

AUSTRALIAN GOVERNMENT  
DEPARTMENT OF VETERANS' AFFAIRS



A RESOURCE FOR  
SECONDARY SCHOOLS



Australian Government  
Department of Veterans' Affairs

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*Revealing Gallipoli: Looking beyond the myth*

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Wallace Anderson, *Evacuation*, 1925, bronze, 82.2 x 50.1 x 37.5 cm, AWM ART09633

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# contents

	<b>Introduction for teachers</b>	<b>4</b>
	Using <i>Gallipoli and the Anzacs</i> in the classroom	4
	Integrated learning activities guide	6
	Curriculum guide	8
	An explanation of important terms	9
	Recommended resources	10
<b>Unit 1</b>	<b>Australia at war in 1914</b>	<b>11</b>
	1 Why did a world war start in 1914?	12
	2 How did the Australian Government react? Why?	15
	3 How did the Australian people respond? Why?	17
	4 Why did Australian men and women volunteer to participate in the war?	20
<b>2</b>	<b>The Dardanelles strategy and geography</b>	<b>23</b>
	1 Why was there to be an attack at Gallipoli?	24
	2 What was the naval plan to take the Dardanelles?	25
	3 What was the new plan to take the Dardanelles?	26
<b>3</b>	<b>The landings at Gallipoli 25 April 1915</b>	<b>31</b>
	1 What was the plan for the landings?	32
	2 What happened at Anzac Cove?	34
	3 What happened at the other landing sites?	42
	4 How do we judge the landing at Anzac?	44
<b>4</b>	<b>The Gallipoli campaign</b>	<b>47</b>
	1 What happened at Anzac after the landing?	48
<b>5</b>	<b>Fighting and surviving at Anzac</b>	<b>63</b>
	1 What was life like for the soldiers at Gallipoli?	64
<b>6</b>	<b>Receiving news of Gallipoli on the home front</b>	<b>87</b>
	1 How did Australians learn about the Gallipoli campaign at the time? What was the image that was presented?	88
	2 How did an Anzac legend develop during the Gallipoli campaign?	99
<b>7</b>	<b>Understanding Anzac Day — past, present, future</b>	<b>103</b>
	1 How have we commemorated Gallipoli and Anzac Day in the past?	104
	2 How do we commemorate Anzac Day today?	113
	3 What do Gallipoli and Anzac Day mean to you today?	116

# Introduction for teachers

## Using *Gallipoli and the Anzacs* in the classroom

### The resource

*Gallipoli and the Anzacs* has been produced by the Department of Veterans' Affairs as part of the Australian Government's Commemorations program.

When studying the 25 April 1915 landings at Gallipoli it is important that students have a resource that allows them to explore and understand this significant event in Australia's national history and identity. This needs to be done in a way that:

- respects and acknowledges the attitudes and values of the society that became involved in this costly campaign;
- understands why the day has continued to be significant to Australians over time; and
- recognises and explores the continuing relevance of the day to young people now.

### Educational aims

The purpose of this education resource is to provide teachers and students with self-contained classroom-ready materials and teaching activities primarily about the experiences of the Anzacs (Australians and New Zealanders) at Gallipoli in 1915, and which contextualises the involvement of the Turkish, British, French and other Allied forces in the campaign.

The focus assists students to discover

- the main features of the campaign;
- the experiences of the men and women involved; and
- the reasons why Gallipoli has been, and continues to be, an event of national significance for Australians.

It provides information and evidence for developing students' knowledge and understanding about those elements. It also encourages students to develop empathy with those people whose lives were affected by the campaign — not only the Anzacs on the front lines, but also the soldiers of the other nations, the nurses dealing with the casualties of war, and the families in Australia, Britain, France, India, the Ottoman Empire (Turkey) and other places that felt the impact of the death of, and damage to, their soldiers and nurses.

### Components

This resource comprises three elements:

- **Teachers' Guidebook** of photocopiable print resources;
- **DVD-ROM** of interactive activities, and a copy of the ABC's 3-D website unit *Gallipoli: The First Day*;
- **DVD-VIDEO** containing two documentary films: *Australians at War* Episode 2 and *Revealing Gallipoli*.

### Teachers' Guidebook print resources

The **Teachers' Guidebook** contains seven units which provide students with resources for studying major aspects of the Gallipoli campaign. They explore:

- the reason for Australia's involvement in the First World War;
- the different national forces that fought at Gallipoli;
- the naval and amphibious plans that were made to take Gallipoli;
- the infantry landings at Anzac and Cape Helles on 25 April 1915;
- key events in the continuing campaign until the evacuations of December 1915 (Anzac) and January 1916 (Cape Helles);
- everyday life at Gallipoli through the words, sketches, paintings and photographs of the participants;
- a study of how Australians learned about the campaign in 1915 and how the legend that developed then has been passed down over time; and
- how we continue to commemorate Anzac today, and some criticisms that are made about the continuing appropriateness and strength of Gallipoli and Anzac Day in Australian national identity.

Each unit is self-contained and classroom-ready. It includes a rich collection of photocopiable print resources. Each can be used individually as a stand-alone unit, or can be part of an integrated depth study of the Gallipoli campaign and the role of the Anzacs.

The units combine elements that are appropriate for individual use in the classroom, and for small group co-operative activities. There are clear suggestions in the text when it is recommended that small group activities are the preferred option for classroom use. Teachers may choose to use the units exactly as they are, or they may adapt them to suit their own needs and circumstances.

Each unit is structured around key questions. These provide a clear focus for students' investigations and classroom activities. They also allow teachers to make decisions about which aspects of units they may want to use as 'core' elements, and which they may want to set as enrichment activities.

All units include a variety of information and evidence — including primary and secondary source materials. Much of the evidence is pictorial, including photographs, maps, drawings and sketches, paintings and cartoons. Questions have been included as signposts or scaffolding to help students draw out the implications and meanings of the evidence. The units have been constructed with the principles of excellent history pedagogy, set out in such publications as Tony Taylor and Carmel Young, *Making History: a guide for the teaching and learning of history in Australian schools* (<http://hyperhistory.org/index.php?option=displaypage&Itemid=220&op=page>). In working through the various units students are not only *learning* history, they are *doing* it.

The DVD-VIDEO and DVD-ROM resources included in this educational resource (see the next page) are integrated into the units. There are suggestions about which parts of the films are appropriate for which units, and how the interactive activities can be used as supplementary or alternative approaches to the print resources.

## DVD-ROM

The **DVD-ROM** in this education resource contains two elements.

- One is a set of ten specially constructed interactive learning tasks that enhance students' knowledge and understanding of the seven units. Some of these interactive activities are pitched at junior secondary level, and others at a more senior secondary level. There are suggestions throughout the print units where the interactives could be incorporated as a supplementary or an alternative approach to the print activities; and
- The second component of the DVD-ROM is a copy of the Australian Broadcasting Corporation's (ABC) website *Gallipoli: The First Day*. This is a 3-D reconstruction of the events of the landing at Anzac on 25 April 1915. As with the other material on this DVD-ROM, there are suggestions integrated into the print units suggesting how and when students can use this website to enhance their study of aspects of the campaign.

## DVD-VIDEO

The **DVD-VIDEO** in this education resource includes two documentary films:

- *Revealing Gallipoli* (2005), with its multi-national focus on the 1915 campaign — British, French, Australian, New Zealand and Turkish; and
- *Australians at War* Episode 2 (2002) 'Who'll come a fighting the Kaiser with me', with an Australian focus to the campaign.

They take very different approaches to the topic. *Australians at War* considers the campaign, and its impacts on soldiers, nurses, civilians and home front almost entirely from an Australian perspective. It provides film and photographic material that supplements the print units.

*Revealing Gallipoli* has a multi-nation focus — including British and Turkish as well as Australian and New Zealand. It focuses on the Anzac experience at Gallipoli, but also on the broader nature of the campaign. It includes photographs and archival film footage, also historical reconstructions, and an innovative use of graphics and maps to help explain the Gallipoli story.

There is a time code and chapter guide to using relevant segments of both films at appropriate places in the seven print units.

## Inquiry methodology

The resource has been designed to allow students to engage with the story of Gallipoli, and to develop a knowledge and understanding of the events of the time. The main focus is on the common Australian and New Zealand experience, with acknowledgement of the Anzac experience at Gallipoli as part of a much greater one involving several other Allies, and the Ottoman Empire.

The resource adopts an inquiry approach — students are provided with a variety of evidence and information, and they analyse this material to form their own conclusions about the focus questions in each unit. Students are encouraged to critically analyse material, as well as to understand the society that it reveals, and to make empathetic judgements rather than to apply today's standards to events of the time.

They are also encouraged to understand why Anzac has been so important to past generations, and to reflect on how they see it today. Students will become aware that there are some historians and commentators who question why Gallipoli has achieved its current status as a defining national event. They believe that other events ought to be given more emphasis in our history and the classroom. They also see the popularity of the Gallipoli story as a militaristic and jingoistic element in Australian education. We encourage students to consider such views, and to come to their own fair and balanced conclusions about the appropriateness and relevance of Gallipoli as part of our national identity.

## Curriculum outcomes

The materials have been shaped around the History/SOSE (Studies of Society and Environment) curricula in all states and territories, with an emphasis on activities that contribute to essential learning achievements. A summary of curriculum links for each state and territory is on pages 8 and 9.

The units have also been constructed to suit the new National Curriculum in History, due to be implemented in 2011. This resource would be suitable as the basis of a Depth Study at Year 10 level of the new curriculum.

## Incorporating other websites

Each unit includes references to resources available on two websites: the Department of Veterans' Affairs (DVA) website [www.anzacsite.gov.au](http://www.anzacsite.gov.au), and the ABC website *Gallipoli: The First Day*, [www.abc.net.au/innovation/gallipoli/](http://www.abc.net.au/innovation/gallipoli/).

