Section Two: Scaffolding Cartoons suitable for years 9 and 10

Disclaimer: There could be more than one valid student response to cartoon interpretation. All student responses have to be judged in relation to the cartoon being analysed.

‘Look, Bert...’

Step by step instructions

(i) Inform the students that cartoonists can communicate opinions with humour and the use of dialogue. Cartoons do not always have a serious tone.

(ii) If the students have not studied the Australian home front during World War Two take them through that information now using the following context points.

CONTEXT

• Australia entered World War Two in 1939 against Germany and later Italy.
• Shortly after the Japanese attack on Pearl Harbour on 7 December 1941 the United States, Britain, Australia and other allies declared Japan an enemy.
• The Japanese forces captured Singapore on 15 February 1942 and bombed Darwin on 19 February 1942. Many Australians thought that the Japanese then intended to invade Australia.
• Prime Minister John Curtin appealed to President Roosevelt of the United States for military assistance and it was granted. Shortly after, General MacArthur arrived in Australia along with thousands of American servicemen.
• On arrival the American servicemen were warmly welcomed as the saviours of Australia. However, the US servicemen (‘Yanks’) were better paid and better dressed than Australian troops. On the black market or through their own canteens, Americans could buy silk stockings, chocolates and other items that most Australians could not get due to wartime rationing. When taking a girl out on a date the ‘Yanks’ could afford to buy flowers and hire a taxi.

Soon many Australian service men became worried about the ‘Yanks’ taking their girls. Japanese and German propaganda helped to inflame these concerns into jealousies.

• On some occasions American and Australian troops fought in the streets. The Battle of Brisbane, which was fought from 26-27 November 1942, was one such case. One of the main causes was the concern over the ‘Yanks’ stealing Australian women.

Teaching point of the cartoon: Australian male perspective on the attractions of American servicemen in Australia during World War Two.
Sheet 1: Origin of Cartoon

**Teaching point:** Context of events occurring around 23 December 1942.

Ask students to think about what was happening in Australia around 23 December 1942. Some leading questions could be:

- In what overseas actions had Australian servicemen been involved since 1939?
- Who had come to Australia in 1942 to help Australians win the war?

Once they answer that US troops under MacArthur arrived to help drive back the Japanese, tell them that the *Bulletin* was a magazine that was biased in favour of the Australian fighting male. It was also a publication that used a lot of humour about the Australian soldier and the Australian way of life in its articles and cartoons.

**The Cartoonist:** Norm Rice was one of the artists who worked for Frank Johnson Publications which produced some of the best-remembered comics of the war years. He drew such strips as *Dr Darbill*, *Steele Carewe* and *Powerman*.

Sheet 2: Figure of Australian soldier

**Teaching point:** Stereotype of a typical Australian soldier.

- Who is this man? (Australian soldier)
- How do you know he is an Australian soldier? (Slouch hat, uniform, boots)
- What impression of the man do you gain from the drawing? A happy impression or a sad one? (Happy)

Sheet 3: Another soldier

**Teaching point:** Indication that this is a light-hearted cartoon.

- Who is this second man?
- What are they doing?
- Guess what they are looking at.
- What impression of the men do you gain from the drawing?

Sheet 4: The girls

**Teaching point:** Further indication that this is a light-hearted cartoon.

- Describe the girls' clothing.
- What impression are the girls trying to create?
- What is the message now?

Sheet 5: Caption

**Teaching point:** Dialogue can often be the caption that gives the overall message.

- Who is speaking?
- Why would Bert be happy there are no Yanks around?
- What is the implication of what would happen if there were Yanks around?
Questions for students to answer in writing

Candidates’ responses to some of the following questions will vary according to their understanding of the symbols and captions of the cartoon. Teachers should reward valid explanations where students can logically explain and justify their interpretations with details from the cartoon.

Level of difficulty of questions:
LO = Low order of difficulty  MO = Middle order of difficulty  HO = High order of difficulty

Question: What is the message of the cartoon? MO
Example Answer:
• The message is that Australian soldiers have a chance to ‘pick up’ or have girls interested in them, if there are no Americans (‘Yanks’) about.
• The cartoonist is implying that, ordinarily, Australian girls favour ‘Yanks’ rather than Australian males.

Question: Identify the bias in the cartoon. HO
Example Answer:
• The cartoon is negatively biased against Australian girls in suggesting that they are more interested in American males than Australian males.

Question: Why would the cartoonist have presented his message (opinion) about the Yanks and Australian women in a humorous manner? HO
Example Answer:
• The major readership of the Bulletin would have been Australian males. The use of humour to state that women liked Americans more than Australians would not offend male readers.
• Another reason for the use of humour was that in 1942 the Americans were allies and were needed to fight the Japanese who were attacking northern Australia. It would not have been appropriate to openly criticise Americans who were fighting, and dying, to protect Australia.

Question: Is the use of humour in this cartoon an effective method for conveying its message? Justify your answer. HO
Example Answer:
• The use of humour is an effective method of making a critical or controversial statement about events or current affairs. Many Australian soldiers were concerned about the willingness of Australian women to go out with Americans.
• It is important not to upset friends and allies in wartime so humour, such as that shown in the cartoon, allows statements to be made without serious consequences.

Point of historical interest:
Japanese propaganda such as the regular broadcast of Tokyo Rose to Australian servicemen overseas stated that the ‘Yanks’ were dating Australian wives, fiancées and girlfriends while the Australian service men were away from home.
Extension Work

Written Questions

• Investigate the Battle of Brisbane and then decide if you think the Bulletin would have published this cartoon after the fight between American and Australian servicemen.

