

Teacher Resource

Episode 10 28th April 2015

Anzac Centenary

FOCUS QUESTIONS

- 1. Discuss the BtN *Gallipoli* story in pairs. Record the main points of your discussion and share them with the class.
- 2. How many Australian soldiers fought at Gallipoli?
- 3. Describe the plan that Britain came up with to defeat Germany.
- 4. Which area did Britain want to take control of?
- 5. Where in Turkey were Australian and New Zealand soldiers sent in?
- 6. The Gallipoli campaign became a stalemate. What does that mean?
- 7. What happened at the Battle of Lone Pine?
- 8. What was a 'drip rifle' and how did it help Australian soldiers?
- 9. How long did the Gallipoli campaign last?
- 10. What do you understand more clearly since watching the *Gallipoli* story?



Discussion

Hold a classroom discussion recording students' responses on the class white board.

- What does commemorate mean?
- How is Anzac Day commemorated around Australia?
- How do you commemorate Anzac Day?







FURTHER INVESTIGATION

- What do the words Gallipoli and Anzac mean to you? Make a
 list of words that you feel best describe Gallipoli and the
 Anzac soldiers (for example mateship, heroism, tragedy).
- Make a list of symbols and traditions that are associated with Anzac Day.



KEY LEARNING

Students will identify and discuss the historical origins of Anzac Day. Students will examine the symbols and traditions associated with Anzac Day.



AUSTRALIAN CURRICULUM

History - Year 3

Days and weeks celebrated or commemorated in Australia (including Australia Day, ANZAC Day, Harmony Week, National Reconciliation Week, NAIDOC week and National Sorry Day) and the importance of symbols and emblems (ACHHK063)

History - Years 4 - 7

Sequence historical people and events (ACHHS081) (ACHHS098) (ACHHS117) (ACHHS205)

Use historical terms (ACHHS082) (ACHHS099) (ACHHS118) (ACHHS206)

History - Year 5

Identify and locate a range of relevant sources (ACHHS101)

History - Years 5 & 6

Locate information related to inquiry questions in a range of sources

(ACHHS102) (ACHHS121)

History - Year 7

Identify the origin and purpose of primary and secondary sources (<u>ACHHS209</u>)

History - Year 9

The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign (ACDSEH095)

Civics and Citizenship - Year 8

Different perspectives about Australia's national identity, including Aboriginal and Torres Strait Islander perspectives, and what it means to be Australian (ACHCK066)



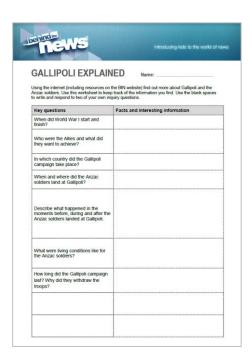




Gallipoli Explained

Using the internet (including resources on the BtN website) students will find out more about Gallipoli and Anzac soldiers and respond to the following questions:

- When did World War I start and finish?
- Who were the Allies and what did they want to achieve?
- In which country did the Gallipoli campaign take place?
- When and where did the Anzac soldiers land at Gallipoli?
- Describe what happened in the moments before, during and after Anzac soldiers landed at Gallipoli. Present your findings in a timeline.
- What were living conditions like for the Anzac soldiers?
- How long did the Gallipoli campaign last? Why did they withdraw the troops?
- What else do you want to learn about Gallipoli? Write and respond to two of your own inquiry questions.



Students can download this Gallipoli Explained worksheet to keep track of the information they find.

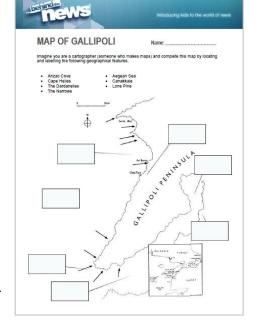


Imagine you are a cartographer

In this activity students will imagine they're cartographers (someone who makes maps) by locating and labelling the following key locations on a map of Gallipoli Peninsula.

