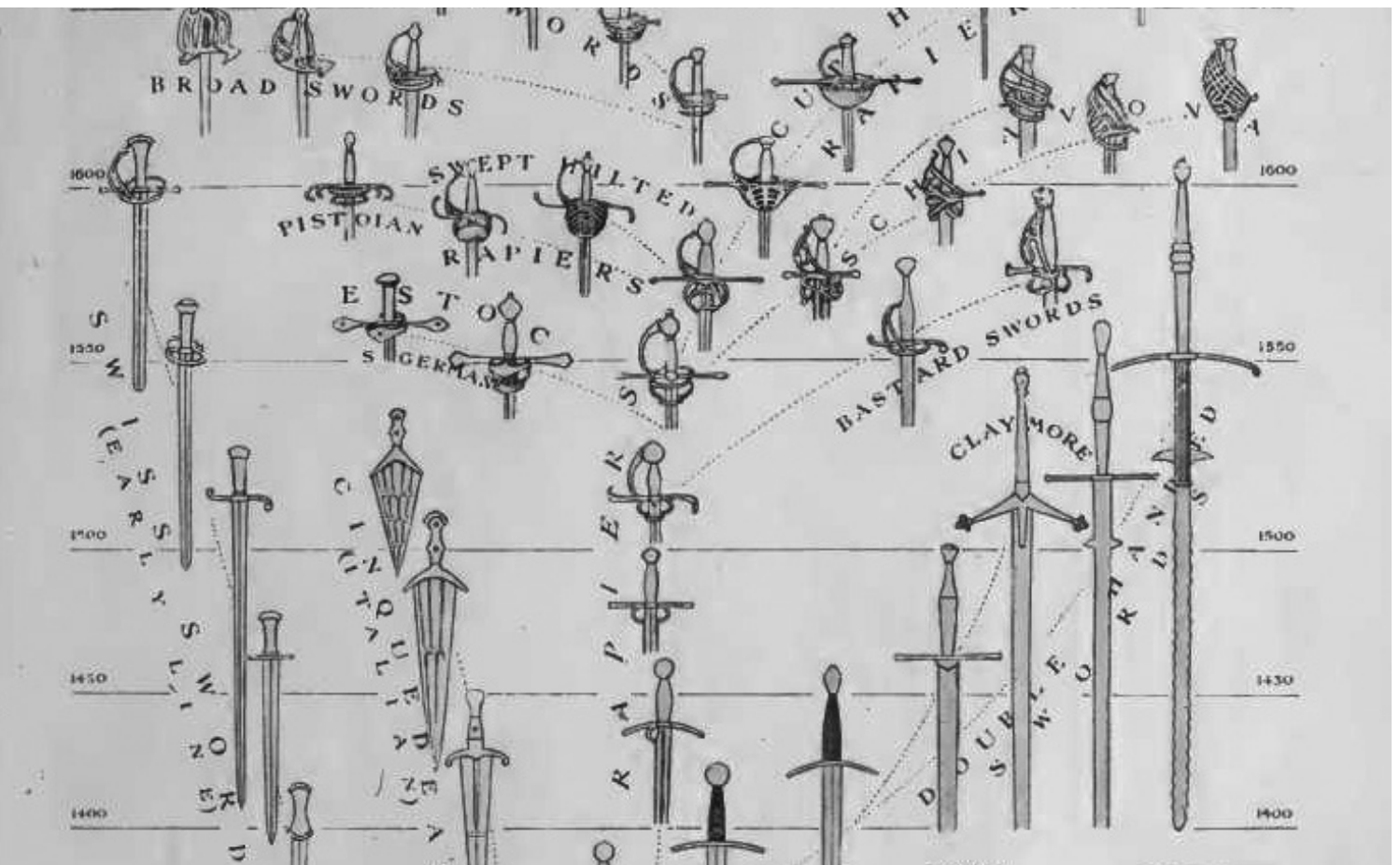
Many propaganda images such as those below encouraged men to sign up to protect their families from invasion. However, on the return of soldiers from war, families often suffered in other ways.

<http://www.firstworldwar.com/posters/australia.htm>

## CONCLUSION

By the end of the lesson, students should have a general overview of the problems faced by soldiers, their families and communities on their return from war. These include aspects such as:

- Post-traumatic stress disorder
- Alcoholism
- Domestic violence
- Ongoing health problems
- Anti-social behaviours.



# Technology and War



# Technology and War

Duration: 70 mins

## Objectives:

- To identify the developments in arms and weapons that have occurred in recent decades
- To examine the effect of developments in arms and weapons on humankind
- To identify the effect of developments in arms and weapons on the environment

## Historical knowledge and understanding addressed:

Year 10

- Developments in technology during the twentieth century, and concern for the environment and sustainability (key inquiry question)
- The significance of WWII to Australia's international relationships in the twentieth century, with particular reference to the United Nations, Britain, the USA and Asia (ACDSEH110)
- Significant events and campaigns that contributed to popular awareness of environmental issues (ACDSEH127)

## Historical skills addressed:

- Use historical terms and concepts (ACHHS165)
- Identify and select different kinds of questions about the past to inform historical inquiry (ACHHS166)
- Evaluate and enhance these questions (ACHHS167)
- Identify the origin, purpose and context of primary and secondary sources (ACHHS169)
- Process and synthesise information from a range of sources for use as evidence in an historical argument (ACHHS170)

## Video resources:

Title	Interviewee	Running Time
<i>The Long-term Effects of the Bombing of Hiroshima</i> <a href="https://vimeo.com/73564892">https://vimeo.com/73564892</a>	Peter Cundall, Celebrity Gardener, War Veteran and Peace Activist	5:08

# Technology and War

## INTRODUCTION (5 minutes)

### Background:

The manufacture of weapons and military technology has become a massive global business. The industries manufacture items for their national military forces as well as for international sale: guns of all types, ammunition, missiles, military aircraft and vehicles, watercraft, as well as supportive computer-based technology and software. Although agreements and treaties exist that limit or restrict sales of goods to countries or regions affected by political disturbance or conflict, a large illegal trade in weapons occurs.

