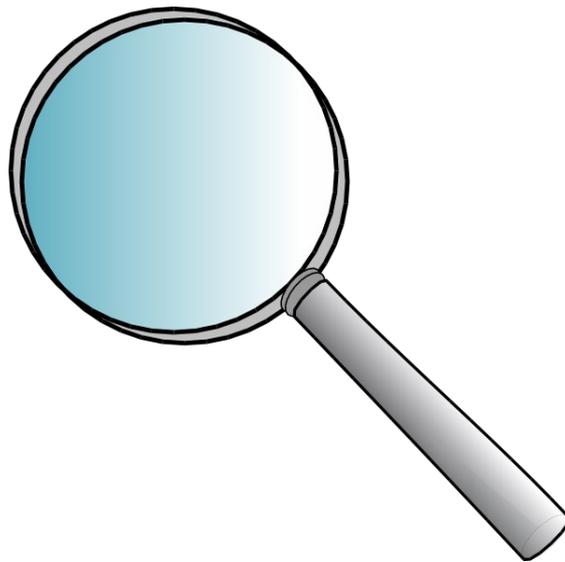


Stage 4 Decoding History

Teacher Resource



Temora Aviation Museum

1 Tom Moon Avenue Temora NSW 2666

Tel : 02 6977 1088

www.aviationmuseum.com.au

Decoding History

Contents

1. The Program.....	3
1.1 Aims and Objectives.....	3
1.2 Areas of the Syllabus Addressed	4
2. Pre-Visit Activities	5
2.1 What is History?	5
2.2 Collecting Institutions.....	5
2.3 Unsung Heroes.....	6
2.4 No. 10 Elementary Flying Training School.....	6
3. On Site Experiences and Activities	7
3.1 On the Day.....	7
3.2 Facility Map	8
4. Post-Visit Activities	9
4.1 TAM History Investigation	9
4.2 Your History.....	9
4.3 Fact vs. Opinion	9
4.4 Australian Women’s Weekly	10
4.5 Trove	10
4.6 Protecting our Heritage.....	10
4.7 To fly or not to fly?	10
5. Additional Resources	11
5.1 Introduction to 10 EFTS.....	11
5.2 Suggested Resources.....	12



Decoding History

1. The Program

Decoding History is an education program for Stage 4 students designed to complement the NSW History syllabus *The Ancient World Depth Study 1- Investigating The Ancient Past* .

Decoding History re-introduces students to the concepts of historical investigation through exploration of the Museum's aircraft, artefact and oral history collections. Students will be engaged in hands on activities through which they will learn how to interpret primary sources and artefacts, providing them with an understanding of everyday life and social values during WWII.

Students will also learn how to look for physical evidence of historic structures in a built environment and gain an understanding of how the physical environment changes over time.

Utilising their research skills the students will investigate an Australian historical mystery which is still surrounded by controversy to this day.

1.1 Aims and Objectives

The objective of the program is to provide students with the opportunity to explore history through primary source material and gain practical skills through investigation.

The aim of the program is to:

- Reintroduce students to the concepts of historical investigation and involve students directly in the process of historical inquiry.
- Provide students with the opportunity to investigate site specific primary sources and engage them in directly interpreting these sources in relation to the physical evidence.
- Provide students with opportunity to consider the similarities and differences between the past and present.
- Develop an understanding of cause and effect with historical reference.
- Impart an understanding of why heritage conservation is important
- Challenge students to consider the past as a relevant factor to the present.



Decoding History

1.2 Areas of the Syllabus Addressed

In addition to the syllabus areas outlined below *Decoding History* has been designed to adhere to the principles of Quality Teaching.

History Investigating the Ancient Past	
Outcomes	Content
HT4-1 Describes the nature of history and archaeology and explains their contribution to an understanding of the past	Identify the origin and purpose of primary and secondary sources (ACHHS209, ACHHS152) Locate, select and use information from a range of sources as evidence (ACHHS210, ACHHS153)
HT4-5 Identifies the meaning, purpose and context of historical sources	Draw conclusions about the usefulness of sources (ACHHS211, ACHHS154) Identify and describe different perspectives of participants in a particular historical context (ACHHS212, ACHHS155)
HT4-6 Uses evidence from sources to support historical narratives and explanations	Interpret history within the context of the actions, attitudes and motives of people in the context of the past (ACHHS212, ACHHS155) Ask a range of questions about the past to inform an historical inquiry (ACHHS207, ACHHS150)
HT4-8 Locates, selects and organises information from sources to develop an historical inquiry	Identify and locate a range of relevant sources, using ICT and other methods (ACHHS208, ACHHS151) Select and use a range of communication forms (oral, graphic, written and digital) to communicate effectively about the past (ACHHS214, ACHHS157)
HT4-9 Uses a range of historical terms and concepts when communicating an understanding of the past	The methods and sources used to investigate at least ONE historical controversy or mystery that has challenged historians or archaeologists, such as an analysis of unidentified human remains (ACDSEH030)
HT4-10 Selects and uses appropriate oral, written, visual and digital forms to communicate about the past	



