

## Exhibition “The Third World in World War II” – Worksheets for schools

### Introduction

#### Worksheets are provided as instructional material.

With the aid of a particular regional focus (Africa, Asia, Oceania) different issues and aspects are to be dealt with on each worksheet.

On each worksheet 7 silhouettes are illustrated which are to be located on the photos of the information boards of the region in question in order to be able to answer the accompanying 3-4 questions.

The following topics are covered:

- ⇒ Role within the colonial army
- ⇒ Racism/fascism
- ⇒ Forced labour
- ⇒ Atrocities
- ⇒ Resistance (movement)
- ⇒ Decolonisation
- ⇒ Compensation

To accommodate further engagement with a number of these themes or issues in class, the different groups may hold presentations incorporating examples from the regions which they have been dealing with (see overview for teachers).

With the aid of the general questions at the end of the worksheet, which are the same for all groups, key themes which the exhibition deals with (racism, antisemitism, collaboration, antifascism, anticolonialism, compensation) are to be reflected on. A concluding discussion in class may lead to a deeper and more profound understanding of the issues, in part through an analysis of the contradicting experiences which the populations of the different countries examined may have had.

The worksheets are intended for those groups where it may be assumed that they will not have read the information texts in full. To encourage a more active involvement with the individual information boards, each region is assigned to separate groups; this means that each student only needs to deal with one region (Africa, Asia or Oceania).

Beyond this the combination of a search activity (looking for the silhouettes of seven different people in the photos) with 3 to 4 accompanying questions offers the pupils an insight into various facets of the topics through focussing on personal experience.

These topics are similar for all three regions so that ideally in later classroom discussions commonalities and differences (e.g., concerning roles within the colonial army) can be established and worked on.

The general questions are meant to prompt the pupils to reflect on and evaluate the happenings and information which they have been exposed to. These questions can, of course, be discussed within the group as a whole at the end.

The answer sheets provide teachers with the numbers of the information boards on which the different silhouettes can be found, short answers to the questions as well as the corresponding topics dealt with.

#### Overview of the topics

- ⇒ Role within the colonial army
- ⇒ Racism/fascism
- ⇒ Forced labour
- ⇒ Atrocities/war crimes
- ⇒ Resistance (movement)
- ⇒ Decolonisation
- ⇒ Compensation
- ⇒ Holocaust (only Africa)

#### Overview of the material

- ⇒ Worksheet Africa
- ⇒ Worksheet Asia
- ⇒ Worksheet Oceania

#### Answer sheets

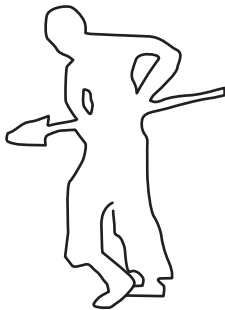
- ⇒ Africa
- ⇒ Asia
- ⇒ Oceania

## Work Sheets on the exhibition "The Third World in World War II"

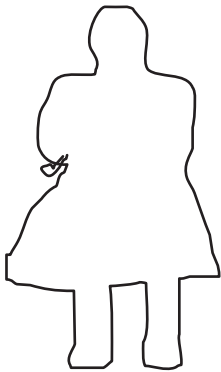
### AFRICA



- ⇒ In which country was this photo taken?
- ⇒ Who is this man saluting?
- ⇒ Is he doing it voluntarily?
- ⇒ According to his point of view when did World War II start?



- ⇒ For which colonial power is this man doing compulsory labor?
- ⇒ For which mineral/natural resources is he possibly digging?
- ⇒ Why are they (the resources) needed by the warring parties?
- ⇒ How can somebody be forced to work?



- ⇒ Which army does this man belong to?
- ⇒ Why isn't he bearing a weapon?
- ⇒ How would you assess his mood? What could be the reason for this?
- ⇒ What will the rest of his life be like?

- ⇒ On whose behalf/against whom could this man fight later on when he is deployed in

- The North of France
- Syria
- Chad
- or Italy?

- ⇒ How will he be rewarded or reimbursed when the war is over?