The DVA website includes a rich collection of material on all aspects of Gallipoli and the Anzacs, and is an essential site for students to explore the topic in greater depth.

A version of the ABC website is included in the DVD-ROM in this resource, but teachers should refer students to the actual site for the additional material that may be added online periodically.

## Disclaimer

The inquiry approach which is the guiding methodology of this resource requires students to be exposed to a fair and balanced range of evidence for them to develop their own conclusions. The Department of Veterans' Affairs cannot be assumed to agree with or endorse any content or opinions expressed in websites or other publications quoted or referred to in this resource.

# Introduction for teachers

## Integrated learning activities guide: Print, CD-ROM, DVD-VIDEO and websites

### Unit

# 1

#### PRINT FOCUS QUESTIONS

#### DVD-ROM INTERACTIVES and GALLIPOLI AND THE ANZACS WEBSITE

#### DVD-VIDEO CHAPTERS

### Australia is at war — 1914

- 1 Why did a world war start in 1914?
- 2 How did the Australian Government react? Why?
- 3 How did the Australian people respond? Why?
- 4 Why did Australian men and women volunteer to participate in the war?

- DVD-ROM:**
- *Can you help the troops get to the battlefield?*

*Revealing Gallipoli*  
00:00-06:30 (Part 1 Chapter 1)

*Australians At War*  
Episode 2  
'Who'll come a fighting the Kaiser with me'  
00:00-09:20 (Chapter 1)

# 2

### The Dardanelles strategy and geography

- 1 Why was there to be an attack at Gallipoli?
- 2 What was the naval plan to take the Dardanelles?
- 3 What was the new plan to take the Dardanelles?

- DVD-ROM:**
- *Gallipoli: who, where and why?*
- Gallipoli and the Anzacs website:**  
[www.anzacsite.gov.au](http://www.anzacsite.gov.au):
- *Lead-up events*  
[www.anzacsite.gov.au/1landing/why.html](http://www.anzacsite.gov.au/1landing/why.html)
  - *Background*  
[www.anzacsite.gov.au/1landing/bgrnd.html](http://www.anzacsite.gov.au/1landing/bgrnd.html)
  - *A Duty Clear Before Us*  
[www.anzacsite.gov.au/1landing/nbeachc.html](http://www.anzacsite.gov.au/1landing/nbeachc.html)
  - *Interpretative Panel 1 – Map of the Gallipoli peninsula*  
[www.anzacsite.gov.au/4panels/index.html](http://www.anzacsite.gov.au/4panels/index.html)

*Revealing Gallipoli*  
13:14-27:05 (Part 1 Chapter 3)

*Australians At War*  
Episode 2  
'Who'll come a fighting the Kaiser with me'  
17:30-19:50 (Chapter 3)

# 3

### The landings at Gallipoli 25 April 1915

- 1 What was the plan for the landings?
- 2 What happened at Anzac Cove?
- 3 What happened at the other landing sites?
- 4 How do we judge the landing at Anzac?

- DVD-ROM:**
- *Can you plan the landing at Anzac?*
  - *Gallipoli: The First Day*
- Gallipoli and the Anzacs website:**  
[www.anzacsite.gov.au](http://www.anzacsite.gov.au):
- *The Anzac Landing at Gallipoli*  
[www.anzacsite.gov.au/1landing/index.html](http://www.anzacsite.gov.au/1landing/index.html)
  - *War correspondents Ellis Ashmead-Bartlett and Charles Bean*  
[www.anzacsite.gov.au/1landing/](http://www.anzacsite.gov.au/1landing/)
  - *Signaller Silas*  
[www.anzacsite.gov.au/1landing/s\\_intro.html](http://www.anzacsite.gov.au/1landing/s_intro.html)
  - *A Duty Clear Before Us*  
[www.anzacsite.gov.au/1landing/nbeachc.html](http://www.anzacsite.gov.au/1landing/nbeachc.html)
  - *Interpretative - Panel 2 Anzac The Landing 1915*  
[www.anzacsite.gov.au/4panels/index.html](http://www.anzacsite.gov.au/4panels/index.html)
  - *The Drawings of Major LFS Hore*  
[www.anzacsite.gov.au/5environment/hore/hore.html](http://www.anzacsite.gov.au/5environment/hore/hore.html)
  - *Submarines at Gallipoli*  
[www.anzacsite.gov.au/5environment/submarines/ae2.html](http://www.anzacsite.gov.au/5environment/submarines/ae2.html)
  - *First to Fall*  
[www.anzacsite.gov.au/1landing/first-to-fall/index.html](http://www.anzacsite.gov.au/1landing/first-to-fall/index.html)
- Gallipoli: The First Day website:**  
[www.abc.net.au/innovation/gallipoli/](http://www.abc.net.au/innovation/gallipoli/)

*Revealing Gallipoli*  
34:35-37:13 (Part 1 Chapter 4)  
37:13-51:25 (Part 1 Chapter 5)

*Australians At War*  
Episode 2  
'Who'll come a fighting the Kaiser with me'  
19:50-24:30 (Chapter 4)

# Unit 4

## PRINT FOCUS QUESTIONS

## DVD-ROM INTERACTIVES and GALLIPOLI AND THE ANZACS WEBSITE

## DVD-VIDEO CHAPTERS

### The Gallipoli campaign

1 What happened at Anzac after the landing?

**Gallipoli and the Anzacs website:**  
[www.anzacsite.gov.au](http://www.anzacsite.gov.au):  
 – *A Duty Clear Before Us*  
[www.anzacsite.gov.au/1landing/nbeachc.html](http://www.anzacsite.gov.au/1landing/nbeachc.html)  
 – *Interpretative – Panel 3 2nd Krithia*  
[www.anzacsite.gov.au/4panels/index.html](http://www.anzacsite.gov.au/4panels/index.html)  
 – *Interpretative – Panel 4 The Turkish counter-attack of 19 May*  
[www.anzacsite.gov.au/4panels/index.html](http://www.anzacsite.gov.au/4panels/index.html)  
 – *Interpretative – Panel 5 Stretcher bearers*  
[www.anzacsite.gov.au/4panels/index.html](http://www.anzacsite.gov.au/4panels/index.html)  
 – *Interpretative – Panel 6 Lone Pine and The Nek*  
[www.anzacsite.gov.au/4panels/index.html](http://www.anzacsite.gov.au/4panels/index.html)  
 – *Interpretative – Panel 7 Chunuk Bair*  
[www.anzacsite.gov.au/4panels/index.html](http://www.anzacsite.gov.au/4panels/index.html)  
 – *Interpretative – Panel 8 Evacuation*  
[www.anzacsite.gov.au/4panels/index.html](http://www.anzacsite.gov.au/4panels/index.html)  
 – *Interpretative – Panel 9 Mustafa Kemal*  
[www.anzacsite.gov.au/4panels/index.html](http://www.anzacsite.gov.au/4panels/index.html)

*Revealing Gallipoli*  
 00:57-05:54 (Part 2 Chapter 2)  
 05:54-13:40 (Part 2 Chapter 3)  
 13:40-15:16 (Part 2 Chapter 4)  
 20:12-22:14 (Part 2 Chapter 6)  
 24:19-28:38 (Part 2 Chapter 8)  
 28:38-51:53 (Part 2 Chapter 9)

*Australians At War*  
 Episode 2  
 'Who'll come a fighting the Kaiser with me'  
 32:07-44:05 (Chapter 8)  
 44:05-46:15 (Chapter 9)  
 46:15-48:31 (Chapter 10)  
 48:31-52:36 (Chapter 11)  
 52:36-54:31 (Chapter 12)

# 5

### Fighting and surviving at Gallipoli

1 What was life like for the soldiers at Anzac?

**DVD-ROM:**

- *The story of Private Jim Martin*
- *Who were the nurses in the Gallipoli campaign?*
- *The Gallipoli Times*

**Gallipoli and the Anzacs website:**  
[www.anzacsite.gov.au](http://www.anzacsite.gov.au):  
 – *A Duty Clear Before Us*  
[www.anzacsite.gov.au/1landing/nbeachc.html](http://www.anzacsite.gov.au/1landing/nbeachc.html)  
 – *Signaller Silas*  
[www.anzacsite.gov.au/1landing/s\\_intro.html](http://www.anzacsite.gov.au/1landing/s_intro.html)  
 – *The Drawings of Major LFS Hore*  
[www.anzacsite.gov.au/5environment/hore/hore.html](http://www.anzacsite.gov.au/5environment/hore/hore.html)  
 – *Nurses' Stories*  
[www.anzacsite.gov.au/5environment/nurses.html](http://www.anzacsite.gov.au/5environment/nurses.html)  
 – *Photographs of the 3rd Australian General Hospital on Lemnos Island*  
[www.anzacsite.gov.au/5environment/nursephoto.html](http://www.anzacsite.gov.au/5environment/nursephoto.html)  
 – *Bravery Awards at Gallipoli*  
[www.anzacsite.gov.au/5environment/bravery.html](http://www.anzacsite.gov.au/5environment/bravery.html)

*Revealing Gallipoli*  
 15:16-20:12 (Part 2 Chapter 5)

*Australians At War*  
 Episode 2  
 'Who'll come a fighting the Kaiser with me'  
 26:20-30:55 (Chapter 6)

# 6

### Receiving news of Gallipoli on the home front

1 How did Australians learn about Gallipoli, and what image of the campaign was presented?

2 How did an 'Anzac legend' develop during the Gallipoli campaign?

**DVD-ROM:**

- *The Anzac Legend over time*
- *The Gallipoli Times*
- *Listening to the headstones*