Total world spending for weapons in 2011 was over \$1.74 trillion (USD). Of this amount, ten countries with high defence budgets accounted for \$1.29 trillion (USD) or 74% of the total world expenditure. These countries were the United States of America (\$711b), China (\$143b), Russia (\$71.9b), the United Kingdom (\$62.7b), France (\$62.5b), India (\$48.9b), Saudi Arabia (\$48.5b), Germany (\$46.7b) and Brazil (\$35.4b).

‘When a country decides to invest in arms, rather than in education, housing, the environment, and health services for its people, it is depriving a whole generation of its right to prosperity and happiness. We have produced one firearm for every ten inhabitants of this planet, and yet we have not bothered to end hunger when such a feat is well within our reach. Our international regulations allow almost three-quarters of all global arms sales to pour into the developing world with no binding international guidelines whatsoever. Our regulations do not hold countries accountable for what is done with the weapons they sell, even when the probable use of such weapons is obvious.

*Oscar Arias Sanchez, President of Costa Rica, awarded the Nobel Peace Prize 1987  
interview, Harvard International Review, 1 July 2008.*

The lethal nature of the arms and weapons that are produced has increased dramatically in the twentieth century and will continue to do so in this century. The potential of these weapons to cause mass destruction is great even though, due to changed military practices, lethality in the majority of modern conflicts has declined rather than increased.

# Technology and War

## ACTIVITY 1: Military technology and weapon lethality (10 minutes)

### Instructions:

1. Display the 'Average daily battle casualty rates' graph on the classroom board.
2. Ask the class to look at it carefully; you will need to discuss the changes century by century.
3. After your discussion, ask students to write one to two paragraphs in their books suggesting why and how the rates seem to decline when weapons became more lethal in the twentieth century.
4. Select a small group of students to read out and explain their answers.

### Sources (Click to follow link):

- A. Average daily battle casualty rates graph  
<http://www.aspistrategist.org.au/wp-content/uploads/2012/09/Graph-average-daily-battle-casualty-rates.png>

## ACTIVITY 2: The Doomsday Clock and risk of nuclear war (20 minutes)

### Background:

The Doomsday Clock is a symbolic clock face created by a group of atomic scientists in 1947. The scientists wanted to warn the world about the dangers of nuclear weapons. Now maintained by the board of the directors of the Bulletin of the Atomic Scientists at the University of Chicago, the clock is set at a movable time before midnight, where midnight symbolises the destruction of humankind by nuclear means. The closest the clock has got to midnight - two minutes to midnight - was in 1953 when the Soviet Union tested two nuclear bombs and the farthest it has been set was in 1991, 17 minutes to midnight, when the United States of America and the Soviet Union signed the Strategic Arms Reduction Treaty.

Recently the Bulletin has included other factors that might bring about the destruction of humankind; the state of nuclear arsenals, recovery from events such as the Fukushima nuclear meltdown and global climate change are all counted as factors in its calculation for establishing the clock's setting.

# Technology and War

## ACTIVITY 2: The Doomsday Clock and risk of nuclear war (continued)

### Instructions:

1. Display the 'Time Flies' poster on the board.
2. Read the introductory section of the poster and discuss the reason the clock was created. Read the rest of the poster and then refer to the actual 'Doomsday Clock' site listed in the resources.
3. Look the timeline, or the multimedia slideshow (The Clock Shifts), shown on the *Bulletin of Atomic Scientists* site and look at the most recent (2012) position of the clock. Point out to the students the six times that the clock has been on five minutes to midnight or less and get them to record the dates (2012, 2007, 1984, 1981, 1953 and 1949) and the reasons in each case, for the clock hand's movement.
4. Carry out a short discussion about the students' findings.

### Sources (Click to follow link):

- B. 'Time flies' poster  
[http://images.dailykos.com/images/user/14898/doomsday\\_timeline.jpg](http://images.dailykos.com/images/user/14898/doomsday_timeline.jpg)
- C. *Bulletin of the Atomic Scientists*, Vol. 69, Issue 4, July/August 2013  
<http://thebulletin.org/timeline>
- D. Multimedia presentations about the Doomsday clock  
<http://thebulletin.org/multimedia/>
- E. Nuclear weapons status in 2012  
<http://www.graphs.net/201212/top-10-nuclear-weapons-infographics.html/countries-with-nuclear-weapons>

# Technology and War

## ACTIVITY 3: High tech and high risk weapons - initial research (35 minutes)

### Background:

Weapon technology is improving rapidly. Weapons can now fire faster, be deployed more quickly, transported more easily and are thus more lethal. Today there exist smart bombs that can be delivered by stealth bombers, there are space-based sensors and guidance is provided through satellite navigation, guns are lighter and fire faster, more deadly bullets. An example of this can be seen in the Metal Storm prototype weaponry that was being developed (see resources) from the ideas of an Australian inventor before the company folded in 2012.

The United States military has developed the Active Denial System, using microwaves to inflict severe pain, as well as the Pulsed Energy Projectile, a laser like weapon that causes pain rather than death.