## Work Sheets on the exhibition "The Third World in World War II"

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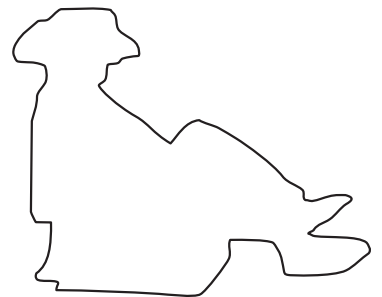


- ⇒ For which army is this young man being trained?
- ⇒ Where will he possibly fight?
- ⇒ Which disadvantages will he have in comparison to British soldiers?

- ⇒ With this gesture who is to be deterred from using violence?
- ⇒ Which flag was seen as a provocation at the victory celebration of the Allies in Setif and why?
- ⇒ In which country today is May 8th a day of national mourning and where is it a national holiday as a result of these events?



- ⇒ With which means of transportation does this man travel?
- ⇒ Why was the destination of his journey of interest to the warring parties?
- ⇒ Why was the interest lost later on?

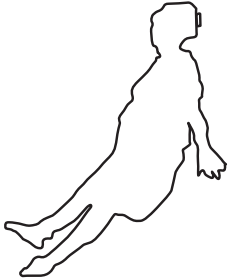


#### General Questions:

- ⇒ What do you think constitutes an appropriate recognition of the former combatants' endeavours against fascism?
  - Award/public honour (also medals, monuments, street names, ...)
  - Financial support (annuity/pension)
  - Special privileges (free care assistance, tax exemption, ...)
  - or do you consider all of these suggestions redundant or wrong?
- ⇒ Which different motives for participation in the conflicts did you learn of?
- ⇒ Which of those do you find particularly convincing, repulsive or incomprehensible?

## Work Sheets on the exhibition "The Third World in World War II"

### ASIA

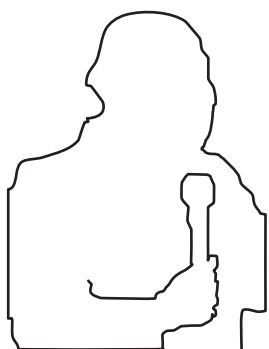
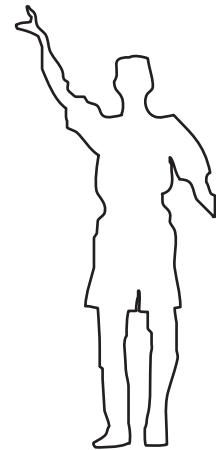


- ⇒ How does this woman feel? Why does she feel like this?
- ⇒ What belittling term was used to refer to her role in later years?
- ⇒ What other work were Koreans forced to do after Japanese occupation?



- ⇒ Where is this child?
- ⇒ What has happened to its family?
- ⇒ Why were children also specifically targeted and killed?

- ⇒ Which army does this soldier belong to? How can the army's name be explained?
- ⇒ What role did this army play in the course of World War II?
- ⇒ Which advantages did this soldier have compared to soldiers of the British colonies in Africa?



- ⇒ What does this woman want?
- ⇒ How does she try to get attention?
- ⇒ What motivates a woman who is older than 60 years to become involved to such an extent and at the same time to reveal herself as a former victim?

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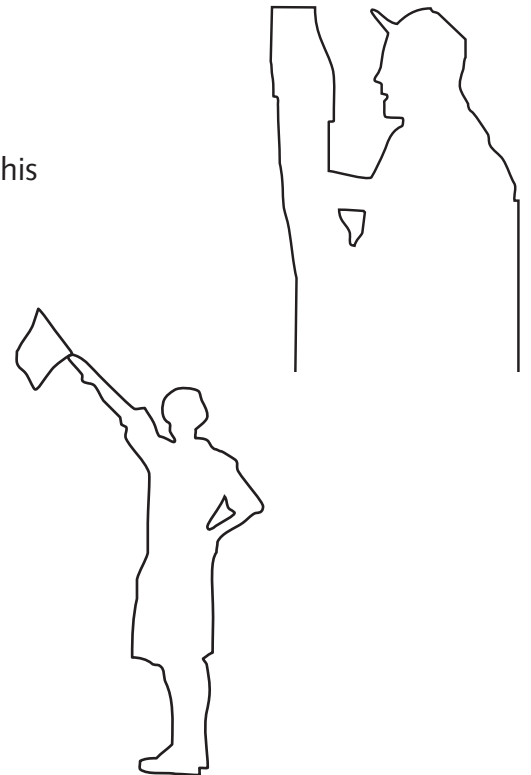
### ASIA, page 2



- ⇒ Why was the home country of this man targeted by Japanese attacks in December 1941?
- ⇒ What did he criticise with respect to the Japanese and German politics of the 1930s?
- ⇒ What means did his organisation use before the attack and what means did they use after 1941 in order to put up resistance?