Decoding History

2. Pre-Visit Activities

2.1 What is History?

- As a class brainstorm the definition of history and the key terminology used during its study. Using the key terms come up with a class definition of 'history'.
- Discuss also the definitions of 'heritage' and 'conservation'.
- Discuss the different ways that history is studied, the different types of source materials used and how history is recorded. Break students into groups and ask each group to create an advertising jingle exploring one of these ways and present it to the class.

2.2 Collecting Institutions

- Initiate a class discussion on the definitions of 'museum', 'archive', 'gallery' and 'library'.
- Allocate each student with a museum, archival institution or library, inclusive of local, national and international institutions. Ask students to prepare a 3 minute PowerPoint presentation on the institution including the institutions role, the materials and sources collected, main subject areas, location and the ways that students can gain access to the collection.
- Institutions should include but should not be restricted to:
 - National Library of Australia www.nla.gov.au
 - National Archives of Australia www.naa.gov.au
 - National Museum of Australia www.nma.gov.au
 - NSW State Records www.records.nsw.gov.au
 - Temora Aviation Museum www.aviationmuseum.com.au
 - Historic Houses Trust of New South Wales www.hht.net.au
 - National Trust www.nationaltrust.org.au
 - Local/Regional Library
 - State Library
 - Local University Library
 - Local historical society
 - Local Museum



Decoding History

2.3 Unsung Heroes

- Using the Unsung Heroes website <http://www.aviationmuseum.com.au/unsung/alpha.cfm>, ask students to read the information on one of the 11 heroes listed below. Have students write a summary of the information and formulate 10 questions that they would like to ask the Unsung Hero if they were to meet and why.
1. Neville L. Thornley
 2. Squadron Leader Raymond Thorold-Smith
 3. Squadron Leader Hartley Ronald Winchcombe DFC, AFC
 4. Flying Officer Robert "Bobby" Bunting
 5. Robert H.M. "Bobby" Gibbes
 6. Ted Sly
 7. Squadron Leader Anthony Gaze
 8. John Musgrove
 9. Wing Commander Gordon Olive
 10. Squadron Leader Hugo Armstrong
 11. Harold Shelton

2.4 No.10 Elementary Flying Training School

- Using the Temora Aviation Museum website <http://www.aviationmuseum.com.au/> and the information provided on page 11, give students a brief outline of the history of No.10 Elementary Flying Training School (10EFTS).
- Ask students to come up with a list of questions that they would like to ask when they visit the Museum.



Decoding History

3. On Site Experience and Activities

3.1 On the Day

Times

Tour times can be negotiated to suit your school's requirements. Please enquire when making your booking.

Duration and Facilities

It is recommended that teachers allow a minimum of two (2) hours for this experience, plus time for a meal break. There are shaded picnic areas with tables and chairs if you wish to have morning tea or lunch on site. No hot food is available on site however the Gift Shop sells hot and cold drinks, potato chips, chocolates and confectionery. The Museum Gift Shop also stocks a wide variety of aviation and historical memorabilia, including books, DVDs, clothing, toys, stationary and postcards.

On Arrival

Tour Guides will meet you at your bus, in front of the Gift Shop entrance for the commencement of the experience.

Once students have alighted from the bus (or have arrived by other means) they will be provided with an introduction to the site and will need to participate in a brief activity focusing on the rules associated with their visit to the Temora Aviation Museum.

Buses

There is ample bus and coach parking in the main parking lot which is within 50 metres of the main entrance building.

Personal Clothing and Equipment

The buildings are air conditioned in summer but the hangars are not heated in winter, so clothing should be appropriate to the weather. Closed shoes must be worn. All students will need to bring a pen and clipboard or a laptop with the activity sheet loaded onto it, to enable worksheet activities to be completed. Please ask students to bring personal cameras to assist them in recording their day. The photos from these can be used later in class.

