

STAGE 3
CHANGE AND CONTINUITY

Teacher Resource



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1. The Program

Change & Continuity is an education program for Stage 3 students designed to complement the HSIE syllabus.

Change & Continuity takes students on a journey to explore the Australian identity and the major historical events that have shaped it. Students will be involved in role-play activities, empathy exercises and exploration of primary source material. Students will gain a deep understanding of the role that symbols play in communicating identity, and will create their own identity artwork.

1.1 Aims and Objectives

The objective of the program is to provide students with the opportunity to explore Australian identity through history, visual art and drama.

The aim of the program is to:

- Explore significant events that have shaped Australia’s identity.
- Engage with symbols of Australian identity.
- Examine the changing role of women pre and post World War II.
- Explore the cultural diversity of Australia, with particular emphasis on the cultural origins of the students.

1.2 Areas of the Syllabus Addressed

In addition to the syllabus areas outlined below, *Change & Continuity* has been designed to adhere to the principles of Quality Teaching.

NSW Curriculum	
English	
<i>Talking and Listening</i>	
Talking and Listening	EN2-1A Communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts





NSW Curriculum	
Skills and Strategies	EN2-12E Recognises and uses an increasing range of strategies to reflect on their own and others learning
Human Society and its Environment	
<i>Change and Continuity</i>	
<p>HT3-3 Identifies change and continuity and describes the causes and effects of change on Australian society</p> <p>HT3-4 Describes and explains the struggles for rights and freedoms in Australia, including Aboriginal and Torres Strait Islander peoples</p> <p>HT3-5 Applies a variety of skills of historical inquiry and communication</p>	<p>Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, women and children (ACHHK114)</p> <p>Explaining how Australian society has changed throughout the twentieth century for these groups †</p> <p>The contribution of individuals and groups, including Aboriginal people and/or Torres Strait Islanders and migrants, to the development of Australian society, for example in areas such as the economy, education, sciences, the arts, sport (ACHHK116)</p> <p>Stories of groups of people who migrated to Australia (including from ONE Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the war (ACHHK115)</p>
Visual Art	
Making	VAS3.2 Makes artworks for different audiences, assembling materials in a variety of ways.
Appreciating	VAS3.4 Communicates about the ways in which subject matter is represented in artworks.





NSW Curriculum	
History	
<i>Australia as a nation</i>	
<p>Stories of groups of people who migrated to Australia (including from ONE Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the war. (ACHHK115).</p>	<p>Comparing push and pull factors that have contributed to people migrating to Australia</p>
	<p>Exploring individual narratives using primary sources (e.g. letters, documents and historical objects); interviewing and recording an oral history; dramatising the journey and circumstances of arrival based on the sources.</p>
<p>The contribution of individuals and groups, including Aboriginal people and/or Torres Strait Islanders and migrant , to the development of Australian society, for example in areas such as the economy, education, science, the arts, sport. (ACHHK116)</p>	<p>Investigating the role of specific cultural groups in Australia's economic and social development (e.g. the cattle industry, the Snowy Mountains Scheme, the pearling industry)</p>
	<p>Considering notable individuals in Australian public life across a range of fields (e.g. the arts, science, sport, education), including Aboriginal and Torres Strait Islander people, a range of cultural and social groups, and women and men drawn from the Australian Living Treasures list or from the Australian Dictionary or Biography.</p>





2. Activities

The following activities are provided to engage students with the concept and practice of Australian military aviation roles in World War II.

2.1 What is an Australian?

Brainstorm the definition of 'Australian'.

- What is it? What are the key symbols and words that come to mind for students?
- Ask students to consider whether or not they think that the list that they created today would be the same that a group of school students would have created 100 years ago.

2.2 My Ancestry

Ask students to research their cultural background, and prepare a PowerPoint presentation, poster or scrapbook to present to their classmates.

- Are they of Aboriginal heritage or did their family immigrate?
- Ask them to find out when and from where.
- Ask students to locate their family's country or countries of origin on a large world map.
- Have students investigate the key customs of one or two of their ancestral cultures including elements such as national symbols, national dress, national flag, traditional foods, festivals and customs.

2.3 Timeline

Create a timeline noting key events in Australian History that pertain to the development of our contemporary Australian identity. Events on the timeline could include:

- Aboriginal occupation.
- 1788 First Fleet arrival.
- Convict transportation.
- Immigration Schemes- Ireland and England.
- 1850s gold rush- Chinese immigration.
- 1901- Federation.
- 1902- Female Suffrage
- WWI- ANZAC
- WWII-Post WWII immigration scheme

These events will be explored further in a drama exercise during their excursion.