Chemical and biological weapons, while restricted by several world treaties, are still being developed and it is believed they have been used by several countries.

While many new weapons are developed for 'surgical strikes' or quick victory, problems are created for agriculture and the environment. In many cases millions of devices, such as mines or cluster bombs or other unexploded devices, remain from old conflicts still inflicting pain and suffering in the future. Depleted uranium, used in many weapons is radioactive and remains on old battlefields.

### Instructions:

1. Divide the class into five groups.
2. Allocate each group one of the five categories listed below.
  - a. Machine guns
  - b. Semi-automatic and automatic rifles
  - c. Depleted uranium weapons and ammunition
  - d. Thermobaric weapons
  - e. Electromagnetic weapons

You will notice that biological and chemical weapons have been omitted from this list. These forms of weapons are covered in another lesson.

3. Each group must produce an informative 5-8 slide PowerPoint that outlines the types of weapons being developed in their category, the potential human risks involved with such weapons, risks to the environment and any attempts that have been made to limit risks.
4. In the next lesson, each group is to present their PowerPoint.

# Technology and War

## ACTIVITY 3: High tech and high risk weapons - initial research (continued)

### Sources (Click to follow link):

#### Machine guns

- F. A short history of machine guns and their use  
<http://world.guns.ru/machine-e.html>
- G. Metal storm weaponry video  
<http://dsc.discovery.com/tv-shows/other-shows/videos/future-weapons-metal-storm.htm>
- H. Article about Metal Storm and its potential  
[http://www.imfdb.org/wiki/Metal\\_Storm\\_Weapons](http://www.imfdb.org/wiki/Metal_Storm_Weapons)
- I. An image collection of machine guns (see list along lefthand side)  
<http://world.guns.ru/machine-e.html>
- J. A video about the history and development of the machine gun  
<http://youtu.be/KSHJBdKTLDQ>
- K. Images and information about potential new weapons technology  
<http://www.newscientist.com/topic/weapons>

#### Semi-automatic and automatic weapons

- L. A brief history of the development of these weapons  
<http://inventors.about.com/od/militaryhistoryinventions/a/firearms.htm>
- M. A video about the development of the rifle  
<http://youtu.be/73wqN41Ns-w>

#### Depleted uranium weapons

- N. Ecowatch report pointing out the dangers of depleted uranium weaponry  
<http://ecowatch.com/2012/11/26/toxic-legacy-of-depleted-uranium/>
- O. A poster explaining depleted uranium in weapons  
<http://i60.photobucket.com/albums/h26/tamkid/URANIUM0415.gif>
- P. Images showing injuries said to be caused by depleted uranium weapons and ammunition  
[http://mylogicoftruth.files.wordpress.com/2010/09/600\\_depleted-uranium.jpg](http://mylogicoftruth.files.wordpress.com/2010/09/600_depleted-uranium.jpg)

#### Thermobaric weapons

- Q. A BBC article about the effect of thermobaric bombs  
[http://news.bbc.co.uk/2/hi/south\\_asia/1854371.stm](http://news.bbc.co.uk/2/hi/south_asia/1854371.stm)

## ACTIVITY 3: High tech and high risk weapons - initial research (continued)

Sources (Click to follow link):

- R. A 2007 CBC news photograph of a thermobaric bomb test  
<http://youtu.be/GmRASCHJe2Q>

### Electromagnetic weapons

- S. A BBC article about the future use of electromagnetic weapons, 2013  
<http://www.bbc.com/future/story/20130404-invisible-weapons-go-into-battle/1>
- T. A poster displaying the possible use of electromagnetic weapons against people  
<http://bit.ly/1nG2teF>

## CONCLUSION

By the end of the lesson, students should have received a general introduction to the changing technology of weapons. They should:

- Be able to understand the rapid development seen in weapons due to technology
- Have looked up and responded to a range of sources relating to weapons and technology
- Have undertaken detailed analysis of a primary source
- Applied their understanding of the effects of technology to the development of weaponry
- Developed a PowerPoint to demonstrate their understanding of one weapon and the manner in which technology has changed or improved its performance.



# The Changing Nature of War in Twentieth-Century Australia

**act** for peace  
reduce poverty | protect refugees  
prevent conflicts | empower communities



Medical Association for  
Prevention of War



# The Changing Nature of War in Twentieth-Century Australia

**Duration:** 70 mins

## **Objectives:**

- To provide students with a general overview of Australia's involvement in wars during the twentieth century
- To acquaint students with the different forms of military technology used in each conflict
- To help students understand how the dynamics of warfare have changed over the twentieth century and continue to evolve through twenty-first century conflict

## **Historical knowledge and understanding addressed:**

Year 10

- The nature of the Cold War and Australia's involvement in Cold War and post-Cold War conflicts (Korea, Vietnam, The Gulf Wars, Afghanistan), including the rising influence of Asian nations since the end of the Cold War (overview)
- Developments in technology, public health, longevity and standard of living during the twentieth century, and concern for the environment and sustainability (overview)

## **Historical skills addressed:**

- Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places (ACHHS182)
- Use historical terms and concepts (ACHHS165)
- Identify and locate relevant sources, using ICT and other methods (ACHHS168)
- Process and synthesise information from a range of sources for use as evidence in an historical argument (ACHHS170)
- Identify and select different kinds of questions about the past to inform historical inquiry (ACHHS184)

# The Changing Nature of War in Twentieth-Century Australia

## INTRODUCTION

Although leaders are elected in Australia to make diplomatic decisions about foreign policy and defence, war affects all members of the community and should always remain an issue for public discussion and debate. This lesson focuses on helping students research the changes in military technology between twentieth-century conflicts. It simultaneously helps students develop an understanding of how to format researched information for access by the public through QR codes.