**Gallipoli and the Anzacs website:**  
[www.anzacsite.gov.au](http://www.anzacsite.gov.au):  
 – *War Correspondent Ellis Ashmead-Bartlett and Charles Bean*  
[www.anzacsite.gov.au/1landing/](http://www.anzacsite.gov.au/1landing/)  
 – *Anzac: A National Heirloom*  
[www.anzacsite.gov.au/5environment/anzac/anzac.html](http://www.anzacsite.gov.au/5environment/anzac/anzac.html)  
 – *Gallipoli and a Country Town: Yass*  
[www.anzacsite.gov.au/5environment/homefront.html](http://www.anzacsite.gov.au/5environment/homefront.html)

*Australians at War*  
 Episode 2  
 'Who'll come a fighting the Kaiser with me'  
 24:30-26:20 (Chapter 5)  
 30:55-32:35 (Chapter 7)  
 44:10-46:18 (Chapter 9)  
 48:40-49:30 (Chapter 11)  
 52:15-52:40 (Chapter 12)

# 7

### Understanding Anzac Day — past, present, future

1 How have we commemorated Gallipoli and Anzac Day in the past?

2 How do we commemorate Anzac Day today?

3 What do Gallipoli and Anzac Day mean to you today?

**DVD-ROM:**

- *The Anzac Legend over time*
- *Community memorial board*
- *Analyse a museum display*

**Gallipoli and the Anzacs website:**  
[www.anzacsite.gov.au](http://www.anzacsite.gov.au):  
 – *Visiting Gallipoli Today*  
[www.anzacsite.gov.au/2visiting/index.html](http://www.anzacsite.gov.au/2visiting/index.html)  
 – *Building the Anzac Commemorative Site*  
[www.anzacsite.gov.au/3building/index.html](http://www.anzacsite.gov.au/3building/index.html)  
 – *Researching Gallipoli and Australians at War*  
[www.anzacsite.gov.au/5environment](http://www.anzacsite.gov.au/5environment)

# Introduction for teachers

## Curriculum Guide

Areas where *Gallipoli and the Anzacs* may be appropriate in states' and territories' current secondary history curriculum documents, and the proposed National Curriculum in History scheduled for introduction in 2011, are:

State/Territory	Major area	Level	Emphases
ACT	SOSE	7–8 9–10	Turning points, change and continuity in the 20th century
		11–12	Australian History
NSW	History	9–10	Australia in World War I
NT	SOSE	7–8	Significant events in the past
		9–10	Events and ideas that have shaped Australian society Impacts of conflicts on domestic life in Australia
	History	11–12	Depth Study: Remembering Australians in Wartime
QLD	SOSE	7–8	Situations before and after a rapid change
	Modern History	11–12	Possible themes of Conflict, The history of everyday lives, Studies of change
SA	SOSE	9–10	Interpretations and representations of events
	History	11–12	Depth Study: Remembering Australians in Wartime
TAS	Society and History		Historical inquiry — Students undertake historical inquiries in relation to continuity and change in society as specified at:
		7–8	Stages 9–13
		9–10	Stages 13–15
	Australian Studies	11–12	Australians at war
VIC	History	9–10	Continuing significance of major events shaping society
	Australian History	11–12	Testing the new nation 1914–1950
WA	S & E	7–8 9–10	Exploring causes and consequences of events
	Australian History	11–12	Exploring ideas in Australian history
<b>National Curriculum</b>	History	10	Depth Study — War and peace: A study of Australia's involvement in an overseas conflict and the impact on the home front, with the First World War as an option.

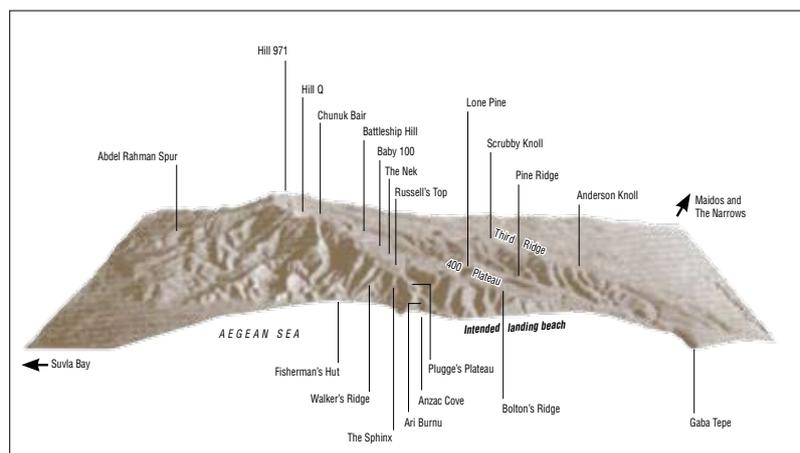
## An explanation of important terms

### Anzac

'Anzac' has two distinct meanings in this resource:

- 1 The Australian and New Zealand Army Corps (ANZAC), the acronym given to the Australian and New Zealand forces, which took a life of its own as a noun (and explained in more detail on page 33).
- 2 The Anzac area is that part of the Gallipoli peninsula that was the responsibility of the Australians and New Zealanders, being the coastal area of North Beach, Ari Burnu, Anzac Cove and Hell Spit and the area inland from them. In this resource, the geographical area has been referred to as 'Anzac'.

The meaning that is appropriate is clear from the context in which it is used.



Les Carlyon, *Gallipoli*, Macmillan, Sydney, 2001, page 132

## Gallipoli

Gallipoli can be a reference to the town on the Gallipoli peninsula, but most often it is shorthand reference to the Gallipoli peninsula, or to the Gallipoli campaign. The meaning that is appropriate is clear from the context in which it is used.

## Turkey

Turkey as a nation did not exist until 1923. In 1915 the Allies were fighting the Ottoman Empire. However, the almost universal reference at the time was to 'Turkey' and the 'Turks'. After the initial reference to the Ottoman Empire in each unit this resource refers to the area as Turkey and the soldiers as Turkish.

## Rank

The Australian military was divided into officers and other ranks — which ranged from privates to warrant officers. The hierarchy of rank for officers, from lowest to highest, was: 2nd Lieutenant, Lieutenant, Captain, Major, Lieutenant Colonel, Colonel, Brigadier, Major General, Lieutenant General, General. The hierarchy of other ranks in the AIF, from lowest to highest, was: Private (including Gunner for artillery, Sapper for engineers and Trooper for light horsemen), Lance corporal, Corporal, Sergeant, Warrant Officer Class 2, Warrant Officer Class 1.

## Military organisation

The military organisation of combat forces was:

Organisation	Strength	Comprising	Commanded by
Army	60,000+	2 or more corps	General
Corps	30,000+	2 or more divisions	Lieutenant General
Division	10,000-20,000	3 brigades	Major General
Brigade	2500-4000	4 battalions	Brigadier
Battalion	550-1000	4 companies	Lieutenant Colonel
Company	100-225	4 platoons	Major or Captain
Platoon	30-60	4 sections	Lieutenant
Section	9-16		Sergeant or Corporal

A Division would also include non-infantry elements, including Artillery, Light Horse, Engineers, Field Ambulance, Signals, Ammunition, Pay, Hygiene, Veterinary, Provost (Military Police), Machine gun, Trench mortar and Headquarters.

See [www.awm.gov.au/atwar/structure/army\\_structure.asp](http://www.awm.gov.au/atwar/structure/army_structure.asp)

The Order of Battle of the Australian and New Zealand Army Corps (ANZAC) that landed on Gallipoli on 25 April 1915 was:



Peter Williams, *The Battle of Anzac Ridge*, Australian Military History Publications, Loftus, Australia, 2007

## Statistics of the Gallipoli campaign

Some sources differ in their definition of a casualty of the Gallipoli campaign, resulting in the publication of many different statistics. Some refer to the dead, wounded and captured, whilst others include non-battle casualties such as illness. Most casualty statistics, particularly Turkish, are estimates only and many do not identify the authority of their figures.

These figures show the estimates taken from Harvey Broadbent, *Gallipoli. The Fatal Shore*, CEW Bean, *Official History of Australia in the War of 1914-1918*, Robin Prior, *Gallipoli. The End of the Myth*, Christopher Pugsley, *The Anzac Experience* and Australian War Memorial Encyclopedia.

Contingent	Involved	Killed/died of wounds or disease	Non-fatal wounded/sick
Ottoman Empire (Turkey)	500,000	66,000-86,692	213,308
Britain and British India	348,000	22,613-27,736	48,517
France and French colonial	79,000	8000-10,000	15,000-17,000
Australia	50,000	7594-8709	17,900-19,441
New Zealand	8500	2431-2721	4752

# Introduction for teachers

## Recommended resources

### Books

#### Reference works

- CEW Bean, *Official History of Australia in the War of 1914-1918*, vols 1 and 2 (available online at [www.awm.gov.au/histories/first\\_world\\_war/](http://www.awm.gov.au/histories/first_world_war/))
- Dale Blair, *Dinkum Diggers*, Melbourne University Press, Parkville, 2001
- Fred and Elizabeth Brenchley, *Stoker's Submarine*, HarperCollins, Sydney, 2001
- Les Carlyon, *Gallipoli*, Macmillan, Sydney, 2001
- Harvey Broadbent, *Gallipoli. The Fatal Shore*, Penguin, Melbourne, 2005
- Kevin Fewster, Vecihi Basarin, Hatice Hurmuz Basarin, *A Turkish View of Gallipoli: Canakkale*, Hodja, Richmond, 1985
- Kevin Fewster, Vecihi Basarin, Hatice Hurmuz Basarin, *Gallipoli: The Turkish Story*, Allen & Unwin, Sydney, 2003
- Bill Gammage, *The Broken Years: Australian Soldiers in the Great War*, Melbourne University Press, Melbourne, 2010
- Philip J Haythornthwaite, *Gallipoli 1915*, Osprey, London, 1991
- Jonathan King, *Gallipoli Diaries*, Kangaroo Press, Sydney, 2003
- Robin Prior, *Gallipoli. The End of the Myth*, UNSW Press, Sydney, 2009
- Christopher Pugsley, *The Anzac Experience*, Raupo (Penguin) Auckland, 2001
- Richard Reid *A Duty Clear Before Us*, Department of Veterans' Affairs, Canberra, 2000
- Richard Reid, *Gallipoli 1915*, ABC Books, Sydney, 2002
- John Robertson, *Anzac and Empire*, Hamlyn, Richmond, 1990
- Tim Travers, *Gallipoli 1915*, Tempest Publishing, Stroud, 2001
- Peter Williams, *The Battle of Anzac Ridge: 25 April 1915*, Australian Military History Publications, Australia, 2006
- Denis Winter, *25 April 1915*, University of Queensland Press, St Lucia, 1994