2.4 Word Search

S	V	I	M	A	G	E	W	Q	N	A	T	I	O	N	A	L	I	S	M
D	X	D	K	C	O	N	T	E	M	P	O	R	A	R	Y	L	P	D	W
F	A	E	J	T	V	T	F	D	C	J	K	R	K	R	I	K	R	I	R
G	X	N	G	R	B	H	G	F	I	N	F	L	U	E	N	C	E	S	T
H	F	T	W	A	M	F	H	G	T	V	L	G	J	Q	T	H	S	C	Y
I	H	I	E	D	A	E	J	H	I	M	E	N	Y	P	E	F	P	R	U
M	I	T	T	I	U	D	K	J	Z	V	M	R	H	L	R	D	O	I	K
M	L	Y	Y	T	S	E	L	K	E	D	B	M	S	N	N	S	N	M	F
I	S	F	H	I	T	R	S	M	N	S	L	G	A	I	A	X	S	I	G
G	U	S	R	O	R	A	F	V	T	A	E	D	R	G	T	G	I	N	H
R	F	H	W	N	A	T	I	O	N	F	M	S	E	F	I	Y	B	A	J
A	F	J	A	L	L	I	T	D	S	H	J	A	Y	D	O	H	I	T	I
T	E	N	S	J	I	O	Y	S	D	N	M	T	S	R	N	B	L	I	N
I	R	G	D	H	A	N	T	H	E	M	I	E	D	E	A	F	I	O	O
O	A	D	F	T	H	Q	U	H	T	N	G	T	F	T	L	D	T	N	L
N	G	W	T	R	T	E	I	C	U	L	T	U	R	E	R	S	Y	O	T
T	E	R	J	E	E	G	L	M	Y	M	R	Y	G	A	T	R	B	L	E
Y	U	G	U	W	Q	N	M	K	U	B	W	U	J	D	G	M	H	O	C
U	S	T	E	R	E	O	T	Y	P	E	Q	I	K	G	Y	U	K	I	C
M	U	L	T	I	C	U	L	T	U	R	A	L	I	S	M	K	L	U	E

- | | | |
|----------------|------------------|----------------|
| Anthem | Emblem | Nation |
| Australia | Federation | Nationalism |
| Citizen | Identity | Responsibility |
| Community | Image | Stereotype |
| Contemporary | Immigration | Suffrage |
| Culture | Influence | Symbol |
| Discrimination | International | Tradition |
| Diversity | Multiculturalism | |





2.5 Social Values

Have the students answer the question. Referring to the posters in their workbooks.

What are the KEY THEMES displayed in the advertisements on pages 4-7? In their workbooks.

2.6 World War Two- Women at War

Have the students:

- Create a memorial to the Women at War, referring to the posters and excerpts provided in their workbooks and any online research.
- Their memorial can take the form of a power point or poster.

It should include graphics, text, audio and/or visual material.

It should include the experiences of Two of the following groups of women during World War II.

- The Home Front – Women at home and working in Australia or the USA or Great Britain
- Civilian women in Japanese occupied territories
- Russian and / or German female soldiers
- Nurses, both front line and repatriation
- Women in espionage or resistance movements
- Civilian women in German occupied territories

You will need to think about what makes a memorial, and how it is different from a museum. You will also need to think about how to best reflect and commemorate the experiences of these women.

2.7 Comprehension- Black Magic

Using the attached data on page 10 on Flt Sergeant Len Waters (Black Magic), have the students:

- Undertake a comprehension task by answering the questions in their workbook.





[2.8 Comprehension Article](#)

Flt Sergeant Len Waters (Black Magic)

'Black Magic'

Leonard Waters is the only known Aboriginal fighter pilot to serve in World War Two. He was an 18-year-old shearer from Nindigully, Queensland, when he joined the RAAF on August 24, 1942 as a flight mechanic, (despite the formal barriers to non European enlistment in other services the Royal Australian Air Force was willing to take people of non-European descent).

When the RAAF called for aircrew trainees he applied and was accepted for pilot training. He undertook his initial training at No. 1 Elementary Flying Training School (1EFTS), Narrandera, NSW, before graduating as a Sergeant pilot from No. 5 Service Flying Training School (5SFTS), Uranquinty, NSW. His training continued at No. 2 Operational Training Unit (2OTU), Mildura, Vic, from where he was posted to No. 78 Squadron on 14 November 1944.

As a member of 78 Squadron based at Noemfoor in the Netherlands New Guinea, Morotai and Tarakan, he conducted 95 ground attack and fighter sweeps over Japanese held positions and islands in New Guinea and the Dutch East Indies (Indonesia) during late 1944 and 1945.