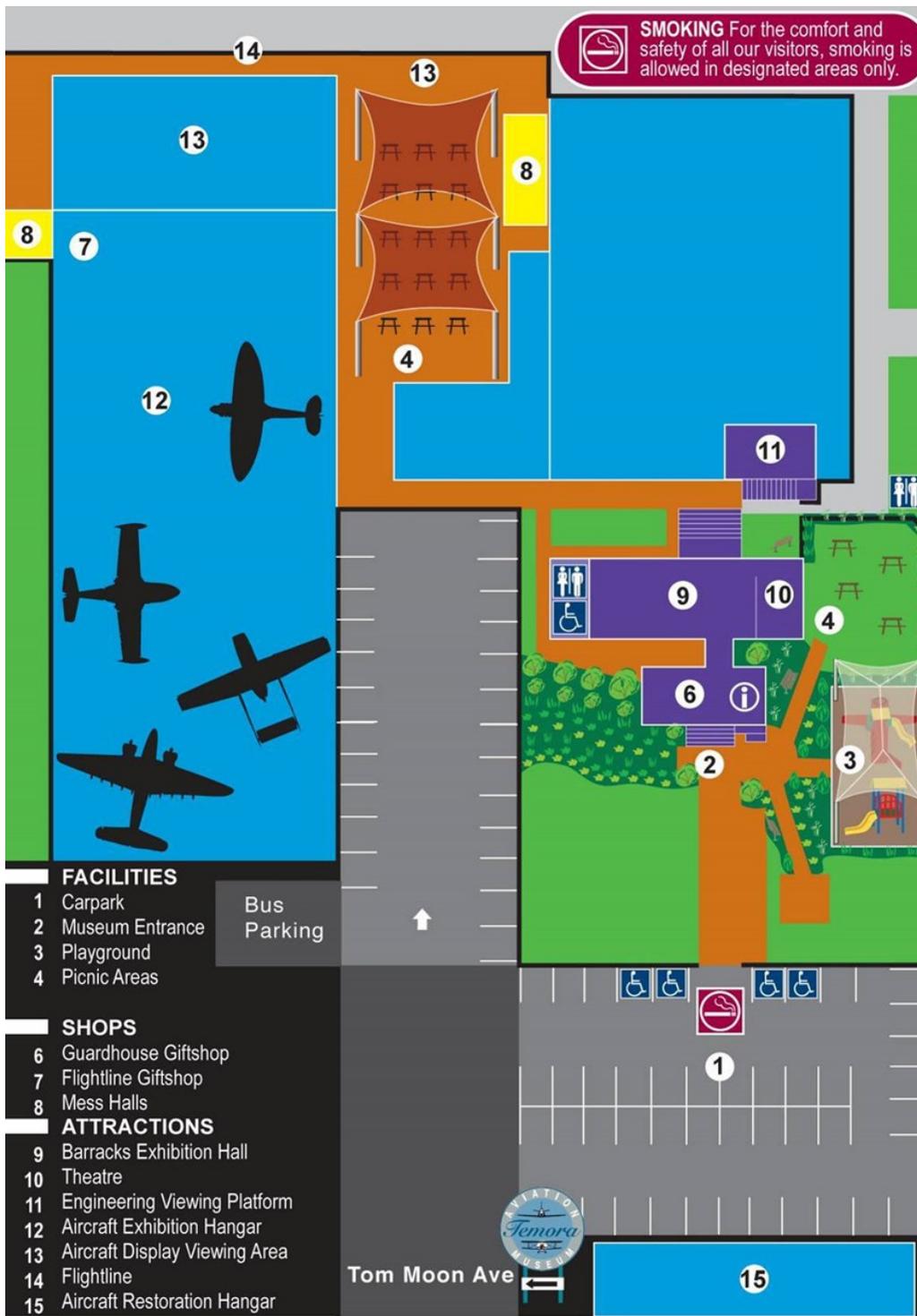
Important!

The Temora Aviation Museum is a unique site and students will be instructed to stay behind rope barricades and to not touch the aircraft. Our risk management documentation is available for download at www.aviationmuseum.com.au. We would appreciate if for every ten (10) students there is one adult (not including the Guide).



Decoding History

3.2 Facility Map



Decoding History

4. Post-Visit Activities

4.1 TAM History Investigation

- Building on the exhibition development activity OR the Australian mystery investigation that the students undertook at the Museum, ask students to develop their hypothesis further. The assignment should first involve the submission of a research plan outlining what they already know about the subject, their hypothesis and proposed method of inquiry, inclusive of the types of evidence they want to collect and from where.
- Give students feedback on their proposal, after which, allow them to undertake their research. The students final report should contain copies of their evidence, acknowledging their sources, a conclusion and a reflection on both their hypothesis and the research methods. The focus of this activity should be more on the process of historical inquiry and practising collecting and interpreting evidence, as opposed to the content of the evidence itself.