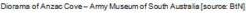
- Anzac Cove
- Cape Helles
- The Dardanelles
- The Narrows
- Aegean Sea
- Canakkale
- Lone Pine

Find two interesting facts about each of these features in relation to the Gallipoli campaign. Analyse this diorama of Anzac Cove. Describe the terrain and imagine what difficulties the Anzac soldiers may have faced.





Students can download this Map of Gallipoli worksheet to keep track of the information they find.







Postcard writing

- As a class brainstorm a list of different people or groups that were involved or impacted by the 1915 battle in Gallipoli, Turkey. Identify the different roles that these people played. Below are some examples:
 - Anzac soldiers (including Indigenous soldiers)
 - Turkish soldiers
 - Red Cross service people
 - The Imperial Camel Corps
 - The 13th Australian Light Horse Regiment
 - Simpson and his donkey
 - Australian families
 - The Australian Government
- 2. Students will find out more about what life was like for Anzac soldiers that served at Gallipoli during World War I. Using the internet, books and newspapers students will find relevant historical information (primary and secondary sources). Use <u>Trove</u> to find primary sources including stories, songs, diaries, official documents and artworks. Explore the hardships that soldiers faced on a day-to-day basis including:
 - disease
 - · lack of clean water and fresh food
 - extreme temperatures
 - · unhygienic living conditions
- 3. Students will imagine they are an Anzac soldier in Gallipoli and write a postcard to a family member explaining their experiences (including what they are doing, the living conditions and how they feel). Students will use their research findings to support their writing. Include photographs, drawings and or maps to decorate the front of the postcard.

Students can download this Write a Postcard template to assist them with their design.

Further challenge: students will find out what life was like for Turkish soldiers and then write a postcard from a Turkish soldier's perspective.

- 4. Students will reflect on their learning during this activity and respond to the following questions.
 - How did you feel about this activity?
 - What would you do differently if you were to do this again?
 - What questions do you have about (the topic) at the moment?



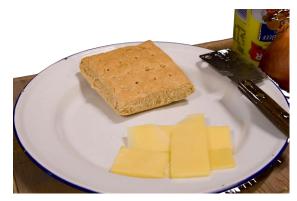




Hard tack and Anzac biscuits

After watching the BtN *Anzac Biscuits* story ask students to respond to the following questions.

- What did the Anzac soldiers eat at Gallipoli?
- What is the history behind the Anzac biscuit? How does it differ to hard tack?
- What is bully beef?
- Why was bully beef and hard tack sent to the troops to eat?
- What are rations?





CREATE

Organise a class lunch which is made up of food that was eaten by Anzac soldiers at Gallipoli. Include jam, tea, hard tack and some bully beef cooked up with onion and cheese. Often the hard tack was grated into the bully beef to disguise the flavour. Alternatively grate the hard tack to make porridge.

Use the Australian War Memorial's recipes to make your own <u>hard tack</u> and <u>Anzac biscuits</u> for your class lunch.

Follow up with a class discussion:

- How did this activity make you feel?
- What questions do you have about (the topic) at the moment?



The Turkish Perspective

Read Mustafa Kemal Ataturk's 1934 tribute, which was written for the Anzac soldiers killed at Gallipoli, aloud to your students.

Those heroes that shed their blood and lost their lives... you are now lying in the soil of a friendly country. Therefore rest in peace. There is no difference between the Johnnies and the Mehmets where they lie side by side here in this country of ours. You the mothers who sent their sons from far away countries, wipe away your tears. Your sons are now lying in our bosom and are in peace. Having lost their lives on this land they have become our sons as well.



DISCUSS

Ask students to share their thoughts and feelings about the tribute, using the following questions as discussion starters. Record students' responses on the class whiteboard.

- How did the tribute make you feel?
- What words would you use to describe Ataturk's tribute?
- How does this tribute express the bond between Australian and Turkish soldiers who fought at Gallipoli?
- Why do you think Ataturk wrote this tribute?





Students will choose one or more of the following activities to complete.