By the end of the war he had completed 95 missions in his Kittyhawk fighter which was called "Black Magic". The name "Black Magic" was not his idea, it was the previous mount of John Blackmore. It was perhaps fate that decided Leonard getting this aircraft!

As it was in the later stages of the war, when most of the Japanese aircraft were either destroyed, air to air combat in this 'backwater' of the Pacific War were very rare, Leonard did not shoot down any enemy aircraft.

He was promoted to Flight Sergeant on January 1 1945, and Warrant Officer on January 1, 1946, and was discharged on January 18, 1946. After the war Leonard tried to start his own air service in Western Queensland, but lack of financial backing forced his idea to fold. He went back to shearing for a while and was a prominent member of the Aboriginal community in Queensland.

Leonard tragically died in an accident on August 25, 1993. His family donated to the Australian War Memorial several artefacts of Leonard's unique war service, such as his flying helmet (as shown in picture above), several photographs, his medals and flying log.

"Black Magic" was eventually written off in November 1946 and struck off charge November 1948. Its original United States Army Air Force serial number was 42-104830, it was delivered in July 1943. (source: "Spitfire, Mustang and Kittyhawk in Australian Service", by Stewart Wilson. Aerospace Publications, 1993).

As part of the 50th Anniversary of the end of World War Two in 1995, Australia Post released a special print of stamps and aerogrammes depicting some well known, and not so well known servicemen and women. The painting of "Black Magic" as featured on the aerogramme is on display in South Australia.

Len Waters Memorials Park in Boggabilla, N.S.W. is named after him as well as a Street in Canberra suburb of Ngunnawal and street in Wacol, Brisbane

http://50years.aiatsis.gov.au/archive_digitised_collections/iaaw/biographys.html





3. Additional Resources

3.1 Introduction to 10 EFTS

Temora has a rich and noteworthy aviation history having been home to the No. 10 Elementary Flying Training School (10 EFTS), set up by the Royal Australian Air Force (RAAF) in May 1941. 10 EFTS was the largest and longest lived of the flying schools established under the Empire Air Training Scheme during World War Two (WWII).

Throughout WWII more than 10,000 personnel were involved at the school with upwards of 2,400 pilots being trained. At its peak the unit contained a total of 97 de Havilland Tiger Moth aircraft.

Four satellite airfields were set up around the Temora district to cope with the demand to train RAAF pilots. No 10 EFTS ceased operation on 12 March 1946 making it the last WWII flying school to close.

The Empire Air Training scheme was a program implemented during the Second World War to train aircrew from the nations of the Commonwealth, for service with Britain's Royal Air Force (RAF). Realising it did not have the resources to maintain the RAF at an adequate strength to confront Germany, the United Kingdom proposed in September 1939, that 50 elementary flying schools be established in Australia, Canada and New Zealand. The graduates of these schools would then receive advanced training in Canada and proceed to Britain for service with the RAF. A conference was held at Ottawa, Canada in October 1939 to discuss the proposal. After several weeks of bargaining, an agreement was signed on 17 December 1939.

Australia undertook to provide 28,000 aircrew over three years, which represented 36% of the total number of aircrew proposed to be trained under the scheme. Under Article XV of the agreement, it was proposed that each country's aircrew would serve in distinct national squadrons once they arrived in Britain. The first basic flying course started on 29 April 1940, when training began simultaneously in all participating countries, and the first contingent of Australian airmen embarked for Canada on 14 November 1940.

The agreement was renewed for an additional two years in March 1943, although the RAF already had a large surplus of aircrew. Throughout 1944, Australia's contribution to the scheme was wound back at Britain's instigation, and it effectively ended in October 1944, although it was not formally suspended until 31 March 1945. By this time, over 37,000 Australian airmen had been trained as part of the Empire Air Training Scheme. Despite Article XV, the bulk of these aircrew served not with the designated Australian squadrons, but with RAF squadrons.





[3.2 Suggested Resources](#)

Internet Resources

Australian Bureau of Statistics	www.abs.gov.au
Australian citizenship	www.citizenship.gov.au
Australian Flag	www.ausflag.com .
Australian of the Year	http://www.australianoftheyear.org.au/
Civics and Citizenship education	www.civicsandcitizenship.edu.au
Department of Veterans Affairs	www.dva.gov.au
Founding Documents	www.foundingdocs.gov.au
Migration Heritage Centre	www.migrationheritage.nsw.gov.au
National Archives of Australia	www.naa.gov.au
National Australia Day Council	www.australiaday.gov.au
National Museum of Australia	www.nma.gov.au
Temora Aviation Museum	www.aviationmuseum.com.au