• To what extent is this cartoon useful in gauging (evaluating) the amount of concern about American servicemen in Australia during World War Two?

Group Work

• Design a cartoon which presents the American serviceman’s perspective of being in Australia during World War Two. The dialogue caption for your cartoon is:

‘Look, Joe; and no Aussies about!’

• Design an Australian propaganda poster that presents its message as a cartoon. The propaganda message is that Americans and Australians are working together happily to win the war against the Japanese.

Draw a cartoon and write a caption

(This can be done individually and can also be used as a possible assessment tool.)

• Brainstorm or use the list of historical events that could be used as a message for a cartoon.

• If there is time do a quick review of how cartoonists construct cartoons. The cartoonist:
  ◆ has a particular topic or event in mind and has an opinion about it;
  ◆ uses visual symbols to construct his message about the topic or event;
  ◆ often uses the caption to highlight his opinion through the use of irony, humour or sarcasm.

Historical events that could be used to create a cartoon

• The arrival of the Americans in Australia
• Conflict between American and Australian soldiers
• The Battle of Brisbane
• Australians and Americans fighting the naval Battle of the Coral Sea
• An Australian soldier on the Kokoda Track getting a ‘Dear John’ letter from his girlfriend who has become engaged to an American soldier
• The ‘Yanks’ dating Australian women
• The ‘Yanks’ saving Australia from the Japanese
• Australian and American troops fighting the Japanese
Published in the Bulletin, 23 December 1942
Published in the Bulletin, 23 December 1942
Published in the Bulletin, 23 December 1942
“Look, Bert; and no Yanks about!”

Published in the Bulletin, 23 December 1942
Her Letter to her Soldier

Step by step instructions

(i) Remind the students that cartoonists often express the common day to day concerns and problems of many Australians.

(ii) If the students have not studied the Australian home front during World War Two take them through that information now using the following context points.

CONTEXT:

• Australia entered World War Two in 1939 against Germany and later Italy.

• Shortly after the Japanese attack on Pearl Harbour on 7 December 1941 the United States, Britain, Australia and other allies declared war on Japan.

• The Japanese forces captured Singapore on 15 February 1942 and bombed Darwin on 19 February 1942. Many Australians thought that the Japanese then intended to invade Australia.

• By 1943 Japan had expanded its empire in Asia to just north of Australia. The Australian Government had introduced rationing of essential goods as part of its drive for a ‘total war effort’. The reason for doing this was to reduce domestic needs to a minimum in order to devote scarce resources to fighting the war.

• Many men with families had joined the AIF and were fighting overseas, leaving their wives to take responsibility for the home and all family matters such as raising children. Many of these home and family matters were traditionally the duties of husbands so at this time women were taking on extra burdens and responsibilities. By 1943 women also had to cope with the additional difficulties of wartime rationing.

Teaching point of the cartoon: Use of caption and text to clarify and provide the cartoonist’s bias to the pictorial message.
**Sheet 1: Origin of Cartoon**

**Teaching point:** Context of events and how the publication source can provide useful information

Tell the students that the date shown at the bottom of a cartoon is the date the cartoon was first published. This date provides major clues for historians of what events were considered important and worthy of comment by the media (newspapers and magazines).

Ask students to think about what was happening in Australia around 24 March 1943. Some leading questions could be:

- In what overseas actions had Australian servicemen been involved since 1939?
- Make a list of some of the daily problems that would be causing concerns for Australians at this time and which would be commented on in newspapers, magazines and on the radio.

Tell the students that the name of the publication (the Bulletin) informs historians where the cartoon was published (Australia) and provides a clue to an Australian bias.

The Cartoonist: Ted Scorfield was born in England and served with the Royal Engineers before coming to Australia. He joined the Bulletin in 1923 and stayed with them as a cartoonist for 40 years.

**Sheet 2: The room and furniture**

**Teaching point:** Symbols of the Australian family home.

Before showing this overhead: Brainstorm symbols that you would use in a drawing to indicate family life in Australia. How could a cartoonist depict a happy family scene? How could a cartoonist depict a sad family scene?

Show the overhead.

- What room is this?
- What items of furniture helped you to decide?
- How is this room different from yours today?

**Sheet 3: The children, a case, ink well and paper**

**Teaching point:** Setting the tone/mood of the cartoon.

- Identify the gender and approximate age of the children.
- How does the case help us identify the age of the boy? (School aged)
- What mood (happy, sad) does their body language suggest?

**Sheet 4: Mum**

**Teaching point:** Reinforcing the mood (tone) of the cartoon

- Identify this adult person and what she is doing.
- What does her body language suggest about her mood or attitude? (Sad, reflective)
- What is the tone of the cartoon so far? (Quiet, sad, contemplative, melancholy)
**Sheet 5: Shading and photo on wall**

**Teaching point:** Further reinforcing of the mood (tone) of the cartoon

- Why is there so much dark shading in the cartoon and what does the shading tell us about the time of day?

- What would you expect the boys to be doing at this time of day after school? *Playing outside while it was still light. TV was not available in Australia at this time.*

- Who is the person in the photograph on the shaded wall? *Dad/Husband*

- Does the cartoonist want us to make a connection between the dark shading, the person in the photograph and the feelings of the people? *Yes, sadness*

- What do you think is the meaning of the cartoon now?

**Sheet 6: Caption and text**

**Teaching point:** Use of caption and text to apply a twist to the message conveyed in the drawings.

Discuss with the students the use of inverted commas as a convention to show dialogue or extract from a text (in this cartoon- an extract from the woman's letter).