#### For older students

- Patrick Carlyon, *The Gallipoli Story*, Penguin, Melbourne, 2003
- Leon Davidson, *The Anzacs at Gallipoli. Scarecrow Army*, Black Dog Books, Melbourne, 2005
- Jackie French, *A Rose for the Anzac Boys*, Angus and Robertson, Sydney, 2008
- Anthony Hill, *Soldier Boy*, Penguin, Melbourne, 2001
- John Laffin, *Gallipoli*, Kangaroo Press, Sydney, 1999

### Websites

Australian War Memorial [www.awm.gov.au](http://www.awm.gov.au), including:

Australian War Memorial Online exhibitions

*Dawn of the Legend*

[www.awm.gov.au/exhibitions/dawn/index.asp](http://www.awm.gov.au/exhibitions/dawn/index.asp)

*Forging the nation- Federation the first twenty years*

[www.awm.gov.au/exhibitions/forging/](http://www.awm.gov.au/exhibitions/forging/)

*Gallipoli 1915: the drama of the Dardanelles*

[www.iwm.org.uk/upload/package/2/gallipoli/index.htm](http://www.iwm.org.uk/upload/package/2/gallipoli/index.htm)

*Fifty Australians - Albert Jacka*

[www.awm.gov.au/exhibitions/fiftyaustralians/26.asp](http://www.awm.gov.au/exhibitions/fiftyaustralians/26.asp)

*George Lambert: Gallipoli and Palestine landscapes*

[www.awm.gov.au/blog/category/exhibitions/george-lambert/](http://www.awm.gov.au/blog/category/exhibitions/george-lambert/)

*Sidney Nolan: the Gallipoli series*

[www.awm.gov.au/exhibitions/nolan/](http://www.awm.gov.au/exhibitions/nolan/)

Education activities

*Hard Tack*

[www.awm.gov.au/education/activities/hard\\_tack.asp](http://www.awm.gov.au/education/activities/hard_tack.asp)

*Soldiers' slang at Gallipoli*

[www.awm.gov.au/education/activities/slang.asp](http://www.awm.gov.au/education/activities/slang.asp)

ANZAC Day Commemoration Committee (Qld)

[www.anzacday.org.au/](http://www.anzacday.org.au/)

*Despatches From Gallipoli*

[www.diggerhistory.info/](http://www.diggerhistory.info/)

*Digger History*

[www.diggerhistory.info/](http://www.diggerhistory.info/)

*Gallipoli and the Anzacs*

[www.anzacsite.gov.au/](http://www.anzacsite.gov.au/)

*Gallipoli The First Day*

[www.abc.net.au/innovation/gallipoli/gallipoli2.htm](http://www.abc.net.au/innovation/gallipoli/gallipoli2.htm)

*Gallipoli*

<http://user.online.be/~snelders/contents.html>

*Gallipoli Association*

[www.gallipoli-association.org/](http://www.gallipoli-association.org/)

*New Zealand History Online — Anzac Day*

[www.nzhistory.net.nz/war/anzac-day/introduction](http://www.nzhistory.net.nz/war/anzac-day/introduction)

*New Zealand History online — Classroom Ideas Anzac Day*

[www.nzhistory.net.nz/war/anzac-day/classroom-activities-anzac-day](http://www.nzhistory.net.nz/war/anzac-day/classroom-activities-anzac-day)

*New Zealand History online — Gallipoli campaign*

[www.nzhistory.net.nz/war/the-gallipoli-campaign/introduction](http://www.nzhistory.net.nz/war/the-gallipoli-campaign/introduction)

*Lost Leaders of Anzacs*

[www.anzacs.org/index.html](http://www.anzacs.org/index.html)

# Unit

# 1

# Australia is at war—1914

## OVERVIEW

Focus questions	DVD-VIDEO connections	DVD-ROM interactives connection
1 Why did a world war start in 1914?	<i>Revealing Gallipoli</i> 00:00-06:30 (Part 1 Chapter 1)	<i>Can you help the troops get to the battlefield?</i>
2 How did the Australian Government react? Why?		
3 How did the Australian people respond? Why?	<i>Australians At War</i> <i>Episode 2</i> <i>'Who'll come a fighting the Kaiser with me'</i> 00:00-09:20 (Chapter 1)	
4 Why did men and women volunteer to participate in the war?		

### Why are you studying Gallipoli?

This education resource is about a particular military campaign during the First World War, and its influence in forming Australian national identity over time.

We generally know it as the Gallipoli campaign, or just Gallipoli. At the time it was more commonly referred to as the Dardanelles campaign.

The campaign took place in a small area of Turkey. The fighting was between Allied forces (mainly British, Australian, New Zealand and French) and those of the Ottoman Empire (Turkey) with some German support. At the time of the First World War, modern Turkey did not exist. Britain's declaration of war was against the Ottoman Empire, which had been in existence since the 1300s. Although the Ottoman military was ethnically diverse, it was commonplace to call all Ottoman soldiers Turkish soldiers, a practice that will be followed in this educational resource.

The campaign was fought from February 1915 to January 1916, and was a defeat for the allies. It is estimated that over 50,000 men on the allied side died of disease or were killed.

Although the Gallipoli campaign was fought away from the war's main theatre, it was nevertheless significant for Australia, New Zealand, Turkey and the other nations who fought. For Turkey it was the successful defeat of an invasion of their homeland. It saw the emergence of the military leader, Mustafa Kemal (or Kemal Ataturk), who after the war would bring Turkey into the modern world. For Australia and New Zealand, it was the event that has become associated with their national identity in a way no other event has.

Every year since 1916 Australians have commemorated the first day of the landing, 25 April. It is a day that Australians are aware of, nearly 100 years after the event. It is a day that will probably continue to be a significant part of Australian identity during your lifetime.

So what happened on this day and in this campaign? Why were Australians involved in it? What did it mean to people at the time? Why was it considered so important and so powerful that it has lived beyond the lifetime of any person who was there at the time, and is a day of national significance? And is it still a day that has meaning and relevance for you in your life?

# Why did a world war start in 1914?

On 4 August 1914 the European nations went to war.

The Australian Government committed the young nation to participate in the world war. Why? Was it because we were being attacked by an enemy? Was it to help an ally who was under threat? Was it because we believed that the cause was a just one? All these are possible reasons.

Whatever the reason, how did people feel about this involvement? How did men and women react to the call for them to enlist to go off to this war?

**1.1** Read this information about the European nations, and then look at the sequence of statements that explain the events leading to the start of the war.



**GERMANY** — had only been a nation since 1871. By 1914 it was a powerful nation and wanted to expand. It had several colonies, a strong army, and an increasingly strong navy that would allow it to challenge the superiority of the traditional naval power, Britain. It was traditionally an enemy of France. In 1871 they had been at war over possession of the territories and resources of Alsace-Lorraine. Both France and Germany claimed this border area. The German victory had humiliated the French and wounded their national pride.



**AUSTRIA-HUNGARY** — was a declining empire. It included in its borders many nations whose inhabitants did not feel ethnically part of the empire, and who wanted to break away. Some of these, such as Bosnia, looked to Serbia and Russia as ethnically compatible nations. Austria-Hungary had a military alliance with Germany.



**SERBIA** — bordered the Austro-Hungarian empire. It wanted to expand its power by adding to its own sphere of influence areas which had ethnically similar populations. One of these was Bosnia. It supported attempts by Bosnian nationalists to break away from the Austro-Hungarian Empire — even if violence was to be used.



**RUSSIA** — was a huge nation, but not a modern one. It had a military alliance with France for each to help the other in case of attack from another nation.



**BRITAIN** — was the world's leading nation, through its colonies, and its sea power. It felt threatened by Germany's growing power, especially the German navy. It had an agreement to protect Belgium if that nation was attacked.



**FRANCE** — was hostile towards Germany, and believed that Germany controlled border areas that were rightfully French. It had a military agreement with Russia to protect that nation if Russia was attacked.