- ⇒ Who is this young man?
- ⇒ What was his role in his country's struggle for independence?
- ⇒ Which action revealed the inhuman character of his opponents?

- ⇒ Where is this young man?
- ⇒ Which flag is he holding up?
- ⇒ Which political statement does he wish to make through such an act?



#### General questions:

- ⇒ What do you think constitutes an appropriate recognition of the former combatants' endeavours against fascism?
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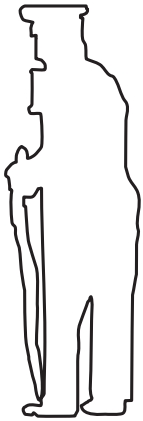
## Work Sheets on the exhibition "The Third World in World War II"

### OCEANIA

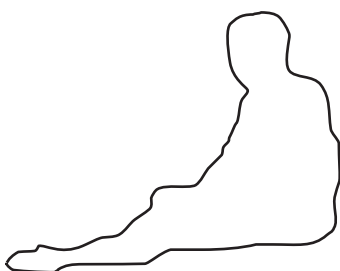


- ⇒ To which government/army does this young man pledge loyalty and obedience?
- ⇒ What kind of work did his fellow countrymen have to do for this army?
- ⇒ Which other islands were occupied by this country?
- ⇒ Which other armies were present in the pacific region at this time?

- ⇒ Where is this man?
- ⇒ What is his role?
- ⇒ What consequence did the presence of his army have for the population of the depicted country?



- ⇒ What is this man carrying?
- ⇒ Which hostile forces faced each other on his island?
- ⇒ Which additional jobs did he most likely have to do?



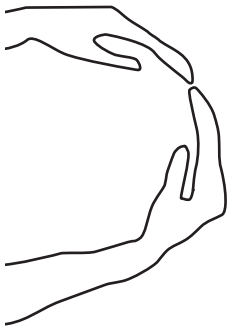
- ⇒ Against whom is this man supposed to fight?
- ⇒ Why is he not bearing firearms?
- ⇒ How was he rewarded for his work during and after the war?
- ⇒ How did his legal status change?

## Work Sheets on the exhibition "The Third World in World War II"

### OCEANIA, page 2

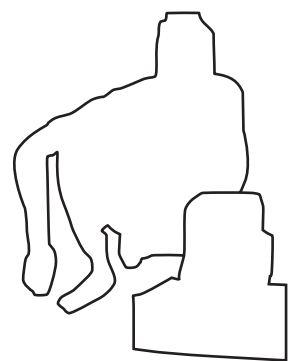


- ⇒ How do you perceive this man's uniform?
- ⇒ Whose idea was it to implement the wearing of this uniform?
- ⇒ Who opposed the uniform?



- ⇒ Whom or what do these hands aim to protect?
- ⇒ Which powers continued to have military bases in this region?
- ⇒ In what way did they endanger the population and until when?

- ⇒ What information is this man communicating?
- ⇒ How and to whom is he communicating this information?
- ⇒ Where did he get this information?
- ⇒ What impact did his activities have on the course of the war?