Information can be distributed in a range of formats, but it is important that it is clear, concise and easy to access. QR codes are a type of digital barcode encoded with web based information. They can be used successfully to share information in public places. They could be on a bus stop, on a poster or even on a train ticket.

Below is a QR Code for the Medical Association for Prevention of War. It is a visual shortcut to the website, a place that stores more information about the association. You will need a smartphone to access the information and will need to download a free app, such as 'QR Reader for iPhone.'



Top: A woman scanning a QR code at a Heritage site  
Above: Students scanning QR Codes at a museum

# The Changing Nature of War in Twentieth-Century Australia

## ACTIVITY 1

### Instructions:

Much money has been invested in military technology, both in Australia and internationally. The images below show how different conflicts were shaped by the weapons used to fight them.

Show both images on a data projector and ask students to spend six minutes writing down their responses to the following question:

- How would warfare using each of these weapons differ?

Ask students to share their responses with the class. Possible prompts to the students may include:

1. How many people would be needed to operate each weapon?
2. How many casualties could each weapon produce?
3. How protected are the operators of each weapon?
4. How quickly can each weapon or operator be mobilised?
5. What kinds of terrain would each weapon be used in?
6. How specifically can enemies be targeted?



Australian Soldiers with a field gun in 1901 during the Boer War  
<http://commons.wikimedia.org/wiki/File:AustraliansAnd15pounder1901BoerWar.jpeg>

# The Changing Nature of War in Twentieth-Century Australia

## ACTIVITY 1 (continued)



The Australian Armoured Brigade in a 'Matilda Tank' during WWII. This photograph was taken in New Guinea in 1943  
[http://commons.wikimedia.org/wiki/File:Matilda \(AWM 016100\).jpg](http://commons.wikimedia.org/wiki/File:Matilda_(AWM_016100).jpg)

# The Changing Nature of War in Twentieth-Century Australia

## ACTIVITY 2

### Whole-class QR Code Timeline Project

Focus on the twentieth-century conflicts mentioned in the Year 10 overview: WWI, WWII, Cold War, Korea, Vietnam, the Gulf Wars and Afghanistan.

In groups you will be developing content to demonstrate how war has changed over this period and presenting the information in the form of a QR code.

1. Groups will be allocated one conflict to research. The key research questions are:
  - What were the motivating factors that began this conflict?
  - Where was it fought?
  - What weapons were used in this conflict?
  - How did the military technology available shape this conflict?Remember that there may not be 'clear-cut' answers to all of these inquiry questions.
2. Collate the information into a concise piece of text. You may use images to communicate your findings. Upload the research to an online space (such as a blog, your school server or a class wiki).
3. Use a free QR code generator (such as QR Stuff: [www.qrstuff.com](http://www.qrstuff.com)) to create a QR code.
4. Each group should print their code and stick them up around the classroom according to the chronological order of the conflicts.
5. Once all the QR codes are on display, students should scan and read the text developed by each group.
6. Reflecting on the texts developed by other groups, groups should add an additional paragraph to their research by answering the following question:

How is the nature of warfare similar or different to the conflicts that came before and after it?
7. Print out the final QR codes and stick them around the school for other students to access.

# The Changing Nature of War in Twentieth-Century Australia

## ACTIVITY 3: Class Discussion

Conclude with a class discussion around the following questions: how did the nature of war change over the twentieth century? How is conflict played out in the twenty-first century? Get students to draw on their own research and their understanding of information presented by other groups.

If there is time remaining, ask students to develop a list of effective ways in which the public could be educated on the long- and short-term costs of war.

## ASSESSMENT

Students use the digitised copies of *The Argus* available on Trove <http://trove.nla.gov.au/ndp/del/title/13> to find an article relating to their allocated conflict and relating to military technology and weapons. Students transcribe the article (if it hasn't already been done), paste it (properly referenced) into a web document and write an accompanying text of 150 words discussing how this article provides insight into the nature of warfare during the conflict.

By the end of the lesson, students will have developed an understanding of how and why military technology changed over the twentieth century and how to create a QR code to share their research.

## CONCLUSION

By the end of the lesson students should have:

- Discovered how to make a QR code
- Learned how to develop text in a suitable format for sharing via QR code
- Researched and developed an understanding of how military technology has changed during the twentieth century
- Reflected on the reasons behind the evolution of military technology.

काल के मुंह में घिसने वाले हारे देश भारत की प्रचुर शक्ति  
को व्यवहार करना चाहते हैं। हम उनकी मिठी बातों में फसने वाले नहीं।  
পরাজিত দেশ সমূহ যাদের ধ্বংসখনিবার্য অসার জারসে পদার্থের দিকে নজর  
দিয়েছে। অসাদের মিষ্ট, কথায় ছুলিও না।



# The First Casualty of War is Truth

**act for peace**  
reduce poverty | protect refugees  
prevent conflicts | empower communities



Medical Association for  
Prevention of War

# The First Casualty of War is Truth

Duration: 70 mins

## Objectives:

- To identify the use and purpose of propaganda in either WWI or WWII
- To examine attempts to denigrate the enemy through images and names
- To identify how perspective affects the recording and review of an event
- To recognise that there are varying interpretations or views about events

## Historical knowledge and understanding addressed:

Year 9

- What was the significance of WWI (key inquiry question)?
- An overview of the causes of WWI and the reasons why men enlisted to fight in the war (ACDSEH021)
- The impact of WWI, with a particular emphasis on Australia (such as the use of propaganda) (ACDSEH096)