- To whom is the woman writing? *Husband*

- What is she writing about? *Serious problems for her at home in Australia. She is battling against rationing and strikes to keep family fed*

- Why would rationing of milk, a baker's strike and not being able to buy fish or meat be considered a problem for mothers?

Tell the students that 'wish you were here' is a traditional holiday postcard message. Then ask: what twist has the cartoonist made in the message by using the words 'wish we were with you'?
Questions for students to answer in writing

Candidates' responses to some of the following questions will vary according to their understanding of the symbols and captions of the cartoon. Teachers should reward valid explanations where students can logically explain and justify their interpretations with details from the cartoon.

Level of difficulty of questions:

LO = Low order of difficulty
MO = Middle order of difficulty
HO = High order of difficulty

Question: What is the message of the cartoon? MO

Example Answer:
• Basically the message of the cartoon is that the wife misses her husband who is away fighting in World War Two.
• She wishes that she and her children were with him as life is difficult for a single parent with rationing of food, high prices and strikes.

Question: How does the cartoonist present a sad picture of family life in Australia during 1943? MO

Example Answer:
• The cartoonist conveys a sense of sadness through the dispirited postures of the two boys in the doorway. School boys would usually be depicted as active rather than stationary and downcast.
• The dark shading of the room, which crosses the father's photograph on the wall, creates an atmosphere of gloom.
• The sentiment of 'Wish we were with you!' in the caption also adds to the general tone of sadness. It is an ironic comment, to emphasise the homefront difficulties, and not meant to be taken literally.

Question: What bias or sympathy is shown towards women in this cartoon? Justify your answer with examples from the cartoon and its caption and text. HO

Example Answer:
• The caption clearly indicates that the cartoonist's sympathy is with the wife and mother as it states the problems of feeding the family during World War Two.
• The photograph that has pride of place on the wall and the empty chair highlight the missing father/husband.
• The cartoonist has created a sympathetic message about the burden women carry and their wartime separation from a loved one.

Question: Do you think the cartoonist would agree with a wartime statement that 'Women are fighting on a tough Australian battlefront so their men can win the war'? HO

Example Answer:
• The cartoonist would agree with this statement as the caption clearly indicates wartime prob-
lems that were occurring in March 1943.

- Many women had to take on the additional role of a father, as well as mother, while their husbands were away at the war.
- A number of women went to work in factories to maintain the production of essential supplies for the war effort and this added another 'tough' burden to the role as wife and mother.

Extension Work

Investigate rationing:

- who introduced it?
- what was rationed?
- how much were people allowed?

Investigate the role of women on the home front during the war.

Investigate how children’s lives might have been affected by the war.

Investigate how health was affected by the rationing.

Her letter to her soldier:

"Milk’s rationed, meat’s dear, I can’t buy fish or fruit and the bakers are on strike. Wish we were with your..."
'I'll have you!'

Step by step instructions

(i) Remind the students that a cartoonist is inspired to communicate an opinion on a recent event or an important event that might soon occur such as the start of a war where Australia is involved. Tell them cartoonists display great skill in stating their opinions through drawings.

(ii) If the students have not studied the conscription campaigns of World War One take them through that information now using the following context points.

(iii) If they have studied conscription make and show the overhead photograph of Hughes on page 35 before you show the cartoon overheads.

CONTEXT

• August 1914 war broke out between Britain and Germany.
• August 1914 Australia was at war with Germany as a result of foreign policy concerns and ties of loyalty and blood to 'Mother England'.
• In October 1915 William Morris Hughes of the Australian Labor Party became Prime Minister of Australia.
• Show an overhead photograph of Hughes on page 35 before introducing the cartoon.
• Australian soldiers were all volunteers but when enlistment numbers declined in 1916 Hughes, and other groups in Australian society (e.g. supporters of business, adherents of the Church of England, the Liberal Opposition in the House of Representatives and Senate and British loyalists) determined to introduce conscription as a way of ensuring there were adequate numbers of soldiers fighting overseas. The newspaper the Daily Worker and many groups representing the working class opposed conscription.
• Conscription meant requiring young men to enlist for overseas service.
• In October 1916 a referendum on conscription was held but was lost.
• Enlistment numbers continued to decline and in late 1917 Hughes decided to hold another conscription referendum, which was held on 20 December 1917.

Teaching point of the cartoon: Conscription and Hughes: use of caricature to create a negative impression of a person.
Sheet 1: Origin of Cartoon

Teaching point: Context of events occurring around 13 December 1917

Ask students to think about what was happening in Australia around 13 December 1917. Some leading questions could be:

- Who would read the Australian Worker?
- In what overseas actions had Australians been involved since 1914?
- Who was the Prime Minister of Australia in 1917?
- What was the event in 1916 that had caused conflict amongst the people of Australia?
- What important event was due to be held on 20 December 1917?

Once they have agreed that Prime Minister Hughes' second conscription referendum was about to be held tell them that the Australian Worker was a publication that supported the views (was biased in favour) of Australian workers and would probably oppose the idea of conscription.

The Cartoonist: Claude Marquet was born in South Australia in 1870. He contributed to a number of illustrated papers including Quiz, Sporting Life and Punch. He was the chief cartoonist for the Sydney Worker. He died in 1920.

Sheet 2: Figure of Hughes

Teaching point: Cartoonist's depiction of Hughes or what message is the cartoonist trying to convey about this man?

- What impression of the man do you gain from the drawing? A good impression/feeling or a bad one?
- How has the cartoonist drawn this man so you will not have a good impression of him? (Possible answers: angry face almost demon/ape like with large black mouth and claw-like hand reaching out of the drawing. He is a caricature. Man dressed in black like an undertaker.)
- Who do you think this man is? (Prime Minister Hughes.)
- What message is the cartoonist conveying about this man?