#### General questions

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**TEACHERS ANSWER SHEET: AFRICA**

Image/Panel	Questions	Short answers	topic
 <p>Panel 3 Ethiopia 1935: The outbreak of WW II in Africa</p>	<ul style="list-style-type: none"> <li>○ In which country was this photo taken?</li> <li>○ Who is this man saluting?</li> <li>○ Is he doing it voluntarily?</li> <li>○ According to his point of view when did World War II start?</li> </ul>	<ul style="list-style-type: none"> <li>○ Ethiopia</li> <li>○ Image of ‘Duce’ Mussolini</li> <li>○ No, he is forced to under the terrorist regime</li> <li>○ 3.10.1935 when Italian forces invaded Ethiopia</li> </ul>	<p>Opposition</p>
 <p>Panel 11 Forced labour for the war of the colonial rulers</p>	<ul style="list-style-type: none"> <li>○ For which colonial power is this man doing compulsory labour?</li> <li>○ Which mineral/natural resources is he digging for?</li> <li>○ Why are they (the resources) needed by the warring parties?</li> <li>○ How can somebody be forced to work?</li> </ul>	<ul style="list-style-type: none"> <li>○ France or Great Britain</li> <li>○ Tin (or copper, uranium, phosphate...)</li> <li>○ Copper for shell casings, uranium for atomic bombs, phosphate for explosives etc. (see board 10: raw materials for the weapons industry)</li> <li>○ In case of refusal: Fines, imprisonment, corporal punishments</li> </ul>	<p>Forced labour</p>
 <p>Panel 7 Crimes against African prisoners of war committed by the Wehrmacht</p>	<ul style="list-style-type: none"> <li>○ Which army does this man belong to?</li> <li>○ Why isn’t he bearing a weapon?</li> <li>○ How would you assess his mood? What could be the reason for this?</li> <li>○ What will the rest of his life be like?</li> </ul>	<ul style="list-style-type: none"> <li>○ The French Army</li> <li>○ Because he has been taken captive by the Germans</li> <li>○ Fear, despair: Carnage, racial discrimination and abuse</li> <li>○ Possibly killed, tortured, held hostage in a camp for a long time</li> </ul>	<p>Racism/Fascism</p>






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**TEACHERS ANSWER SHEET: AFRICA, page 2**

Image/Panel	Questions	Short answers	Topic
 <p>Panel 6 African combatants from the French colonies</p>	<ul style="list-style-type: none"> <li>○ On whose behalf/against whom could this man fight later on when he is deployed to                             <ul style="list-style-type: none"> <li>a) The North of France</li> <li>b) Syria</li> <li>c) Chad</li> <li>d) Italy?</li> </ul> </li> <li>○ How will he be rewarded or reimbursed when the war is over?</li> </ul>	<ul style="list-style-type: none"> <li>○ a) for the French Republic against the German Armed Forces</li> <li>○ b) For the Vichy regime/Nazi Germany against central- and east African allied forces</li> <li>○ c) for the ‘Free France’/de Gaulle against the Vichy regime/Nazi Germany</li> <li>○ d) for the Allies against Nazi Germany</li> <li>○ “Blanchissement” or “whitening” of the forces: representative tasks to be carried out by white people, up until 1947 transit camps erected for repatriations, no rewards or compensations/reparations</li> </ul>	<p>Compensation</p>
 <p>Panel 5 The British colonial army in World War II</p>	<ul style="list-style-type: none"> <li>○ For which army is this young man being trained?</li> <li>○ Where will he possibly fight?</li> <li>○ Which disadvantages will he have in comparison to British soldiers?</li> </ul>	<ul style="list-style-type: none"> <li>○ The British Army</li> <li>○ British Somaliland, Ethiopia, Libyan-Egyptian borderland, Madagascar, Burma</li> <li>○ Low pay, poor board and provisions, racial discrimination, no promotion prospects, corporal punishment or even death penalty in the case of uprisings</li> </ul>	<p>Role within the colonial army</p>
 <p>Panel 9 A Day of liberation in Europe – A day of mourning in Algeria (8th of May 1945)</p>	<ul style="list-style-type: none"> <li>○ With this gesture who is to be deterred from using violence?</li> <li>○ Which flag was seen as a provocation at the victory celebration of the Allies in Setif and why?</li> <li>○ In which country today is May 8th a day of national mourning and where is it a national holiday as a result of these events?</li> </ul>	<ul style="list-style-type: none"> <li>○ French colonial administration/soldiers</li> <li>○ Algerian flag, represented aspirations for independence</li> <li>○ Day of National mourning: Algeria in remembrance of the massacre. National holiday: France (and other Allies) celebrating the end of the war, the liberation of Europe from fascism</li> </ul>	<p>Decolonization</p>
 <p>Panel 4b Alternatives to the „final solution“ in Madagascar</p>	<ul style="list-style-type: none"> <li>○ Which means of transport did this man use?</li> <li>○ Why was the destination of his journey of interest for the warring parties?</li> <li>○ When did they loose this interest?</li> </ul>	<ul style="list-style-type: none"> <li>○ Ship of the British marine</li> <li>○ Madagascar, 1940 considered as possible location for the deportation of European jews</li> <li>○ After the German attack on the Soviet Union Eastern Europe was chosen as alternative</li> </ul>	<p>Holocaust</p>