Year 10

- What were the consequences of WWII (key inquiry question)?
- The significance of WWII to Australia's international relationships in the twentieth century (ACDSEH110).
- The interwar years between WWI and WWII (e.g. Treaty of Versailles) (overview)

## Historical skills addressed:

- Use historical terms and concepts (ACHHS165)
- Identify and select different kinds of questions about the past to inform historical inquiry (ACHHS166)
- Evaluate and enhance these questions (ACHHS167)
- Identify the origin, purpose and context of primary and secondary sources (ACHHS169)
- Process and synthesise information from a range of sources for use as evidence in an historical argument (ACHHS170)

## Video resources:

Title	Interviewee	Running Time
<i>The First Casualty of War is the Truth</i> <a href="https://vimeo.com/73568786">https://vimeo.com/73568786</a>	Peter Cundall, Celebrity Gardener, War Veteran and Peace Activist	6:22



# The First Casualty of War is Truth

## INTRODUCTION (5 minutes)

### Background:

In the period leading up to war and in times of war, countries attempt to gain a position of righteousness or principle through denigration of the enemy. Truth becomes a victim as names are created for the 'enemy' that cause people to look at them as being second rate or inhumane. Propaganda is used to question the enemy's motives and reasoning and to attack their actions.

When appeals are made to religion, the 'enemy' is seen as ungodly or evil. These types of actions are carried out by all sides involved in conflict. Governments quickly generate stories, which sometimes have some basis in fact, but which are usually exaggerated. These stories are then used to justify a 'righteous' reaction to the actions of the enemy.

Once a war has been fought, the same principles of justification are used by the winning sides to show why the winning sides' actions were correct and proper and to show that the enemy was either the originator of the conflict or is to be blamed for it occurring.

Before we go further we need to understand what is meant by some of these terms that have been used above.

# The First Casualty of War is Truth

## ACTIVITY 1: Definitions and propaganda (40 minutes)

### Instructions:

1. Put the terms, righteousness/principle, propaganda and inhumane on the whiteboard in a table such as below and ask students to suggest definitions for them.
2. Then, in a separate column, offer the definitions listed below indicating where the student definitions were correct or were heading in the right direction.

Word	Student Suggested Definitions	Teacher Definition
Righteousness		
Propaganda		
Inhumane		

### Righteousness

Some leaders of countries have resorted to the use of conflict after they perceive that another country has acted against their country's interests. They feel that it is important that their country's actions are seen as just or right, whereas the actions of the other country are wrong. Often in the past, religion was used as a basis for such views but in more recent years, threat to the lives of innocent people or to world stability has been used. We see actions occurring because of the threat of 'weapons of mass destruction' or because actions are viewed as inhumane.

### Propaganda

Propaganda in WWI was used to try and persuade people of the 'evil' of the enemy and therefore the need to fight them. Propaganda posters that were cheap and easy to produce became particularly influential in the years 1915 and 1916. Propaganda of the time used persuasion, fear, guilt, confrontation and accusation. It appealed to all of society, through use of emotion and dread of what might happen if the enemy was not defeated. It encouraged men to sign up as soldiers by depicting the enemy as being cruel, vicious or imperialistic.

### Inhumane

Going beyond what is seen as humanly acceptable. The use of 'banned' weapons such as gas or chemicals, attacks on civilians, brutality, or the use of 'terror' attacks against civilian targets to create fear in all within a community.

3. Project either the WWI propaganda posters or the WWII propaganda posters onto the board.
4. Explain that examples of what the class has spoken about can be seen in some of the propaganda posters shown.
5. Divide the class into five groups and give each group one of the posters.
6. Point out that these were produced by Australia, the United States of America, Great Britain, Germany and France (and in WWII by the French government in exile).

# The First Casualty of War is Truth

## ACTIVITY 1: Definitions and propaganda (continued)

- Instruct the class that they are going to analyse their poster using the table below as a guide to the information that they need to pass onto the rest of the class.
- Provide them with the table below to record their findings about the poster and what it portrays.

Country of origin	
Year of publication (if shown), suggested date if not, along with justification for that date.	
Brief description of what is actually depicted on the poster.	
Brief explanation of the meaning of any written script on the poster. Are names or words used in a derogatory manner? Are certain words highlighted in some way? Why?	
What intent does the artist who created the poster have? What does it suggest about the enemy that is being fought by that country?	

### Sources (Click to follow link):

- Dictionary entry for 'Propaganda'  
<http://dictionary.reference.com/browse/propaganda>
- War propaganda 1939–1945  
<http://www.calvin.edu/academic/cas/gpa/ww2era.htm>

### WWI Posters

- German WWI poster  
[www.rainfall.com/posters/imagesZoom/WWI/3f03998u.jpg](http://www.rainfall.com/posters/imagesZoom/WWI/3f03998u.jpg)
- British WWI poster  
[http://commons.wikimedia.org/wiki/File:Scarborough,\\_North\\_Yorkshire\\_-\\_WWI\\_poster.jpg](http://commons.wikimedia.org/wiki/File:Scarborough,_North_Yorkshire_-_WWI_poster.jpg)
- Australian WWI poster  
[http://en.wikipedia.org/wiki/File:Lindsay\\_German\\_monster.jpg](http://en.wikipedia.org/wiki/File:Lindsay_German_monster.jpg)
- American WWI poster  
[www.allposters.com/-sp/Halt-the-Hun-Buy-US-Government-Bonds-Third-Liberty-Loan-War-Propaganda-Art-Print-Poster-Posters\\_i8841935\\_.htm](http://www.allposters.com/-sp/Halt-the-Hun-Buy-US-Government-Bonds-Third-Liberty-Loan-War-Propaganda-Art-Print-Poster-Posters_i8841935_.htm)
- French WWI poster  
[www.erbzine.com/mag32/prop11.jpg](http://www.erbzine.com/mag32/prop11.jpg)