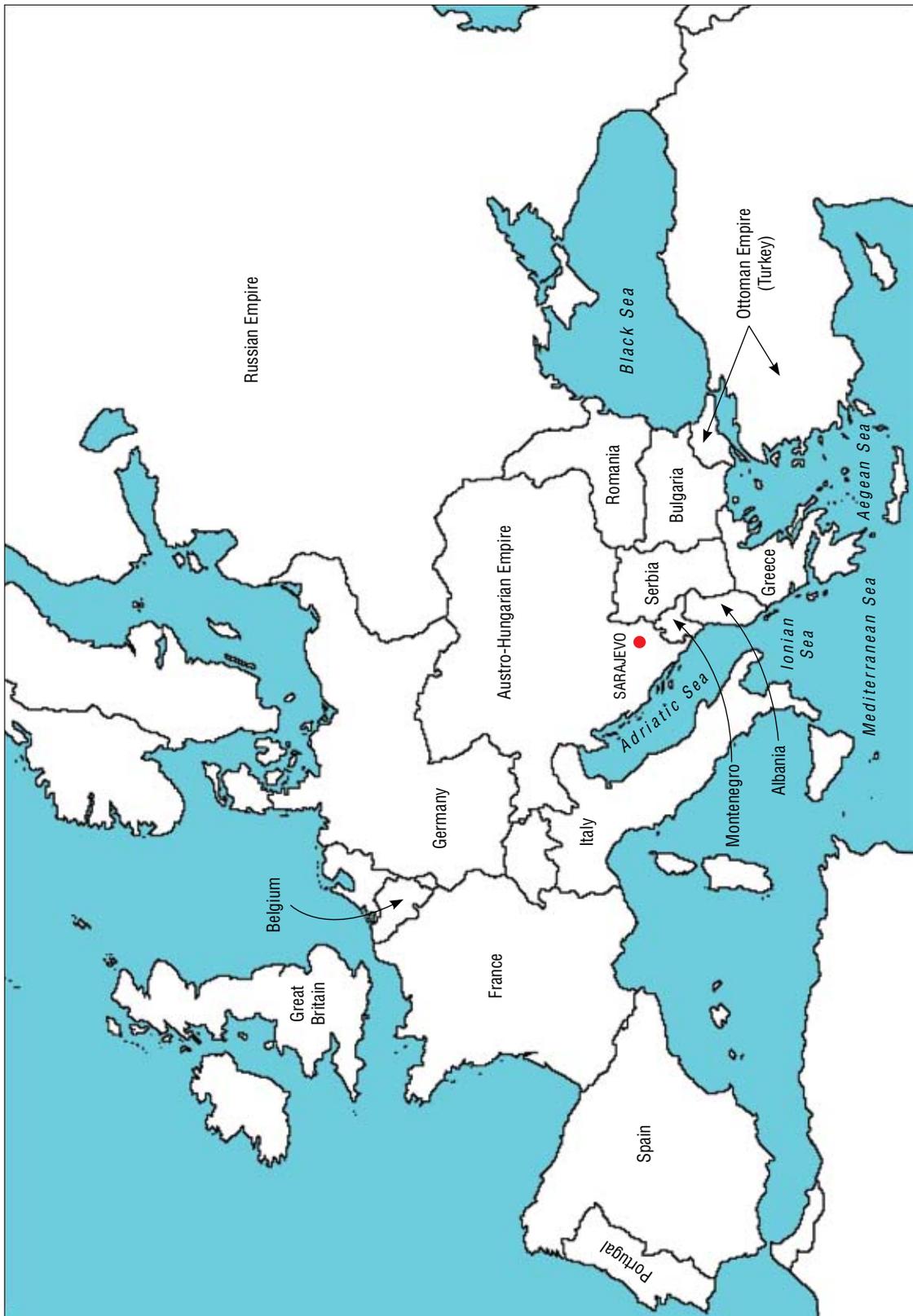


**BELGIUM** — was a small country between France and Germany. It was neutral, but was likely to be invaded if Germany wanted to invade France. This was because, while the French had strong border defences with Germany, it had virtually none with Belgium.

The main powers of Europe were delicately balanced in a system of military alliances and agreements. One relatively small event, a political assassination in July 1914, resulted in the two sets of alliances coming into catastrophic conflict.

**1.2** Look at the next page to see the sequence of events that led to the outbreak of war in 1914. Illustrate these events on the map below, using colours, lines and any other appropriate symbols. For example, where nations are allied, colour them in the same colour; where there is talk of military

mobilisation, draw lines showing the direction and location that troops from one country would be heading towards. Note that some of the countries mentioned no longer exist under those names or with those borders.



Europe in 1914

<b>28 June 1914</b>	Archduke Franz Ferdinand, the heir to the Austro-Hungarian throne, is assassinated by Bosnian nationalists (people who wanted to separate the area called Bosnia from the Austro-Hungarian Empire) while he is in Sarajevo.
<b>23 July</b>	Austria-Hungary sees this as a chance to suppress the Bosnian nationalists who want to separate from Austria-Hungary, and to crush Bosnia's supporter, Serbia. It makes unrealistic demands of the Serbian Government, hoping that it will refuse and thereby give the Austro-Hungarian government the excuse to invade and defeat Serbia.
<b>25 July</b>	Serbia gives in on 9 of the 10 demands made, but mobilises its troops — that is, it begins the process of calling up troops, equipping them and moving them to the borders against Austria-Hungary in case of attack. Russia promises to support its fellow Slavs in Serbia, seeing the possibility of expanding its influence and empire. The Russian government warns the Austro-Hungarian government not to invade Serbia.
<b>28 July</b>	Despite Serbia's concessions to the demands made, Austria-Hungary declares war on Serbia. Austria-Hungary knows that if Russia helps Serbia in an armed conflict Austria-Hungary will lose. Their only hope, if they are to crush Serbia and still remain safe from Russian intervention, is if Germany is prepared to support them. They accordingly call on their German ally for support. Germany promises that support. Germany believes that conflict with Russia is inevitable. They also realise that a conflict with Russia will draw France into the war.
<b>30 July</b>	Russia mobilises its forces. The Russians are worried that Germany and Austria-Hungary can dominate the Balkan States — those countries on the Balkan Peninsula, bordered by the Adriatic, Ionian, Aegean and Black Seas. If the Ottoman Empire supports Germany, it can close the Daranelles Strait, and block Russia's only way out of the Black Sea for trade and defence. Russia only wants to mobilise against Austria-Hungary, but all battle plans have been designed on the assumption that in any conflict against Austria-Hungary, Germany will also be involved. Therefore mobilisation plans have to include massing troops on the German border as well as against Austria-Hungary. Germany obviously sees this as a threat, but Russia cannot partly mobilise against one and not the other. Troop movements require detailed and precise railway timetables, and these cannot be changed without creating chaos and paralysing all troop movement within Russia.
<b>31 July</b>	Austria-Hungary mobilises against Serbia, and Germany demands that Russia demobilise its troops. This cannot be done without also demobilising against Austria-Hungary. Russia refuses to do so.
<b>1 August</b>	Germany mobilises against Russia, and also against France. Germany's war plan, the Schlieffen Plan, is based on the reasoning that it must fight both Russia and France. France is stronger than Russia, and the Russians will take longer to be ready to fight — so the German plan involves defeating France quickly in the west, then moving east to defeat the Russians. Germany declares war against Russia.
<b>1 August</b>	France is determined to win back areas lost to Germany in 1871, and sees this as an opportunity to do so. France now mobilises against Germany.
<b>2 August</b>	Germany invades Luxembourg, to enable it to strike at France through undefended borders.
<b>3 August</b>	Germany declares war on France. Britain warns Germany not to invade Belgium. Britain has a great fear of Germany occupying a port in Holland, Belgium or France, and being in a position to challenge Britain's great defence asset, its fleet. Britain has an old treaty with Belgium, so a German invasion may bring Britain into a conflict.
<b>4 August</b>	Germany invades Belgium as part of the Schlieffen Plan to attack France. Britain declares war on Germany as a result of its agreement with Belgium. The nations of Europe are now at war. What will Australia do?

## How did the Australian Government react? Why?

Look at the following sources and answer the questions on each.

**Source 1** An historian on Australia's entry into war

*On 3 August 1914, a federal cabinet meeting in Melbourne decided to make two offers to the British Government: to place the Australian fleet under [British] control, and to dispatch an expeditionary force [of 20 000 men] overseas. Two days later news reached the Governor-General's office ... that Britain's ultimatum over the invasion of Belgium had expired and the British Empire was automatically at war with Germany. In Australia's ... automatic, almost blithe acceptance of war, parliament was irrelevant ... the right to choose between war and neutrality was generally considered to be beyond its power ... the authority of the British Government and parliament in such matters was generally accepted in Australia, and no one had suggested that the Commonwealth's external affairs power could extend to declaring war and peace. In 1914 the choice was felt to lie with the Sovereign as head of the Empire, and he, or rather his British advisers, had chosen war.*

Gavin Souter, *Acts of Parliament*, Melbourne University Press, Melbourne, 1988, page 138

- 2.1 What was the role of parliament in deciding to go to war?
- 2.2 How influenced was Australia by its relationship with Britain?
- 2.3 What was Australia's view of itself as an independent nation?

Why did the Australian Government make these decisions? Look at this evidence to decide why the Government might have reacted so enthusiastically and quickly.

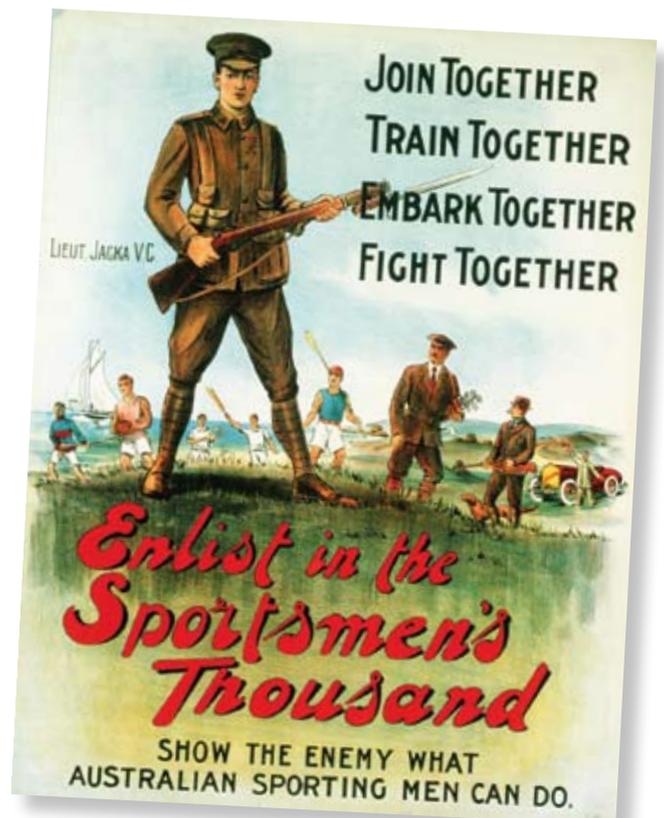
**Source 2** Country of birth of Australians 1911

*The proportion of Australian-born contained in the population of the Commonwealth ... [is] 82.90 per cent ... while of the remainder ... 13.37 per cent were natives of the United Kingdom, and ... 0.72 per cent were natives of New Zealand, that is, 96.99 per cent of the total population ... had been born in either Australasia or the United Kingdom. As regards race and nationality, therefore, the population of Australia is fundamentally British ... The Australian at present is little other than a transplanted Briton, with the essential characteristics of his British forbears.*

*Commonwealth of Australia Year Book 1914, pages 94-95*

- 2.4 Who were 'Australians' by 1914?
- 2.5 Why would there have been such a large number who were born in the United Kingdom?
- 2.6 How might this racial composition influence Australian loyalties? Explain your reasons.