4.2 Your History

- Ask students to find out where their family members were during WWII and what they did. Have students interview their parents, grandparents or great-grandparents about their family members' experiences during WWII. Students should collect copies of family photos, letters, clothing or objects from the period. Have students then compile a report on their family history during the period.
- In groups, allow students to share their family stories so as to facilitate an understanding of the different experiences during the war and the different types of evidence from this period that exists within the community and within living memory.

4.3 Fact vs. Opinion

- Collect newspapers and choose a topic pertaining to an official government event or topic such as an election campaign, new government policy, Australia Day or ANZAC Day ceremony. Ask students to cut out articles relating to this topic and divide them into two groups, 'fact' and 'opinion'. Students should then further analyse those articles allocated to the 'fact' or 'opinion' groups and write a report as to why the authors of the articles may have imbued the article with opinion. Ask students to assess the use of the articles as historical sources for future historians, firstly on the subject of a factual review of the event, and secondly on the values and attitudes of our society today.
- An extension of this activity may also involve the addition of other text types such as official media releases, websites, magazines and television news stories.



Decoding History

4.4 Australian Women's Weekly

During World War II the Australian Women's Weekly published many articles on the war, it's service people, their letters and stories. Download a few editions located at <http://trove.nla.gov.au/ndp/del/issues?title=112&yyyymmdd=1940-01-01&yyyymmdd2=1949-12-31> . Allow students the opportunity to explore the editions and make observations about the values and attitudes of 1940s Australia and it's burgeoning national identity.

It may also be of interest to students to undertake a review of the advertisements for products that we know and use today such as Vegemite, Kellogg's Rice Bubbles, Pears Soap or Arnott's Biscuits. Ask students to find contemporary printed advertising material and compare and contrast them with the 1940s material. What do these similarities and differences reveal about the attitudes and values of both societies?

4.5 Trove

Allow students the opportunity to explore the National Library of Australia's online resource *Trove* <http://trove.nla.gov.au/> .

- Set students a topic area of relevance such as No. 10 Elementary Flying Training School, Royal Australian Air Force, Empire Air Training Scheme or the Women's Auxiliary Australian Air Force. Ask students to collect material for review and discussion in class, inclusive of media articles, photographs, artwork or literature. Also ask them to consider secondary source material for review, and compare it for historical accuracy if appropriate.

4.6 Protecting our Heritage

Discuss the role of official state and national heritage protection bodies such as the Australian Heritage Commission, NSW Heritage Office, and the National Trust. Ask students to explore the roles of the different organisations and why they exist. Why is it important to have official bodies documenting and protecting sites of national significance? What is the difference between cultural and environmentally significant sites?

Provide students with the opportunity to learn about World Heritage Listing and the United Nations Education, Scientific and Cultural Organisation.

Time permitting, explore the history of the heritage protection movement in Australia, beginning with the interview with Jack Munday

<http://australianbiography.gov.au/subjects/munday/>.

4.7 To fly or not to fly?

The goal of the Temora Aviation Museum is to collect and maintain in airworthy condition, historical military aircraft types flown by or in conjunction with Australian military forces. This allows people to experience the aircraft as they were during the applicable conflicts. There are some people who believe that historic artefacts should not be used and instead kept for display purposes only. Conduct a class debate on this topic.



Decoding History

5. Additional Resources

5.1 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.



Decoding History

5.2 Suggested Resources

Printed Publications

Wings over Temora by Ron Maslin (available from the Museum Gift Shop)

Internet Resources

Temora Aviation Museum	www.aviationmuseum.com.au
Australia's War 1939-1945	www.ww2australia.gov.au
Australian War Memorial	www.awm.gov.au
Australians At War	www.australiansatwar.gov.au
National Library of Australia	www.nla.gov.au
Australian Air Force	www.airforce.gov.au
Department of Veterans' Affairs	www.dva.gov.au
By Word of Mouth: Conducting Oral Histories	http://www.curriculumsupport.education.nsw.gov.au/primary/hsie/assets/pdf/wordmouth.pdf
National Archives of Australia	www.naa.gov.au
National Museum of Australia	www.nma.gov.au
NSW State Records	www.records.nsw.gov.au
Historic Houses Trust of New South Wales	www.hht.net.au
National Trust	www.nationaltrust.org.au
Australian Biography	http://australianbiography.gov.au