Sheet 3: Chain

Teaching point: The chain is a visual symbol for something else (a loss of freedom.)

- Why does the cartoonist draw a chain in Hughes' hand?
- Guess what you think the chain represents. (Some students may see the link between the chain and conscription: loss of freedom to decide if one will fight in the war.)
- What is the message now?
Sheet 4: Conscription as a chain

Teaching point: The cartoonist emphasizing his opinion that conscription is like a threatening chain in the hands of Hughes.

- Why would the Australian Worker consider conscription to be a chain?
- What is the message now?

Sheet 5: Caption

Teaching point: Explanation of the cartoonist’s use of a caption. A caption allows cartoonists to clarify, emphasize their message as well as show irony or sarcasm. Captions usually do a combination of these things.

- Who is saying ‘I’LL H A V E Y O U’? (Hughes, as the words in inverted commas show it is speech.)

Questions for students to answer in writing

Candidates’ responses to some of the following questions will vary according to their understanding of the symbols and captions of the cartoon. Teachers should reward valid explanations where students can logically explain and justify their interpretations with details from the cartoon.

Level of difficulty of questions:

LO = Low order of difficulty  MO = Middle order of difficulty  HO = High order of difficulty

Question: What is the message of the cartoon? MO

Example Answer:

- The message is that conscription is a chain that shackles (enslaves) men and that Prime Minister Hughes is demon-like in grabbing men for service in World War One.
- The conscription chain could also be considered as a whip to be used to punish those who would not enlist voluntarily to fight in World War One.

Question: How does the cartoonist portray Prime Minister Hughes in an unfavourable light? LO

Example Answer:

- The cartoonist has distorted some features of Prime Minister Hughes. His open mouth is large suggesting he is roaring out his words. The large hand is claw-like as it reaches to grab ‘you’. His body is bent forward also suggesting he is ready to grab and then chain or whip the person he has caught.
- In 1917 many people would have viewed Hughes as trying to make slaves of free men.
- The overall impression conveyed of Hughes is that he is an evil man or like a monster.

Question: For what purpose did Marquet (cartoonist) draw and have this cartoon published? MO

Example Answer:

- The message is that conscription is a chain that shackles (enslaves) men and that Prime Minister Hughes is demon-like in grabbing men for service in World War One.
- The cartoonist has distorted some features of Prime Minister Hughes. His open mouth is large suggesting he is roaring out his words. The large hand is claw-like as it reaches to grab ‘you’. His body is bent forward also suggesting he is ready to grab and then chain or whip the person he has caught.
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- In 1917 many people would have viewed Hughes as trying to make slaves of free men.
- The overall impression conveyed of Hughes is that he is an evil man or like a monster.
Example Answer:

- Marquet was trying to influence or persuade the Australian public to vote against conscription in the second conscription referendum held in late December 1917.
- He is creating a visual image to depict conscription as a tool of oppression.

Question: To what extent does this cartoon present a biased perspective about Prime Minister Hughes? MO

Example Answer:

- This cartoon presents an extremely negatively biased perspective about Prime Minister Hughes. It presents him as a sweating, roaring monster that is out to whip or put chains on anyone he can grab.
- Hughes is being demonized in this cartoon.

Question: Who would have supported this view of Hughes? LO

Example Answer:

- People who were against the introduction of conscription for overseas service in World War One would have supported this view of Hughes. This would encompass a large section of the Labor Party, the Unions and many of their workers, Irish Catholics and Quakers.

Question: Who would have opposed this depiction of Hughes? LO

Example Answer:

- People who would have opposed this depiction of Hughes would have been members of the Australian public who supported conscription for overseas service in World War One. These would have been members of the Nationalist Party, supporters of business, adherents of the Church of England and British loyalists.

Note: After the Labor Party split in 1916 over conscription Hughes led the Nationalist Party, a coalition of Labor and Liberal supporters of conscription.

Extension Questions

- Frank Anstey, a Labor politician, said ‘Conscription is the organized extermination of the working class’. What did he mean by this? Do you agree or disagree with this idea?

- How effective is the cartoon in conveying an unfavourable (biased) message about the conscription referendum?

- To what extent is this cartoon useful in gauging (evaluating) the amount of public discontent about the conscription referendum?

- Is this cartoon reliably depicting widespread public discontent with Hughes as Prime Minister?

- In what ways is this cartoon useful to an historian?
William Morris Hughes, Prime Minister of Australia 1915-1922
Published in the Australian Worker, 13 December 1917
Published in the *Australian Worker*, 13 December 1917
Published in the *Australian Worker*, 13 December 1917
Cartoon PD in a Package

'I'll have you!'

Published in the *Australian Worker*, 13 December 1917
Leg-Roped

Step by step instructions

(i) Tell or remind the students that cartoonists often express concerns about Australia's future or predicted dangers to Australia and its people.

(ii) If the students have not studied the Japanese entry into World War Two and the fall of Singapore, take them through that information now using the following context points.