# The First Casualty of War is Truth

## ACTIVITY 1: Definitions and propaganda (continued)

Sources (Click to follow link):

### WWII Posters (continued)

H. German WWII poster

[www.bytwerk.com/gpa/posters2.htm](http://www.bytwerk.com/gpa/posters2.htm)

Various 1930s Nazi posters, including a visual from the mid-1930s which shows Germany in white, with the 100 000-man army permitted by the Treaty of Versailles, surrounded by heavily armed neighbours.

I. British WWII poster

[http://4.bp.blogspot.com/-Sv-lHZad04M/Tb22zkQ-2-I/AAAAAAAAAGE4/xaFQtj1abKE/s748/british\\_3\\_World\\_War\\_Two\\_Propaganda\\_Posters-s320x428-48185-580.jpg](http://4.bp.blogspot.com/-Sv-lHZad04M/Tb22zkQ-2-I/AAAAAAAAAGE4/xaFQtj1abKE/s748/british_3_World_War_Two_Propaganda_Posters-s320x428-48185-580.jpg)

J. Australian WWII poster

[www.anzacday.org.au/history/ww2/homefront/images/ARTV09061.jpg](http://www.anzacday.org.au/history/ww2/homefront/images/ARTV09061.jpg)

K. American WWII poster

[www.gettyimages.com.au/detail/news-photo/american-wwii-propaganda-poster-this-is-the-enemy-depicting-news-photo/53368255](http://www.gettyimages.com.au/detail/news-photo/american-wwii-propaganda-poster-this-is-the-enemy-depicting-news-photo/53368255)

L. French WWII poster

<http://fineartamerica.com/featured/french-propaganda-poster-published-in-algeria-from-world-war-ii-1943-anonymous.html>

# The First Casualty of War is Truth

## ACTIVITY 2: Name calling (5 minutes)

### Instructions:

1. Ask the class if they are aware that derogatory nicknames are given for people who are different or unpopular.
2. Why are these names created?
3. What are people trying to do when they use them?
4. Explain that during times of conflict we see the same sort of name calling occur:

In WWI the Germans became 'The Huns' (used by British or USA officers to describe Germans - it suggested soldiers that acted in the worst possible way) or 'The Boche' (a French term for hard-headed). In WWII the Germans were called 'Krauts,' short for sauerkraut (pickled cabbage). Our own Australian soldiers at Tobruk were given a nickname by the Germans that was meant to be derogatory, but which they ended up adopting. It was 'rats,' so they became the 'Rats of Tobruk.' In recent wars people of Arabic descent have been labelled with derogative names, as an attempt to make them look poor as soldiers and people. Countries do this to make the other country's soldiers appear to be less than human. If they have a title that indicates that they are unthinking or unfeeling then it is easier to depict them as simple, ignorant or monsters that will do anything. By giving them a collective derogatory name some commentators take away concerns about human decency or fairness.

### Sources (Click to follow link):

- M. Definition of the term 'derogatory'  
<http://www.merriam-webster.com/dictionary/derogatory>
- N. Explanation and examples of propaganda  
<http://english.glendale.edu/propaganda.examples.html>
- O. Two explanations for the use of the term 'Huns'  
<http://originalwavelength.blogspot.com.au/2010/02/why-were-germans-called-huns-in-both.html>

# The First Casualty of War is Truth

## ACTIVITY 3: Introduction of extension work and homework (20 minutes)

### Background:

Written histories, particularly of war or conflict, often reflect the viewpoint of the winning side. It is usually many years later that more balanced accounts of war and of its causes are produced. The losers in warfare are blamed for starting the war and the damage that occurred because of it. The Australian historian Geoffrey Blainey wrote in *The Causes of War* (Sun Books, Melbourne, 1973):

All wars arise from a relationship between two or more nations. An international war involving one nation is inconceivable. To argue that one nation alone wanted war and caused war is to assume that its enemy had no alternative but to fight in self-defence. But before the war the enemy possessed various alternatives. It could peacefully withdraw its demands or offer concessions; it could enlist a powerful ally, though that would also have involved concessions; or it could launch its own surprise attack. If it rejected these alternatives, and found itself attacked, it could still offer those concessions which it failed to offer earlier. Alternatively it could refuse to resist military invasion and surrender peacefully – a policy adopted by many small nations and large tribes in the last three centuries. If a nation rejected these alternatives, one can assume that it preferred war. Wars can only occur when two nations decide that they can gain more by fighting than negotiating. War can only begin and can only continue with the consent of at least two nations.

This view was seen as controversial and different. It pointed out that blame for a war could not just be placed on one side, as historians had done in the past. Whether you agree with Blainey's view or see it as weak, he does point out that there are alternatives to war.

In a similar manner, historians who have written about the Treaty of Versailles signed in 1919 have interpreted the treaty differently, including the conditions that it placed on Germany and the consequences of these decisions.

# The First Casualty of War is Truth

## ASSESSMENT TASK

### Instructions:

Look at the attached four documents. The first is a speech made by Prime Minister Lloyd George to the British parliament, the second is from a history book published in the late 1950s by David Thomson, the third is by AGL Shaw, an Australian historian of the 1960s, and the final extract is written by an historian, Margaret Macmillan, in the 2000s.