Sportsman's Committee, State Parliamentary Recruiting Committee, *Enlist in the Sportsmen's Thousand*, 1917, colour photolithograph on paper, 97 x 74.2 cm, AWM ARTV00026



**Source 3** Australian exports and imports 1913

Country	Exports %	Imports %
United Kingdom	44.30	59.71
British Empire —Canada	0.22	1.45
Ceylon	1.43	1.21
Fiji	0.54	0.72
Hong Kong	1.09	0.46
India	1.72	3.72
Mauritius	0.04	0.16
New Zealand	3.00	3.15
Papua	0.17	0.11
South African Union	2.47	0.16
Straits Settlements	1.22	0.90
Other British settlements	0.13	0.38
Total British possessions	12.03	12.42
<b>Total British Empire</b>	<b>56.33</b>	<b>72.13</b>
Foreign Countries —Argentine Republic	0.26	0.00
Belgium	9.50	2.83
Pacific Islands	0.87	0.26
Chile and Peru	0.73	0.13
China	0.25	0.11
France	12.33	0.78
Germany	8.75	6.21
Italy	1.14	0.57
Japan	1.82	1.15
Java	0.87	0.90
Netherlands	0.48	0.32
Norway	0.00	0.95
Philippine Islands	0.69	0.16
Spain	0.06	0.00
Sweden	0.01	0.77
United States of America	3.35	11.94
Other Foreign Countries	12.56	0.79
Total Foreign Countries	43.67	27.87
<b>Total</b>	<b>100.00</b>	<b>100.00</b>

Commonwealth of Australia Year Book 1915

**2.7** What do these figures show about economic ties to Britain?

**2.8** Are they likely also to have any impact on Australian attitudes to Britain? Explain your reasons.

Australia was involved in a Federal election while war was developing. How did the main political leaders react to the threat?

**Source 4** Speech by Prime Minister Cook during the election campaign

*Whatever happens, Australia is a part of the Empire right to the full. Remember that when the Empire is at war, so is Australia at war ... I want to make it quite clear that all our resources in Australia are in the Empire and for the Empire, and the preservation and security of the Empire.*

Argus, Melbourne, 3 August 1914

**Source 5** Speech by Labor leader (and soon to be Prime Minister) Andrew Fisher during the election campaign

*We are strongly opposed to the present Government in our Australian politics; but, as I have stated frequently in Parliament, in a time of emergency there are no parties at all. We stand united against the common foe ... our last man and our last shilling will be offered and supplied to the mother country in maintaining her honour and our honour, if we should happen to come into the conflict.*

Argus, Melbourne, 1 August 1914

**2.9** What is the attitude of the Australian leaders of the two main parties towards the war Britain has entered?

**2.10** What is their attitude to Britain?

**2.11** What is their attitude to Australia and its role in the crisis?

**2.12** From the information in these five sources, list the main reasons why the Australian Government committed Australia to involvement in Britain's war in 1914.

# 3

## How did the Australian people respond? Why?

In 1914 the Australian Governor-General Sir Ronald Munro-Ferguson claimed:

*There is indescribable enthusiasm and entire unanimity throughout Australia in support of all that tends to provide for the security of the Empire in war.*

*Official History of Australia in the War, vol XI page 207*

Is this true? We cannot know how every person reacted. We can, however, look at a variety of significant signposts to what large numbers of people thought at the time. Look at the following evidence.

**Source 6** The attitude of churches to the war — an Anglican bishop's response

*Never before had such great issues been at stake. While he was speaking, things of enormous moment to the peace, freedom and stability of the Empire might be happening ... They realised that honour had dictated this course. And honour had compelled us to stand by our friends in the present crisis, and every dictate of nationalism appealed to us to try and uphold the nationalism of Denmark, Holland and Belgium. If we stood outside, there would be the greatest danger that those three countries, each of whom stood for certain principles in national freedom and life very dear to them, would be mopped up in a great teutonic [German] Empire ... Amid loud applause, Dr Long said we were not going to add anything to the Empire by our present action, but we were going to preserve the peace of the world, and the best way and the nearer way to do that ... was for the Empire to declare war.*

*Bathurst National Advocate* 6 August 1914

**Source 7** The attitude of churches to the war — a Catholic bishop's response

*The war now broken out challenges the attention of all. The issues at stake are tremendous ... War, being the worst of three evils by which mankind may be overwhelmed, cannot be regarded passively. War is worse than pestilence, worse than famine ... Yet war evokes patriotism, courage, wisdom, fraternal regard, individual heroism — all noble and manly virtues. Evil is not unmixed with good; yes, and when a just war, nobly waged, is crowned with victory, then our nation wins imperishable glory. Our present duty is [clear] ... we should stand shoulder to shoulder with our responsible rulers and leaders, in word and action, trusting one another.*

*Daily Telegraph, Sydney, 8 August 1914*

- 3.1** What do both church leaders have in common in their attitude to involvement in the war?
- 3.2** Do you think church leaders' opinions are likely to be a good indicator of many people's attitudes? Explain your views.

**Source 8** The attitude of the Labor movement —

*The Worker*

[*The Worker* was the leading Labor newspaper of the day.]

*Australia is as much part of the British Empire as England is ... where is the man who would say to Australians: 'It is no affair of yours to protect from aggression the motherland that was always ready to defend you?' Shall we be content to be branded as a people willing to take the hand of a mother in our time of need, and afterwards see her in trouble and not go out to help her? Australian Labor has shown the world many object lessons in the way of standing shoulder to shoulder in time of trouble. And now that war has been proclaimed, Australian Labor will stand shoulder to shoulder with old England in this her hour of storm and stress.*

*The Worker* 6 April 1914

**Source 9** The attitude of the Labor movement —

*Labor Call*

[*Labor Call* was a radical Labor newspaper]

*On the other side [of the world], war is in the atmosphere. This is not political warfare, but manslaying. It is unthinkable to believe that because an archduke and his missus were slain by a fanatic the whole of Europe should become a seething battlefield, and deplorable misery brought upon the people ... What glory is there in today's warfare? None, whatever; it is only slaughter and carnage.*

*Labor Call* 6 August 1914

- 3.3** How do sources 8 and 9 differ in their attitude to the war?
- 3.4** How do you explain the contradictory views of two representatives of the Labor movement?
- 3.5** Do you think Labor movement newspapers are likely to be a good indicator of many people's attitudes? Explain your views.

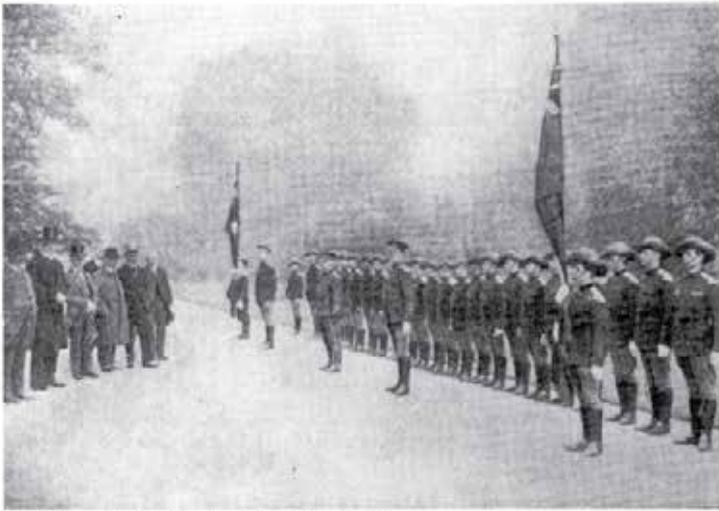
One of the strongest influences on a community is education — the attitudes and values that people learn in school.

**Source 10** A poem in *The School Paper*

**THE CALL.**

1. Northward unto Brisbane, westward unto Broome,<sup>1</sup>  
The smoke is blacking out the stars, the clouds of battle loom,

The frightened birds wheel high above, the brooding shadows fall.  
But, high above the grim, grey gums, there comes a clarion call—



By the courtesy of the proprietors of *The Australasian*.]

**LORD ROBERTS INSPECTING THE AUSTRALIAN MOUNTED CADETS IN LONDON.**

(On the extreme left are Sir John Madden and Sir Reginald Talbot (once Governor of Victoria); the fourth figure is Lord Roberts; and, on his left, is Lord Dunsany.)