- Write your own speech from an Australian perspective to the Turkish soldiers. Think about the words
 you use to convey feeling and emotion.
- Make comparisons (similarities and differences) between the experiences of Australian soldiers and Turkish soldiers during the battle at Gallipoli.
- Explore the camaraderie between the Australian and Turkish soldiers. Give examples. What did you learn from this inquiry?
- Interview a Turkish person in your community about their culture and how they feel about Anzac Day. How does talking to people help give us a different perspective on events? What have you learnt from this experience?

•	Fill in the gaps using these words: digger, Canakkale, Mehmet, identity, Gallipoli.		
	What Australians know as the	campaign is celebrated by	Turkish people as the Battle
	of 'Little	_' was an affectionate nickname for	Turkish soldiers. It was used
	by the soldiers and in many respects was similar to the Australian ''. Gallipoli is of g		'. Gallipoli is of great
	importance to the national	of both Australia and Turkey.	

? FOCUS QUESTIONS

After watching the BtN Turkish Perspective story ask students to respond to the following questions.

- 1. About how many people of Turkish origin live in Australia?
- 2. What do Turkish people call the battle of Gallipoli?
- 3. Before Turkey became a country, it was part of the _____ Empire.
- 4. In World War I, Turkey was on the same side as countries like...
- 5. Who was the leader of the Turkish army?
- 6. What is camaraderie? Give an example of a friendly exchange between Anzac soldiers and Turkish soldiers.
- 7. Read the tribute Mustafa Kemal Ataturk is said to have written about Anzac soldiers killed at Gallipoli. How did the tribute make you feel? What do you think is the message in the tribute?
- 8. Why do you think Ataturk wrote the tribute?
- 9. How are Evan and Aleyna recognising the relationship between Turkey and Australia?
- 10. How has your thinking changed since watching this story?



War Animals

Students will choose one of the following and investigate how they helped soldiers during the Gallipoli campaign.

- The Imperial Camel Corps https://www.awm.gov.au/unit/U51065/
- The 13th Australian Light Horse Regiment https://www.awm.gov.au/unit/U51047/
- John Simpson Kilpatrick and his donkey https://www.awm.gov.au/encyclopedia/simpson/

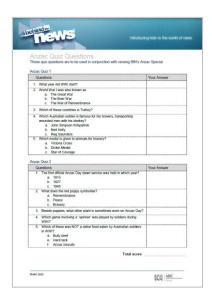
Students will present their findings in an interesting way.





Get your class to take part in this week's special Anzac Centenary quiz. Download the <u>Anzac Quiz Questions template</u> for your students to write down their answers while watching BtN.

Note: These quiz questions are to be used in conjunction with viewing BtN's Anzac Special.





ABC – Australia Remembers WWI 1914-1918 http://www.abc.net.au/news/first-world-war-centenary/

ABC – Gallipoli The First Day Centenary http://www.abc.net.au/gallipoli/index.html

ABC News – Anzac Day 2015: See Gallipoli 100 years ago and today http://www.abc.net.au/news/2015-04-21/gallipoli-photos-then-and-now/6408400

Australian War Memorial – Anzac Day Tradition https://www.awm.gov.au/commemoration/anzac/anzac-tradition/

Gallipoli.gov - Gallipoli and the Anzacs http://www.gallipoli.gov.au/

ABC Splash - Gallipoli and WW1

http://splash.abc.net.au/home#l/topic/495226/gallipoli%20and%20world%20war%20i

Civics and Citizenship – Fast Facts File: Australia's involvement in World War I http://www.civicsandcitizenship.edu.au/cce/fast_facts_file,9614.html

Behind the News – ANZAC Story http://www.abc.net.au/btn/story/s3784919.htm

Behind the News – ANZAC Day http://www.abc.net.au/btn/story/s3991546.htm

Behind the News – Indigenous Anzacs http://www.abc.net.au/btn/story/s3744556.htm

Behind the News – WW1 Centenary http://www.abc.net.au/btn/story/s4058058.htm

Encourage your students to be active and informed citizens by watching our 10 minute news program each day. Go to the BtN homepage and click on the 3News link.