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**TEACHERS ANSWER SHEET: ASIA**

Image/Panel	Questions	Short answers	Topic
 <p>Panel 15 The Japanese war crimes committed against Asian women</p>	<ul style="list-style-type: none"> <li>○ How does this woman feel? Why does she feel like this?</li> <li>○ What belittling term was used to refer to her role in later years?</li> <li>○ What other work were Koreans forced to do after Japanese occupation?</li> </ul>	<ul style="list-style-type: none"> <li>○ Assumption: ashamed, desperate, apathetic due to forced prostitution over years, pregnancy</li> <li>○ “Comfort women”</li> <li>○ Participation in the army, even child soldiers; working in (coal) mines, ports, armament factories in Korea and Japan</li> </ul>	<p>Forced labour</p>
 <p>Panel 16a The massacre of Nanking 1937/38</p>	<ul style="list-style-type: none"> <li>○ Where is this child?</li> <li>○ What has happened to its family?</li> <li>○ Why were children also specifically targeted and killed?</li> </ul>	<ul style="list-style-type: none"> <li>○ In Nanking/China</li> <li>○ Was probably killed together with 300,000 to 400,000 other civilians</li> <li>○ Because children „could grow up to be the new enemy of Japan”</li> </ul>	<p>Atrocities</p>
 <p>Panel 19 India: The largest colonial army of all time</p>	<ul style="list-style-type: none"> <li>○ Which army does this soldier belong to? How can the army’s name be explained?</li> <li>○ What role did this army play in the course of World War II?</li> <li>○ Which advantages did this soldier have compared to soldiers of the British colonies in Africa?</li> </ul>	<ul style="list-style-type: none"> <li>○ Royal Indian Army, subject to the (British) Crown, consists of Indian volunteers</li> <li>○ With 2.5 million soldiers it was an important contribution to the Allies’ victory over the Axis Powers</li> <li>○ „Voluntary”, not forced into service, promotion prospects (officer), pay, pension and disability pension</li> </ul>	<p>Role within the colonial army</p>




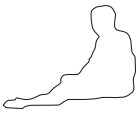
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**TEACHERS ANSWER SHEET: ASIA , page 2**

Image/Panel	Questions	Short answers	Topic
 <p>Panel 15b Listening Station Hwang Kum-Ju South Korea</p>	<ul style="list-style-type: none"> <li>○ What does this woman want?</li> <li>○ How does she try to get attention?</li> <li>○ What motivates a woman who is older than 60 years to become involved to such an extent and at the same time to reveal herself as a former victim?</li> </ul>	<ul style="list-style-type: none"> <li>○ Compensation from the Japanese government for women who were formerly forced into prostitution as well as an official apology</li> <li>○ Through the women’s war crime tribunal in Tokyo in 2000</li> <li>○ Assumption: no need to hide any longer, lifetime of suffering as a result of horrifying experiences, seeking justice</li> </ul>	Compensation
 <p>Panel 20 The Philippines – a country of resistance</p>	<ul style="list-style-type: none"> <li>○ Why was the home country of this man targeted by Japanese attacks in December 1941?</li> <li>○ What does he criticise with respect to the Japanese and German politics of the 1930s?</li> <li>○ What means did his organisation use before the attack and what means did they use after 1941 in order to put up resistance?</li> </ul>	<ul style="list-style-type: none"> <li>○ Because it was a US Colony</li> <li>○ Nazism, master race ideology, aggressive politics, Japanese militarism and imperialism</li> <li>○ At first a boycott of Japanese products as well as demonstrations, later, the establishment of a guerrilla group</li> </ul>	Resistance
 <p>Panel 16 Japan’s war of annihilation against China</p>	<ul style="list-style-type: none"> <li>○ Who is this young man?</li> <li>○ What was his role in his country’s struggle for independence?</li> <li>○ Which action revealed the inhuman character of his opponents?</li> </ul>	<ul style="list-style-type: none"> <li>○ Mao Tse-tung</li> <li>○ Together with the communist party and in cooperation with the national Chinese regime he recruited 14 million soldiers to defend the country against a Japanese attack/assault</li> <li>○ Blasting of a dyke and flooding of great tracts of land in 1938, nearly 900,000 people drowned</li> </ul>	Decolonisation
 <p>Panel 17 The consequences of the war on the Malay Peninsula</p>	<ul style="list-style-type: none"> <li>○ Where is this young man?</li> <li>○ Which flag is he holding up?</li> <li>○ Which political statement does he wish to make through such an act?</li> </ul>	<ul style="list-style-type: none"> <li>○ Bangkok/Thailand</li> <li>○ The Japanese flag</li> <li>○ Stance showing support for the Japanese invasion and the Japanese regime against China/Chinese community and against Great Britain as a colonial power</li> </ul>	Fascism