CONTEXT

• World War Two began for Australia in 1939 when Britain declared war on Germany.
• The Prime Minister of Australia at this time was Menzies.
• Australian soldiers who went to fight in the Middle East and North Africa were volunteers.
• John Curtin, leader of the Australian Labor Party, became Prime Minister in October 1941.
• The Japanese attacked the United States' Pacific Fleet at Pearl Harbour (Hawaii) on 7 December 1941. This brought America into the war against Japan and Germany.
• After the Pearl Harbour attack, Australia declared war on Japan.
• After 7 December 1941 the Japanese forces quickly moved south through Asia and by January 1942 were closing in on Singapore. The Japanese aim was to capture the Dutch East Indies (now Indonesia) within six weeks and the oil wells there.
• Australia was relatively unprotected from a possible Japanese invasion as most of the experienced soldiers were in North Africa or returning to Australia and Singapore in ships.
• There were conscripted militia soldiers in Australia at this time. These militia soldiers were only allowed to fight within Australia as outlined in the 1911 Defence Act, therefore they could not fight in Singapore and the Dutch East Indies.

Teaching point of the cartoon: How a cartoonist presents a message and opinion using symbols, words and a caption.
Sheet 1: Origin of Cartoon

**Teaching point:** Context of events occurring in January 1942

Tell the students that the date shown at the bottom of a cartoon is the date the cartoon was first published. This date provides major clues for historians of what events were considered important and worthy of comment by the media (newspapers and magazines).

Tell the students that the name of the publication (*Daily Telegraph*) informs historians where the cartoon was published (*Australia*) and provides a clue to an Australian bias.

Ask students to think about what Australians were concerned about in January 1942. Some leading questions could be:

- What events would be on the front pages of newspapers and on the radio?
- What event had occurred on 7 December 1941 that caused great concern for Australia and the United States?

The Cartoonist: Bill Mahony began as a cadet for *Smith’s Weekly*, becoming a cartoonist for the *Evening News* in Sydney from 1928-30, a political cartoonist on the *World*, 1931-32, followed by periods with other newspapers.

Sheet 2: Map

**Teaching point:** Maps symbolically show the countries the cartoonist is referring to.

- To which countries is the cartoonist referring? (*Point out to the students that the Dutch East Indies was the old name for Indonesia.*)
- Why do you think an Australian cartoonist would focus on the Dutch East Indies in early January 1942?

Tell the students, or point out on a wall map, that just north of the Dutch East Indies is Singapore and Malaya. Point out how close these places are to Australia.

Sheet 3: Clouds

**Teaching point:** A cartoonist always draws something for a reason

Discuss with students some of the cloud symbols used to represent disasters. Examples: smoke rising from ruins (twin towers of September 11), clouds above dead, burnt out trees in a bushfire. Then ask the students:

- What sort of clouds are these? (*weather clouds? clouds from a volcanic explosion? clouds from a bush fire?*)
- Where is the point of origin of the clouds? (*Singapore*)
Sheet 4: The soldier

Teaching point: Cartoonists often use one person (the Australian soldier) to symbolically represent a larger group (Australian conscripted militia)

- Who is this person and where is he going?
- This would be a good time to show a photo of an Australian World War Two soldier. Point out what symbols (pieces of uniform) the cartoonist has used to help the reader recognise an Australian soldier in his cartoon. (Photographs of Australian soldiers can be found on the Australian War Memorial website at www.awm.gov.au. Click on Online shop + Photosales, then Photosales: Search our collection. Try ‘army men’ as a search term and ‘second world war (1939-45)’ as the conflict to find many photographs. Some useful samples are 020621% and 051457%).
- Why do you think the cartoonist has drawn the soldier wearing a helmet rather than a slouch hat? (To show he is going into a battle where bullets will be fired)
- What does the soldier’s facial expression indicate: happiness, fear…? (Concern)
- What is the message of the cartoon so far?

Sheet 5: The leg rope and peg, ‘MILITIA’ and ‘DEFENCE ACT’

Teaching point: Cartoonists often use words to show precisely who or what their symbols refer to.

Explain to the students the role of the ‘MILITIA’ for home defence only. The Defence Act, which was passed in 1911, restricted the conscripted militia to fight only within Australian territory. On the other hand, Australians who volunteered for military service could be sent to fight anywhere in the world. The second AIF was the volunteer army that was sent to fight overseas in the Middle East in 1939.

- What do you think the leg-rope represents? (Halting the militia going out of Australia)
- What is the message of the cartoon now?

Sheet 6: Caption

Teaching point: Cartoonists use captions to make a statement and reveal their opinions or bias.

- Does the caption indicate the cartoonist’s opinion of the Defence Act?
- Does the written caption help to emphasize the visual message of the cartoon?
Questions for students to answer in writing

Candidates’ responses to some of the following questions will vary according to their understanding of the symbols and captions of the cartoon. Teachers should reward valid explanations where students can logically explain and justify their interpretations with details from the cartoon.

Level of difficulty of questions:
LO = Low order of difficulty  MO = Middle order of difficulty  HO = High order of difficulty

Question: What is the message of the cartoon?  MO

Example Answer:
• The message is that there is fighting to the north of Australia as shown by the smoke/clouds.
• The militia is armed and appears ready to engage in the fight, however, the federal Defence Act, is holding the militia within Australia.
• The caption of ‘Leg-Roped’ relays the message that it is the Defence Act that is stopping the militia from fighting the Japanese enemy in the Dutch East Indies.

Question: Explain the various symbols used in the cartoon.  LO

Example Answer:
• The man dressed in battle uniform with a rifle and bayonet represents the conscripted Australian militia soldiers.
• The smoke/cloud depicts the southward movements of the Japanese enemy and the air-raids and fighting that was taking place in Malaya.
• The map outlines represent places involved in the war.
• The rope and stake represent the Defence Act which is holding conscripted soldiers within Australia.