*Coo-ee! It's the mother country calling,  
Coo-ee! Her sons shall make reply;  
The children of the free,  
From sea to surging sea,  
Have heard the call, they'll stand or fall, prepared to do or die.*

2. Forgot our tale of party strife,  
forgot our varied creeds.  
Perhaps we've wrangled over words,  
we stand as one in deeds;  
Divided in her time of peace—  
when first the bugles blare,  
Her enemies have yet to learn  
the Empire stands four-square.<sup>2</sup>

3. It is not ours to rule the fate  
which God may hold in store,  
But let us stand to meet it as  
our fathers stood of yore;  
Our sword is loosened in its sheath—go,  
tell the motherland  
Her sons have girt their armor on,  
their help is close at hand.

*Coo-ee! The mother country's calling,  
Coo-ee! Her sons have made reply,  
From Darwin<sup>3</sup> to the Bight,  
We're ready for the fight—  
Australia's sons have manned  
their guns, prepared to do or die.*

—ORIEL, in *The Argus*.

1. **BROOME**, a pearl-fishing station and small seaport in the north-west of Western Australia.

2. **FOUR-SQUARE**, figuratively, established on a firm basis, and presenting an unbroken front to every point of the compass. "And the city" (the heavenly city of Jerusalem) "lieth four-square." (*Revelation*, XXI., 16.)

3. **DARWIN**, the largest town in the Northern Territory. It is on Port Darwin, and used to be called Palmerston.

*The School Paper*, Grades VII and VIII,  
1 September 1914, pp. 146-47

**3.6** What is the attitude of this poem to the war, to Britain, and to Australia?

**3.7** This was published soon after the outbreak of war, and would be studied by students in Grades 7 and 8. Do you think such a poem might influence young people's attitudes and values? Explain your reasons.

**Source 11** Public reactions to the war on learning that war had been declared

*A seething crowd broke through the cordon at the [newspaper office] door and rushed the counter where the papers were being sold ... In an incredibly short time ... everyone in the street seemed to have heard the news of the declaration of war. Some were enthusiastic, some evidently gratified; some seemed overweighted by the import of the news, some were openly pessimistic, but the general feeling was one of relief that the terrible waiting and uncertainty of the last few days was over, and that, whatever the issue might be, Great Britain had made her voice known in the quarrel of the nations.*

*The Argus* 6 August 1914



The scene outside a newspaper office  
AWM H11612

**3.8** Does the description of the crowd and the photograph of it provide strong evidence of support for the war and Australia's involvement in it? Explain your views.

Among the 'British' in Australia were many hundreds of thousands of people who were born in Ireland, or were of recent Irish descent. Many Irish in Australia were also Catholic, and many of them were Irish nationalists who wanted Ireland to have Home Rule — independence from Britain — which the British Government refused to allow. How would this affect attitudes among these people to Britain and the Empire?

**3.9** What does this document say was the reaction of the Irish in Australia to involvement in the war?

**3.10** Draw up a table like the one below, and using Sources 6–12, summarise the various attitudes that they reveal. Note that you will not always find something about each of these various attitudes in every document.

**Source 12** An Irish organisation in Australia

*The manifestations of enthusiastic support [for the war] came from many quarters [from where] such fervour was not [usual]. Meetings of the supporters of the Labor party ended with the singing of the National Anthem ... The spokesman of the Melbourne Celtic Club, an Irish Nationalist organisation, on August 5th said that, "while the members of the club had been keen participants in the Home Rule struggle, their sectional feelings were set aside during the present crisis; they felt that they were all Britons, and desired to stand by the Empire in its hour of need". At a crowded meeting of citizens convened by the Lord Mayor of Melbourne at the Town Hall on August 6th, Mr. John Gavan Duffy "the bearer of a name famous in Irish revolutionary politics", said that he appeared as an Irish Catholic Nationalist, but "in this crisis Irish Nationalists forgot all the grievances of the past. Justice was being done to them at the present time, and they were ready, eager, and willing to stand shoulder by shoulder, knee by knee, fighting the battle of the great Empire to which they belonged." Such declarations, and there were many of them in various parts of the Commonwealth, justified the description given by [Labor parliamentary leader] Mr. Hughes on August 9th: "With almost miraculous [speed] the din of party strife has died down, the warring factions have joined hands, and the gravest crisis of our history is faced by a united people."*

*Official History of Australia in the War* Vol XII page 24

Source	Attitude to war	Attitude to Empire	Attitude to Britain	Attitude to Australia	Attitude to the enemy
6					
7					
8					
9					
10					
11					
12					

# 4

## Why did men and women volunteer to participate in the war?

**4.1** Why do you think people volunteered in 1914 to participate in the war? Brainstorm as a class and list some possible reasons or motivations for enlistment.

Look at the following quotations letters and diaries of men (and one woman) who enlisted in the Australian Army (Source 13, on page 21) and complete a table like this.

We cannot know why every person volunteered. We can look at a selection of recorded motives and start to see the range of reasons.

Source	Name	Motives or reasons for volunteering
A	Antill	
B	Ellsworth	
C	McSparrow	
D	Mulvey	
E	Chinner	
F	Betts	
G	Youdale	
H	Ryrie	
I	Harney	
J	Armstrong	
K	Champion	
L	Gibbons	
M	Alexander	
N	Raws	
O	Mulvey	
P	Davies	

**4.2** Which was the most unusual or surprising reason for volunteering?

**4.3** Do you think there may have been other motives for enlistment that may not have been mentioned in these extracts? If so, suggest what they were.

### Drawing conclusions

**1** From the evidence about Australian reactions to the war are there voices that have not been heard? For example, we say there were 20,000 volunteers, but far more did not volunteer. Why not? Is this evidence that there may have been people who were opposed to the war? We have heard from community leaders and government representatives, but not from ordinary people. Does this matter? Discuss this possibility and decide on your attitude to it.

**2** Would you now say that the Governor-General's assessment on page 17 of Australian public reaction to the war was accurate? Explain your reasons.

The Australian volunteers who had enlisted early in the war trained in camps in Australia for several months. They then boarded troopships in their state capital cities, and sailed to King George Sound, at Albany, Western Australia. Several New Zealand troopships joined them there.

On 1 November a mighty convoy of 36 transports carrying some 30,000 men and three warship escort ships sailed out of King George Sound.

They believed they were on the way to Britain for further training before being sent to the Western Front. However, the training facilities in Britain were inadequate, and the troops would arrive in winter. The decision was made for them to train in Egypt before being sent to Britain and then on to the Western Front. By this time Turkey had entered the war, and the Australians and New Zealanders would soon be fighting on the Gallipoli peninsula, and not the Western Front.



The DVD-ROM has a middle primary level activity. Can you help the troops get to the battlefield?

>>Go to the DVD-ROM interactive

**Source 13** Some reasons for enlistment

[Note that spelling and punctuation in these extracts are as they are in the original documents.]

**A Corporal RE Antill**

*[I]f we go to war and they call for men here I will make one quick and lively. I think I know what it is to rough it now and if it is my lot well here goes I am itching to get a dig at a few Germans ... we have all got the war fever ... its not bad money here 5/- a day and clothes and food that's nearly as good as good Cabinet Making and not half so hard. You may think it funny mee turning up such a good job but it was like this Philpott had only about 3 days work left for us and things are so bad out here for there is a drought on we haven't had any rain for months so I thorr't I would join the army.*

**B Battery Sergeant Major G Ellsworth**

*[I]f I had stayed at home I would never have been able to hold my head up & look any decent girl in the face ... Surely everyone must realize that the Empire is going thro a Crisis it has never gone thro' before and that every one is expected to do his duty now.*

**C Private AJ McSparrow**

*I have [enlisted] ... and I don't regret it in the very least. I believe it is every young fellow's duty. There are far better men than any of us have already gone ... besides every paper one lifts it has something to say about young fellows being so slow in coming forward ... we are the sort of young men who should go.*

**D Lance Corporal FC Mulvey**

*I have enrolled as a volunteer ... one [son] can be spared for the defence of Australia and Australia's fate is going to be decided on the continent and not out here ... being suited in physique and occupation and being prompted by a sense of duty and spirit of adventure I can hardly do anything else but volunteer.*

**E Lieutenant EH Chinner**

*[I am] very keen to get to grips with those inhuman brutes ... to do something to help wipe out such an infamous nation. The Parson this morning preached on this text—"What can a man give in exchange for his soul?" But he altered 'man' to 'nation'. I am sure that God will take a strong hand in the war and thoroughly punish Germany.*

**F Gunner RW Betts**

*[T]he outlook of the war is getting worse ... it is just ... 12 long weeks of awful bloodshed, property smashing, killing and crippling of men to, today and may it all soon be over, but I am afraid its not to be and we people of the British Empire will all feel the strain of it ... before the so called civilized and cultured nation of Germany is crushed underfoot.*

**G Second Lieutenant AC Youdale**

*I thought that [the war] ... was too colossal to last long and that Christmas 1914 would see it all over. But ... I then realized that it was going to be a long struggle, and that it was time I got a wriggle on ... [By January] I felt very fit for a big fat greasy German.*

**H Major General Sir G de L Ryrie**

*I don't think they will take married [militia] officers of my age, but after thinking for years over it I feel I must offer my services. I know that you would not have it said ... that although I talked a lot about loyalty and defence of the Empire &c, that I didn't offer to go myself. I am worried to death about it. I would do almost anything in the World to avoid leaving you ... but I feel I couldn't look men in the face again ... I must offer [to enlist].*

**I Private W Harney**

*Another volunteer had been sacked after punching his boss; Bill Harney volunteered from the Queensland Gulf country partly because his horses were poor; one or two men, their enthusiasm no doubt quickened by alternative offers of a prison sentence, accepted magistrates' suggestions to enlist. Men offered because they had friends in Europe, or mates enlisted, or because everyone else in the district had gone and they could not bear the abuse of elderly women. The list was almost infinite.*

**J Lieutenant DG Armstrong**

*I am going to have a try for the war ... I think I ought to go, they want all they can get and ... I think it is the greatest opportunity for a chap to make a man of himself, those that come back from this war will be the right sort that anybody would be proud of.*