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**TEACHERS ANSWER SHEET: OCEANIA**

Image/Panel	Questions	Short answers	topic
 <p>Panel 24 Deployment bases for the Allies in the South Pacific</p>	<ul style="list-style-type: none"> <li>○ To which government/army does this young man pledge loyalty and obedience?</li> <li>○ What kind of work did his fellow countrymen have to do for this army?</li> <li>○ Which other islands were occupied by this country?</li> <li>○ Which other armies were present in the pacific region at this time?</li> </ul>	<ul style="list-style-type: none"> <li>○ USA</li> <li>○ Construction work, food production, spying, general aides and helpers</li> <li>○ Midway Islands, Hawaii</li> <li>○ France, Great Britain, Japan, Australia</li> </ul>	Forced labour
 <p>Panel 31 Final battles and war crimes in Micronesia</p>	<ul style="list-style-type: none"> <li>○ Where is this man?</li> <li>○ What is his role?</li> <li>○ What consequences did the presence of his army have for the population of the depicted country?</li> </ul>	<ul style="list-style-type: none"> <li>○ In Guam (Japanese Colony)</li> <li>○ Supervision of forced labourers cultivating rice</li> <li>○ Exploitation/forced labour, revenge on civilians for the aerial attacks conducted by the Allies, bombings leading to the destruction of nearly the entirety of the infrastructure</li> </ul>	Crimes
 <p>Panel 25 New Guinea: Farmers and fishermen at war</p>	<ul style="list-style-type: none"> <li>○ What is this man carrying?</li> <li>○ Which hostile forces faced each other on his island?</li> <li>○ Which additional jobs did he most likely have to do?</li> </ul>	<ul style="list-style-type: none"> <li>○ An injured person</li> <li>○ Japan vs. USA/Australia</li> <li>○ Spying, laying down trails, construction work (bridges, camps, sheds, bunkers, shooting ranges), hunting/fishing, porters in the mountains</li> </ul>	Forced labour
 <p>Panel 28 Australian aborigines: Soldiers at no cost</p>	<ul style="list-style-type: none"> <li>○ Against whom is this man supposed to fight?</li> <li>○ Why is he not bearing firearms?</li> <li>○ How was he rewarded for his work during and after the war?</li> <li>○ How did his legal status change?</li> </ul>	<ul style="list-style-type: none"> <li>○ Against small groups of Japanese infantry on the coast of Northern Australia</li> <li>○ Only "traditional weapons" were allowed</li> <li>○ With tobacco, pipes, fishing hooks, twine and tomahawks (axes)</li> <li>○ Voting and civil rights only granted more than 20 years after the war</li> </ul>	Compensation

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**TEACHERS ANSWER SHEET: OCEANIA, page 2**