Question: Is there any evidence of bias in the cartoon? Justify your answer by referring to examples.  HO

Example Answer:
• The cartoon is accurately depicting the fact that in January 1942 Australia was at war but that conscripted soldiers could not fight in the Dutch East Indies at that time.
• The cartoonist, Mahony, is stating his view that the Defence Act is restraining the militia and thereby implies that something should be done to let the soldiers go overseas.
• The cartoon is negatively biased against the Defence Act and implies something should be done.
Question: How effective is this 1942 cartoon in presenting concerns for Australia’s future? Give reasons for your answer.

Example Answer:

• The cartoonist has created a message of concern about Australia’s future security and effectively presents a mood of impending danger.

• The clouds of war are drifting towards Australia and the soldier’s expression is one of concern at being held back.

Extension Questions

• Why were the militia called the ‘chocolate soldiers’?

• What was the Kokoda Track?

• How and when did Prime Minister John Curtin bring in conscription for overseas service during World War Two?

• What was the Australian people’s reaction to the introduction for overseas service for militia soldiers during World War Two?

• Where, precisely, overseas were conscripted Australian soldiers allowed to fight?

Note: Use the John Curtin Prime Ministerial Library website to help with research - http://john.curtin.edu.au
Published in the *Daily Telegraph* (Sydney), 6 January 1942
Published in the *Daily Telegraph* (Sydney), 6 January 1942
Published in the *Daily Telegraph (Sydney)*, 6 January 1942
Published in the *Daily Telegraph (Sydney)*, 6 January 1942
Published in the Daily Telegraph (Sydney), 6 January 1942
Leg-Roped
**Fall of Singapore**

**Step by step instructions**

(i) Remind the students that cartoonists often express concerns about Australia’s future or predicted dangers to Australia and its people.

(ii) If the students have not studied the Japanese entry into World War Two and the fall of Singapore take them through that information now using the following context points.

**CONTEXT**

- Australia entered World War Two in 1939 against Germany and later Italy.
- The USA and Japan were not involved in World War Two at this time.
- On 7 December 1941 the Japanese attacked the American Pacific Fleet at Pearl Harbour. This action brought Japan and USA into the war.
- The Japanese forces quickly moved south through Asia and on 15 February 1942 they captured Singapore and thousands of British and Australian troops. These allied troops were trying to stop the southward movement of the Japanese to their goal of Indonesia with its oil wells.
- The fall of Singapore caused a drop in the Australian public’s wartime morale and this was made worse when the Japanese bombed Darwin on 19 February 1942.
- Many Australians thought that the Japanese intended to invade Australia and at that time Australia was relatively unprotected. Prime Minister John Curtin appealed to President Roosevelt of the United States for military assistance and it was granted.

**Teaching point of the cartoon:** Fall of Singapore and its impact on Australia.

**Sheet 1: Origin of Cartoon**

**Teaching point:** Context of events occurring around February 1942

Ask students to think about what was happening in February 1942.

- In which overseas actions had Australians been involved since 1939?
- What significant events had occurred in February 1942 that affected Australians?

This would be a good time to show any photographs that you can find on the bombing of Darwin and the Singapore docks on fire. Compare these to a photograph of the bombing of Pearl Harbour. All show destruction and black plumes of smoke. (Photographs of Pearl Harbour and the bombing of Darwin can be found on the Australian War Memorial website at www.awm.gov.au. Click on Online shop + Photosales, then Photosales: Search our collection. Try ‘Pearl Harbour’, ‘Darwin’ or ‘Darwin bombing’ as search terms and ‘second world war (1939-45)’ as the conflict to find many photographs. Some useful samples are 043820%, 043821%, 043822%, 042895%, 012953% and 304994%.)
Another option would be to show the 8 minute section in the film *Pearl Harbor* of the Japanese attack. This attack was very similar to the Japanese attack on Darwin on 19 February 1942. This should help students understand the fear of a Japanese invasion of Australia.

The Cartoonist: Peter Dent is a designer who creates educational materials for schools, including cartoons. He volunteered his time and expertise to create this cartoon for the package.

**Sheet 2: Figure in the boat**

**Teaching point:** Cartoonists' use of visual symbols. If students have not been taught about symbols in cartoons before now, this would be an appropriate time to work through the section of this package titled: Common Symbols used in Cartoons.

- Who is this man?
- Why is he in tattered shorts and without a shirt? (*He has been unsuccessfully fighting in the hot tropical climate of Singapore.*)
- What is the relevance of 1942 as the name on the boat? (*The fall of Singapore and bombing of Darwin.*)
- What message do you get about the man's situation? (*He is in danger.*)
- How has the cartoonist conveyed the idea of life threatening danger to the soldier? (*Water-spout from hole in boat and he is waving for help.*)
- What/who does the man represent? (*All Australian soldiers captured in Singapore that could have protected Australia from invasion by the Japanese. Another possible response is he represents all of Australia.*)

**Sheet 3: Circling sharks and the dark sea**

**Teaching point:** Symbols of danger

- What symbols for danger has the cartoonist used? (*Circling sharks, black sea, hole in the boat with water spouting.*)
- Why are the shark fins labeled 'Italy', 'Germany' and 'Japan'?

**Sheet 4: Arrival of Uncle Sam**

**Teaching point:** Reinforcing the common symbol of Uncle Sam representing the United States of America.

- Who is the man in the boat on the horizon? (*Uncle Sam*).
- What does the man represent? (*Americans, or President Roosevelt, who will come to Australia's aid against the Japanese.*)
- What is the message of the cartoon?