Your homework task is to read all four extracts carefully and then use the table provided to make a comparison of the views expressed about the Treaty of Versailles by each of the extract's authors.

	Christine Walsh, <i>Prologue: A Documentary History of Europe 1846-1960</i> (Australia: Cassell, 1968), p238.	David Thomson, <i>Europe since Napoleon</i> (London: Longmans, 1957), p622.	AGL Shaw, <i>Modern World History: Social, Political and Economic Development, 1780-1950</i> (Melbourne: F. W. Cheshire, 1961), p383.	Margaret Macmillan, <i>Peacemakers</i> (London: John Murray, 2001), p499-500.
Germany should be blamed for the war?				
The terms of the Treaty of Versailles were too harsh?				
The Treaty of Versailles brought about WWII?				
Germany should have taken part in the Versailles negotiations?				

You are then to write a short statement (approximately one page to a page and a half) about how written views of the Treaty of Versailles have altered as perspectives have changed over time.

# The First Casualty of War is Truth

## ASSESSMENT TASK (continued)

### Document 1

'The terms are in many respects terrible terms to impose upon a country. Terrible were the deeds it requires. Terrible were the consequences that were inflicted upon the world. Still more terrible would have been the consequences had they succeeded. What do these terms mean to Germany? Let us look at the matter quite frankly. In 1914 you had an Empire which possessed the greatest army in the world - the greatest army, probably, the world had ever seen. It had taken nearly two centuries to perfect. It was a perfect and a powerful striking machine. It was the terror of the world. You had only to visit France or any other country to realise how Europe trembled - it is no exaggeration to say so - how Europe trembled - at the tramp of this mighty machine. It rendered the word of Germany potent. It has now been reduced to the size of a force quite adequate to maintain the peace in Germany. ... There was a navy, the second in the world. ... Where is it now? The colonies of Germany covered about 1 500 000 square miles. Stripped of the lot ... . The ruler who for thirty years spoke for her pride and her majesty and her might - now a fugitive - is soon to be placed on his trial before the tribunal of lands which, on behalf of his country, he sought to intimidate.'

Lloyd George made this speech to the British parliament just after the signing of the Treaty of Versailles. It is printed in Christine Walsh, *Prologue: A Documentary History of Europe 1846-1960* (Australia: Cassell, 1968), p238.

### Document 2

'This background of the Conference was important in that it helped to produce a settlement of Europe, and especially a treatment of the vanquished, which was harsh where it might better have been lenient and weak where it might better have been strong. It was easy to end by making the worst of both worlds, and to frame a settlement that alienated the vanquished from any heartfelt acceptance of the new order while leaving them free and powerful enough to lay immediate plans to destroy it. To the extent that this was the outcome, the Paris Conference must stand in history as a conspicuous failure; but it was an over-all failure of human intelligence and wisdom, and in part a failure of organization and method. This was not due to either an excess of realism or a lack of idealism, but rather to a misapplication of both.'

David Thomson, *Europe since Napoleon* (London: Longmans, 1957), p622.



# The First Casualty of War is Truth

## ASSESSMENT TASK (continued)

### Document 3

'Germany complained that the treaty was a diktat. Her representatives took no part in drawing up the peace terms, but if she had rejected them, the Allies' armies could have invaded her territory. It could be argued that it was reasonable that Germany, as a defeated nation, should accept what terms the Allies chose to impose upon her, and they were certainly very much milder than Germany would have drawn up if she had won the war. Nonetheless, it was probably a psychological blunder to exclude Germany from the conference. The peace terms certainly came as a great shock to her people, who argued that they did not abide by the armistice agreements which had promised, among other things for example, "no punitive damages."

AGL Shaw, *Modern World History: Social, Political and Economic Development, 1780-1950* (Melbourne: F. W. Cheshire, 1961), p383.

### Document 4

'Later it became commonplace to blame everything that went wrong in the 1920s and 1930s on the peacemakers and the settlements they made in Paris in 1919 ... That is to ignore the actions of everyone - political leaders, diplomats, soldiers, ordinary voters - for twenty years between 1919 and 1939. Hitler did not wage war because of the Treaty of Versailles, although he found its existence a godsend for his propaganda. Even if Germany had been left with its old borders, even if it had been allowed whatever military force it wanted, even if it had been permitted to join with Austria, he would still have wanted more: the destruction of Poland, control of Czechoslovakia, above all the conquest of the Soviet Union. He would have demanded room for the German people to expand and the destruction of their enemies, whether Jews or Bolsheviks. ... They could not foresee the future and they certainly could not control it. That was up to their successors. When war came in 1939, it was the result of twenty years of decisions taken or not taken, not of the arrangements made in 1919.'

Margaret Macmillan, *Peacemakers* (London: John Murray, 2001), p499-500.