Image/ Panel	Questions	Short answers	Topic
 <p>Panel 26 The revolt of colonial soldiers from Papua</p>	<ul style="list-style-type: none"> <li>○ How do you perceive this man’s uniform?</li> <li>○ Whose idea was it to implement the wearing of this uniform?</li> <li>○ Who opposed the uniform?</li> </ul>	<ul style="list-style-type: none"> <li>○ Estimation: funny, ridiculous...</li> <li>○ Australian commanders of the Pacific Island Regiment on the side of the Allies</li> <li>○ Tapioli (Sergeant of the Pacific Island Regiment) and other angry soldiers. Consequence: Imprisonment. Eventually dress code reversed however.</li> </ul>	<p>Racism and resistance</p>
 <p>Panel 32a For a nuclear-free Pacific!</p>	<ul style="list-style-type: none"> <li>○ Whom or what do these hands aim to protect?</li> <li>○ Which powers continued to have military bases in this region?</li> <li>○ In what way did they endanger the population and until when?</li> </ul>	<ul style="list-style-type: none"> <li>○ The Pacific or rather the whole world</li> <li>○ USA, Great Britain, France, Soviet Union, China, Japan</li> <li>○ Nuclear tests, weapons test, last atomic bomb explosion in 1996 (see board 32 “Radiant times after 1945: The Militarization of the Pacific”)</li> </ul>	<p>Decolonization</p>
 <p>Panel 27 Scouting for the Allies on the Solomon Islands</p>	<ul style="list-style-type: none"> <li>○ What information is this man communicating?</li> <li>○ How and to whom is he communicating this information?</li> <li>○ Where did he get this information?</li> <li>○ What impact did his activities have on the course of the war?</li> </ul>	<ul style="list-style-type: none"> <li>○ E.g., the current state of construction work, maps, locations of Japanese stations</li> <li>○ Via radio communication with the Allies</li> <li>○ From local spies</li> <li>○ The Japanese forces lost decisive battles, this marked a turning point in the war in Oceania</li> </ul>	<p>Role within the colonial army</p>

# Exhibition: "The Third World in World War II"




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### AFRICA

3. Ethiopia 1935: The Outbreak of WWII in Africa
  - 3a: Twisted History: History Textbook for German Schools on Ethiopia
  - 3b: **LISTENING STATION 1:** Te Mikael Kidanemariam – Ethiopia 
4. The Colonial Plans of the Nazis
  - 4a: Konrad Adenauer as Deputy Chairman of the German Colonial Association
  - 4b: Alternatives to the "final solution" in Madagascar
5. The British Colonial Army in World War II
6. African Combatants from the French Colonies
  - 6a: De Gaulle: "Launching Pad Africa"
  - 6b: **LISTENING STATION 2:** Yoro Ba – Senegal 
7. Crimes against African prisoners of war committed by the Wehrmacht
  - 7a: **LISTENING STATION 3:** Mamadou Hady Bah – Guinea 
8. The Thiaroye Revolt and the French Reaction
  - 8A:** **VIDEO II:** The colonial friend, Short film, Rachid Bouchareb, Algeria/France 2004 
9. A Day of Liberation in Europe – A day of Mourning in Algeria (8th of May 1945)
10. Raw Materials for the Weapons Industry
  - 10a: Donations for the Allies
  - 10b: Supplies for the Nazis
11. Forced Labour for the War of the Colonial Rulers
12. Alms not Pensions for African War Veterans
  - 12a: "Apartheid" to the Grave (South African Soldiers in WWII)
  - 12b: **LISTENING STATION 4:** Samuel Masila Mwanthi – Kenya 

### ASIA

13. China 1937: The Outbreak of War in Asia
  - 13a: Twisted History: "War became a World War at Pearl Harbor 1941"
14. Korea's Role in Japanese Warfare
15. The Japanese War Crimes Committed Against Asian Women
  - 15a: The Tokyo Women's Tribunal in 2000
  - 15b: **LISTENING STATION 5:** Hwang Kum-Ju – South Korea 
- CANVAS II:** Women's Portraits: "Abducted and Abused in Japanese Military Brothels"
16. Japan's War of Annihilation against China
  - 16a: The Massacre of Nanking 1937/38
  - 16b: Eyewitness Accounts from Nanking
17. The Consequences of the War on the Malay Peninsula
  - 17a: We have a choice (Chin Peng – Malaya)
  - 17b: The 1945 famine in Indochina
18. The Indonesian Islands under Japanese Rule
19. India: The Largest Colonial Army of All Time
  - 19a: Twisted History: Churchill on Hindustan (India)
  - 19b: The 1943/44 famine in Bengal
20. The Philippines – A Country of Resistance
  - 20a: Manila 1945
  - 20b: **LISTENING STATION 6:** Remedios Gomez-Paraiso – Philippines 
21. After the War Meant Before the War