**Sheet 5: Caption: Fall of Singapore**

**Teaching point:** An example of a caption that clearly states the event to which the cartoon refers.

- Why would the cartoonist use this caption? (*To show and/or emphasise the disastrous event in February 1942 to which he is referring.*)
Questions for students to answer in writing

Candidates’ responses to some of the following questions will vary according to their understanding of the symbols and captions of the cartoon. Teachers should reward valid explanations where students can logically explain and justify their interpretations with details from the cartoon.

Level of difficulty of questions:

LO = Low order of difficulty   MO = Middle order of difficulty   HO = High order of difficulty

Question: What is the message of the cartoon? LO

Example Answer:

• The message is that Australia, depicted as a tattered soldier, is in great danger after Singapore had been captured by the Japanese in February 1942.

• Australia’s wartime enemies of Japan, Italy and Germany are circling, waiting to attack.

• The soldier is signaling the United States for help and Uncle Sam, representing America, is coming to rescue Australia.

Question: Identify and explain the symbols in the cartoon. LO

Example Answer:

• The slouch hat is a symbol for an Australian soldier.

• Tattered shorts and no shirt suggest the soldier has been in a fight.

• Symbols of life threatening danger are the sinking boat with a hole in it and the circling sharks.

• Symbols of hope are the United States seeing the danger to Australia and rowing/coming to the rescue.

Question: For what purpose would the cartoonist draw this cartoon? MO

Example Answer:

• A cartoonist would have drawn this cartoon to make a statement about the danger to Australia after the ‘fall of Singapore’ during World War Two.

• In addition the cartoonist could have been supporting Prime Minister Curtin’s decision to ask the United States for help.

• The overall purpose of the cartoon would have been to highlight the security fears of the Australian public.
Extension work

Written Questions

• To what extent is this cartoon useful in gauging (evaluating) the degree of public concern about the fall of Singapore?

• What is the visual metaphor for the cartoon? (A sinking boat.)

Group work

• Provide at least two other captions for this cartoon. Select which one your group considers the most appropriate. Present an argument why it should be used for the cartoon rather than the FALL OF SINGAPORE.

Draw a cartoon and write a caption

(The creation of a cartoon can be done individually and can be used as a possible assessment tool.)

• Brainstorm or use the list of historical events that could be used as a MESSAGE for a cartoon.

• Quickly review how cartoonists construct cartoons. The cartoonist:
  ◆ has a particular topic or event in mind and has an opinion about it.
  ◆ uses visual symbols to construct messages about the topic or event.
  ◆ often uses the caption to highlight his/her opinion through the use of irony or sarcasm.

Historical events that could be used to create a cartoon

• The Japanese attack on Pearl Harbour
• The bombing of Darwin
• Australia's concern at the advance of the Japanese in World War Two
• Prime Minister John Curtin asking the United States for help
• Australia fighting the Japanese
• The Australian view of the Japanese during World War Two
• Western Australian concerns about a possible invasion by the Japanese
• Women and children killed by Japanese bombs
• Australia fighting back
• Prime Minister John Curtin leading Australia against the Japanese
February 1942
February 1942
February 1942
The Diggers have Arrived!

Step by step instructions

(i) Tell or remind the students that cartoonists often express opinions about the actions of Australians or important events that affect Australians.

(ii) If the students have not studied the Vietnam War take them through that information now using the following context points.

CONTEXT:

- In 1965 the Australian government committed troops to support the non-Communist South Vietnamese government against the Communist supported Vietcong.
- The Prime Minister at this time was Robert Menzies.
- Make and show the overhead photograph of Menzies on page 65 before introducing the cartoon.
- War started when North Vietnamese Communist troops, led by Ho Chi Minh, crossed the 17th parallel thereby breaking the Geneva Convention of 1954.
- South Vietnam sought assistance from its non-Communist allies (SEATO) in an effort to maintain control of the south in the light of attacks from local communist groups collectively known as the Vietcong.
- The US sent advisors and aid from 1958, troops arrived 1963 (16,000).
- The Australian Government feared the effects of the ‘domino theory’ and favoured a policy of ‘forward defence’. It had already sent thirty advisors in 1962.
- The first Australian battalion arrived 1965. The US also increased its commitment. In the same year Menzies introduced conscription via a ‘birthday ballot’. Conscripted servicemen, National Servicemen, were sent to Vietnam in 1966.
- Some of the Australian soldiers had spent time in Korea. Most had trained in Malaysia.
- Despite public support at this time, these decisions by the Australian government were controversial.

Teaching point of the cartoon: The nature of Australia’s participation in the Vietnam War.
**Sheet 1: Origin of the Cartoon**

**Teaching point:** Context of events occurring in Australia in 1965.

Tell the students that the date shown at the bottom of a cartoon is the date the cartoon was first published. This date provides major clues for historians of what events were considered important and worthy of comment by the media (newspapers, magazines and television).

Tell the students that the name of the publication (the *West Australian*) informs historians where the cartoon was published (Australia) and provides a clue to an Australian bias.

Ask students to think about what Australians were concerned about in 1965. Some leading questions could be:

- What events would be on the front pages of newspapers and on the radio and television?
- What events would Australians be talking about or arguing about at this time?

The Cartoonist: Paul Rigby was born in Australia. He moved to Perth in 1949 and joined the *West Australian* Newspapers as a press artist, with his first daily cartoon appearing in the *Daily News* in 1952. He is one of Australia's best known cartoonists, winning the Walkley Award five times.

**Sheet 2: Soldiers leaving the ship HMAS Sydney**

**Teaching point:** Symbols depicting Australian soldiers, their arrival at a destination and their attitude on arrival.

- To what country do these soldiers belong? (*Point out to the students the soldiers' hats and the name of the ship - HMAS Sydney.*)
- Where do you think the soldiers are landing after their voyage on the ship?
- What do the soldier’s facial expressions and body language indicate about their feelings and attitudes on arrival?