# The First Casualty of War is Truth

## ASSESSMENT TASK (continued)

### Further resources:

- P. German point of view  
[www.pbs.org/greatwar/historian/hist\\_mommsen\\_02\\_versailles.html](http://www.pbs.org/greatwar/historian/hist_mommsen_02_versailles.html)
- Q. PowerPoint concerning the Treaty of Versailles and historians' views  
<http://ib1history.wikispaces.com/file/view/Treaty+of+Versailles+views.ppt>
- R. Differing views concerning the Treaty of Versailles  
[www.bbc.co.uk/schools/worldwarone/hq/outcomes3\\_03.shtml](http://www.bbc.co.uk/schools/worldwarone/hq/outcomes3_03.shtml)  
[www.historytoday.com/antony-lentin/treaty-versailles-was-germany-guilty](http://www.historytoday.com/antony-lentin/treaty-versailles-was-germany-guilty)  
[www.nationalarchives.gov.uk/education/greatwar/g5/cs2/background.htm](http://www.nationalarchives.gov.uk/education/greatwar/g5/cs2/background.htm)  
<http://talks.cam.ac.uk/talk/index/23103>

## CONCLUSION

Over the lesson your students have seen several ways in which truth becomes a victim of the need to make the enemy appear to be in the 'wrong.' This can be seen in imagery, in media accounts and in written history. It is only after a period of time that such 'truths' are revisited, questioned and re-assessed.

From these exercises your students have seen:

- Various uses of propaganda
- The way in which 'the enemy' is depicted in imagery, speaking and in writing
- The manner in which historical views are re-assessed over time.



# Who is My Enemy?

**act** for peace  
reduce poverty | protect refugees  
prevent conflicts | empower communities



Medical Association for  
Prevention of War

# Who is My Enemy?

Duration: 70 mins

## Objectives:

- Help students understand how the concept of 'enemy' is manipulated during wartime
- Develop image analysis techniques
- Consider the perspectives of soldiers and civilians during wartime
- Apply understanding of WWI wartime propaganda to contemporary social and political issues

## Historical knowledge and understanding addressed:

Year 9

- The impact of WWI, with a particular emphasis on Australia (such as the use of propaganda to influence the civilian population, the changing role of women, the conscription debate) (ACDSEH096)

## Historical skills addressed:

- Use historical terms and concepts (ACHHS165)
- Identify the origin, purpose and context of primary and secondary sources (ACHHS169)
- Process and synthesise information from a range of sources for use as evidence in a historical argument (ACHHS170)
- Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced (ACHHS174)

## Video resources:

Title	Interviewee	Running Time
<i>Who is My Enemy?</i> <a href="https://vimeo.com/73567595">https://vimeo.com/73567595</a>	Peter Cundall, Celebrity gardener, war veteran and peace activist	5:01
<i>The Fog of War</i> <a href="https://vimeo.com/73562935">https://vimeo.com/73562935</a>	Frank Donovan, War veteran and Psychotherapist	5:01

# Who is My Enemy?

## INTRODUCTION (5 minutes)

### Instructions:

This lesson examines the techniques used to dehumanise the enemy during times of conflict.

1. Write the word 'enemy' on the whiteboard and ask students to spend two minutes writing a definition of the word without looking online or in a dictionary.
2. Invite students to the whiteboard to write their interpretations of the word.
3. As a class, spend a few minutes analysing the similarities or disparities between interpretations of the term.

# Who is My Enemy?

## ACTIVITY 1 (25 minutes)

### Instructions:

1. Watch the video clip entitled *Who is My Enemy?* (<https://vimeo.com/73567595>) in which Peter speaks about techniques used to convince people to sign up.



2. Look at these two images.
  - a. <http://www.awm.gov.au/collection/ARTV00079/>
  - b. <http://www.awm.gov.au/collection/ARTV00822/>
3. Which technique does each use to encourage men to sign up? To which emotions do they appeal? Which image do you think is more effective? Explain your reasoning.
4. Watch the video clip *The Fog of War* (<https://vimeo.com/73562935>).



5. What is the great contradiction of warfare about which Frank speaks?

# Who is My Enemy?

## ACTIVITY 2 (30 minutes)

On Christmas Eve in 1914, soldiers fighting on the Western Front took part in what is known today as the 'Christmas Truce,' which meant a short ceasefire for both Allied and German soldiers. Documentation from soldiers taking part in the truce state that men from both sides left their respective trenches to meet, sing Christmas carols together and even play a game of football. This moment during the 'Great War' demonstrates the blurring of the concept of 'enemy.'

The image below from the collection of the UK National Army Museum is labelled 'A friendly chat with the enemy.'

<http://www.nam.ac.uk/online-collection/detail.php?acc=1995-06-89-1-1>

To better understand the 'Christmas Truce,' watch the film *Joyeux Noël* (Merry Christmas). You can view the trailer of *Joyeux Noël* here: <http://youtu.be/KRrr-CDXijs>

After watching, respond as a class to the following discussion questions:

- Why did the director choose to make this a multilingual film (i.e. actors speaking in several languages)?
- What do you think were the director's intentions in making a film about this story?
- Does the film show an even-handed perspective on each nationality represented?
- What are the historical and social problems of making war films?
- Which films glorify war?
  - Make a list of war films that you have seen that you think glorify war. Make a second column explaining which techniques are used to make war seem glamorous.
- Which films condemn or criticise war?
  - Make a list of war films that you have seen that you think glorify war. Make a second column explaining which techniques are used to make war seem futile and horrendous.

## HOMEWORK TASK

Read *Photographs in the Mud* by Dianne Wolfer out loud. You can find out more about the book here: [http://www.diannevolfer.com/photo\\_teach.html](http://www.diannevolfer.com/photo_teach.html)

Develop your own story suitable for children about the concept of 'enemies in war.' You might even choose to adapt Peter's story as told above in the video *Who is My Enemy?*

## CONCLUSION

By the end of the lesson, students should have a general understanding of some of the techniques used to create war propaganda images and dehumanise the enemy. They will have:

- Compared contrasting images
- Listened to and responded to first-hand accounts of war experiences
- Considered and reflected on the construction of the term 'enemy' during wartime and in political and social culture.