## OCEANIA

22. Nauru 1940: The Outbreak of War in Oceania
23. Hawaii 1941: The Polynesian Victims of Pearl Harbor
  - 23a: Twisted History: German TV - War in the Pacific fought on "uninhabited islands"
  - 23b: **LISTENING STATION 7:** Haunani-Kay Trask – Hawaii 
24. Deployment Bases for the Allies in the South Pacific
25. New Guinea: Farmers and Fishermen at War
  - 25a: Twisted History: Yusako Goto, Japanese High Command, on compensations
  - 25b: **LISTENING STATION 8:** Asina Papau/Ovivi Arau – New Guinea 
26. The Revolt of Colonial Soldiers from Papua
27. Scouting for the Allies on the Solomon Islands
  - 27a: Jacob Vouza – "National Hero of the Solomons"
  - 27b: **LISTENING STATION 9:** Biuku Gasa – Solomon Islands 
28. Australian Aborigines: Soldiers at No Cost
  - 28a: Granny Lovett's Stars (Australia)
  - 28b: The Maori-Battalion of New Zealand
29. French Colonies in the Pacific: From the South Seas to North Africa
  - 29a: Polynesian Island Chief Warns about Hitler in 1939
  - 29b: A Critique of "Modern" Warfare (Solomon Islands)
30. Atolls between the Fronts: The War in the Central Pacific
  - 30a: The 1945 Banaba Massacre
31. Final Battles and War Crimes in Micronesia
32. "Radiant Times" after 1945: The Militarisation of the Pacific
  - 32a: For a nuclear-free Pacific!
  - 32b: Eyewitness from Palau: "Your next war please not in our part of the world"
33. From "Million Dollar Point" to "Iron Bottom Sound"


## SOUTH AMERICA

34. Brazilians in Monte Casino – Mexicans in Manila

## CARIBBEAN

35. Tens of Thousands of Volunteers against Fascism
  - 35a: Surinam's Resistance Fighter Anton de Kom
  - 35b: Martinique's Anti-Fascist Frantz Fanon


## PERSECUTION OF JEWS (OUTSIDE OF EUROPE)

36. Anti-Semitic Laws and Labour Camps in North Africa
  - 36a: Hitler's willing Helpers in North Africa
  - 36b: **LISTENING STATION 10:** Alice Cherki – Algeria 
37. Nazi Plans for the "Final Solution" in the Middle East
38. Turkey and the Holocaust
39. Nazi Plans for the "Final Solution" in the Far East

## COLLABORATION

40. Fascist Sympathisers in the Middle East
  - 40a: "Celebrating Nazi victories"
  - 40b: Arab Saviours (like Khaled Abdelwahhab – Tunisia)
41. Palestine Leader and War Criminal (Hadj Amin el-Husseini)
  - 41a: Twisted History: "Supporting the Allies" – consensus approach in Palestine
  - 41b: The Mufti of Jerusalem and the "Final Solution"
42. 3,500 Indians in the Waffen-SS – 50,000 on the Side of the Japanese
  - 42a: Subhas Chandra Bose (India) admires "youthful spirit" of fascism
  - 42b: The Fascist World Order
43. Fascist Sympathisers in the Far East
44. Jews out – Nazis in. Argentina under Juan Perón
  - 44a: The Collaborators' Victims

## EPILOGUE

45. The Right to Remembrance (Professor Kum'a Ndumbe, Cameroon)
  - 45a: **VIDEO III** (Title of local film on WWII can be added) 
46. An Exhibition by recherche international (Credits)

**CANVAS III:** Photos and title „The Third World in World War II – A Suppressed Chapter of History“ (can be used for outdoor advertising)