**Sheet 3: US soldier**

**Teaching point:** Symbols depicting a US soldier

- To what country does this soldier belong? (*Point out the letters on the soldier's hat.*)
- What is this soldier's response to the landing of the soldiers from the *HMAS Sydney*? (*Point out that his knees are bent and he is leaning backward as if in shock. The cartoonist has also drawn movement lines at the back of the helmet.*)

**Sheet 4: The two generals and the Australian leader**

**Teaching point:** The cartoonist’s use of lines to depict movement or speed and drops of sweat to show fear or concern.

- Who are the two people on the left in the helmets with stars on them?
- Who is the person saluting in front of the soldiers coming off *HMAS Sydney*?
- What does this person's facial expression indicate: happiness, sadness ...?
- How has the cartoonist shown that he is concerned or fearful?
Sheet 5: Caption and dialogue

Teaching point: The use of a caption to clarify the place (Vietnam) for the actions shown in the cartoon and the use of dialogue to reveal an opinion or bias.

- What information does the caption, 'The Diggers arrive in Vietnam' provide to the reader?
- What does the dialogue 'Tell your fifty thousand to relax, General!! I think their worries are over!!' indicate about the cartoonist's opinion of Australian soldiers (diggers)?
- Do you think Americans would have agreed with Rigby's opinion about Australian soldiers?
- Is this a humorous cartoon for an Australian reader?
- Does this cartoon show bias?

Questions for students to answer in writing

Candidates' responses to some of the following questions will vary according to their understanding of the symbols and captions of the cartoon. Teachers should reward valid explanations where students can logically explain and justify their interpretations with details from the cartoon.

Level of difficulty of questions:
LO = Low order of difficulty
MO = Middle order of difficulty
HO = High order of difficulty

Question: What adjectives describe the tone or mood of this cartoon? Find evidence in the cartoon to support your answer. MO

Example Answer: • Excited, frenzied, chaotic, exuberant, overconfident (Australians), surprised, apprehensive (Americans), wary (cartoonist)
• Evidence is in body language, facial expressions and cartoonist's depictions of movement.

Question: What is it that makes this cartoon funny? MO

Example Answer: • The comparison of the 'weak at the knees' American generals and the 'gung ho' Australians.
• The facial expressions of both groups.
• The cavalier attitude of the Australians with bayonets drawn.
• The caption implies that an unrealistically small number of Australians can make all the difference to the outcome of the war.

Question: What is Rigby's message in this cartoon? HO

Example Answer: • That the Australian government has committed troops to the Vietnam war.
• The Australians are going to support the Americans in their fight against Communism in South East Asia.
That Australians are overconfident about their likely success in the Vietnam conflict through their endeavours to support both the South Vietnamese and the American forces.

Question: Explain the cartoonist’s purpose and comment on any evidence of bias. 

Example Answer:

- Rigby is questioning the anticipated effectiveness of the Australian commitment (bias in favour of his own opinion).
- He could be warning that trouble might lie ahead if the Australians rush in so fearlessly.
- This is shown through the behaviour of the Australian troops, the expression on the Americans’ faces and the caption.

Extension Questions

What was the contribution of the Australian forces to the Vietnam War effort?

How, and in what ways, did public support by Australians for the Vietnam War change between 1965 and 1975?

Investigate the way conscription was introduced and how soldiers were selected for service during the Vietnam War?

What was the Battle of Long Tan?
Sir Robert Gordon Menzies
Prime Minister of Australia
(1939-1941 and 1949-1966)
Cartoon PD in a Package

Published in the West Australian, 1965
Tell your fifty thousand to relax. I think their worries are over.

The Diggers arrive in Vietnam.
How to Scaffold a Cartoon: 
A step by step approach

1. Select a cartoon appropriate for the history topic you are teaching.

2. Test that it photocopies clearly onto an overhead transparency. You are looking to see that it is not too dark and that the main elements of the cartoon can be easily seen by students.

3. Work out the 3 or 4 symbols/drawings that will be presented to the students so they can build up the message of the cartoon.

4. In font size 14 or 16, type the date, place of publication of the cartoon and the caption with any related dialogue.

5. Sheet 1:
Cut out the central drawings in the cartoon to leave the frame edge and the cartoonist’s signature. Back this with a sheet of A4 white paper and underneath the frame place the typed date and place of publication with invisible scotch tape. Photocopy this once, and after checking it for reproduction quality, make a transparency.

6. Sheet 2:
Select one major symbol or drawing. Cut it out from the complete cartoon minus the frame and cartoonist signature you cut for sheet 1. Place this cutout with invisible tape in the correct spot in the cartoon’s frame. Photocopy this once and, after checking it for reproduction, make a transparency.

7. Sheet 3:
Select another major symbol or drawing. Cut it out from the complete cartoon minus the frame and cartoonist’s signature you cut for sheet 1. Place the next symbol with invisible tape in the correct spot in the cartoon frame. Photocopy this once and, after checking it for reproduction, make a transparency.

8. Sheet 4:
Repeat the previous step until all the symbols/drawings are made into transparencies. When adding the last symbol/drawing, also add the caption and any related dialogue to the bottom of the frame.

Note: if you have access to a scanner and imaging software such as Adobe Photoshop, the above steps can be done on the computer and your sheets can be printed out for copying onto transparencies.

9. Write the questions you will ask the students as you present the transparencies and some extension questions if needed.