**K Lieutenant BW Champion**

*When the news of the Anzac Landing came through to Sydney, and the huge A.I.F. casualty list which soon followed, my Dad at last unwillingly gave his permission for me to enlist.*

**L Lance Corporal J Gibbons**

*Things are now looking so serious, and the Russians and Allies are getting so many knock backs, that after a long talk with the manager I have decided to [enlist] ... the time has come for every able bodied man without ties to go and help.*

**M Lieutenant CH Alexander**

*I enlisted on last Sunday week ... but whether I shall see any fighting or not, I sincerely hope not ... but ... I think the time has undoubtedly arrived when everything else ... should be laid aside until this truly awful bugbear has been gotten rid of. Up to a few weeks ago the Government here seemed to be getting as many volunteers as they could or wished to handle, and as fighting is entirely out of 'my line', I did not feel called on to offer myself. However, they are now prepared to enroll as many as will come forward, and ... I must not hold back any longer.*

**N Lieutenant JA Raws**

*The reduction of the standard has enabled me to get through ... I was ... [never] a great man for heroics but ... there are some things worth more than life. I curse the systems of government ... which permits this dreadful welter of blood and suffering to have enveloped the world ... I go ... believing that the only hope for the salvation of the world is a speedy victory for the Allies.*

**O Captain RD Mulvey**

*[T]housands should go before me—men who are more physically fit and men who have made no sacrifice ... But ... in this struggle which will determine whether spiritual principles or a military despotism will control this world of ours, I feel ... 'twere better to die in fighting for such a cause than to live in life long self-abasement for having failed to respond to 'the Call'. Should we be defeated life would be intolerable.*

**P Nurse Evelyn Davies**

*I feel that now I have the opportunity, I ought to go. Nurses are badly needed, goodness knows, and **someone** must do it ... I want to do the right thing.*

# Connections



## DVD-VIDEO film connection

### Revealing Gallipoli

Watch this film from 00:00-06:30 (Part 1 Chapter 1) and discuss these questions in class:

- 1 Why was the Ottoman Empire (Turkey) on the side of Germany in the First World War?
- 2 What were the attitudes to war of
  - the Englishmen Rupert Brook and Joe Murray;
  - the Irishman Francis Ledwidge;
  - the New Zealander William Malone;
  - the Australian Frank Parker; and
  - the Turk Adil Shahin?

What do these show about the variety of attitudes to involvement in the war?

## Australians At War

### Episode 2

#### 'Who'll come a fighting the Kaiser with me'

Watch this film from 00:00-09:20 (Chapter 1) and discuss these questions in class:

- 1 What ideas did this society hold about duty, pride and the Empire?
- 2 What main similarities and differences existed in the Australia of 1914 and Australia today?
- 3 Why did Australia need to 'prove' itself to Britain?
- 4 What does the statement 'it was harder not to enlist than enlist' tell you about Australia at that time?

## DVD-ROM connection

- Can you help the troops get to the battlefield?



HM Burton, *A call from the Dardanelles*, 1915, poster, Department of Defence, lithograph on paper, 100 x 74 cm, AWM ARTV05167

# Unit

# 2

# The Dardanelles strategy and geography

## OVERVIEW

Focus questions	DVD-VIDEO connections	DVD-ROM interactives connection
<ol style="list-style-type: none"> <li>1 Why was there to be an attack at Gallipoli?</li> <li>2 What was the naval plan to take the Dardanelles?</li> <li>3 What was the new plan to take the Dardanelles?</li> </ol>	<p><i>Revealing Gallipoli</i> 13:14-27:05 (Part 1 Chapter 3)</p> <p><i>Australians At War Episode 2</i> 'Who'll come a fighting the Kaiser with me' 17:30-19:50 (Chapter 3)</p>	<p><i>Gallipoli: who, where and why?</i></p>

### Where is Gallipoli?

Most of you will know something about the main focus of this unit — Gallipoli.

When we say 'Gallipoli' we mean the part of the Gallipoli peninsula of Turkey, where fighting took place. This was known at the time as the Dardanelles campaign.

The place where the fighting took place was actually not at the town of Gallipoli (Gelibolu).

By the term 'Gallipoli' we also mean the campaign that saw the Australian and New Zealand troops in their first action of the First World War fighting as a separate group or 'corps'.



# Why was there to be an attack at Gallipoli?

By early 1915 the main fighting in the war was taking place along the Western Front — along a line of trenches running from the North Sea to Switzerland.

The fighting was bloody but inconclusive, with troops from Britain, France, Belgium and their colonial possessions facing the German forces. Both sides were entrenched, and each was trying to gain ground against the other, but without lasting success.

At the same time Russian forces were fighting German and Austro-Hungarian troops near their border in eastern Europe. The Russians had huge numbers of troops, but they were poorly equipped. In November 1914, Turkey joined the war on the side of the Germans. They attacked Russia in January 1915, and the Russians appealed to Britain and France for help in relieving the pressure this put on their men and supplies.

The appeal for help led to a plan — and it is this plan that you are about to consider.

In 1915 the only possible way to get supplies to Russia was by ship from the Mediterranean to the Aegean Sea, and then to the Russian Black Sea ports. Grain could then be exported from those ports to the Allied nations.

**1.1** On the map below mark the route a British and French fleet would take to get to the Black Sea.

The Allied leaders proposed to send a naval fleet in to capture the Turkish capital, Constantinople (present day Istanbul). They believed that this would lead to Turkey's quick surrender. This would then open the route from the Mediterranean to the Black Sea for supply ships to Russia. They also argued that it might encourage Italy, Greece, Romania and Bulgaria to enter the war on the Allied side, and thereby threaten Austria-Hungary.



# 2

## What was the naval plan to take the Dardanelles?

The Allied plan was for a naval force to sail from the Aegean Sea through the Dardanelles Strait and into the Sea of Marmara.

Look at this map and answer the questions that follow.

- 2.1** List the problems that the naval force would meet with the Turkish defences, and suggest how they might be overcome. Summarise them in a table like this. One example has been done to help you.

Difficulties	How they might be overcome
Mobile howitzers (artillery)	Have the ships shell them

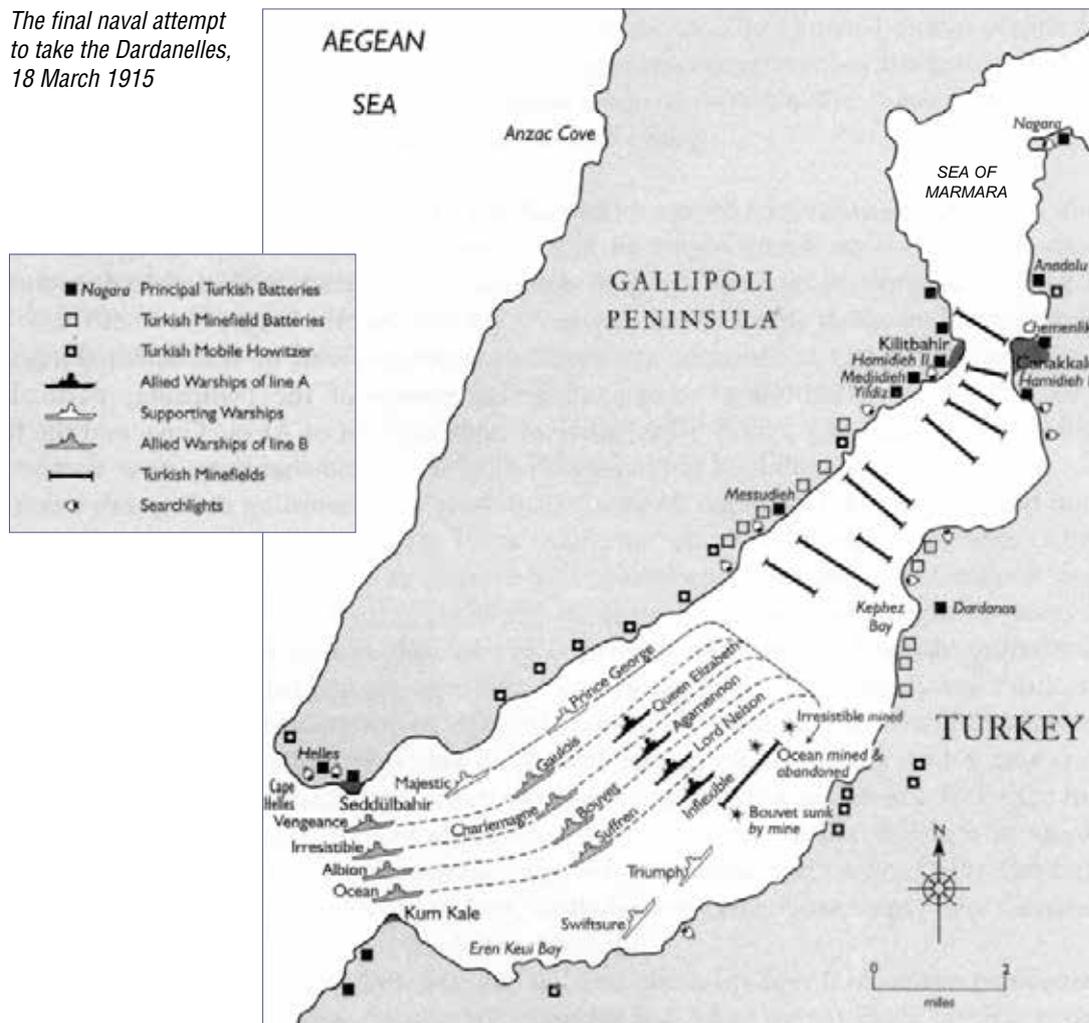
### What actually happened?

Following a series of naval actions, a major naval attack took place on 18 March 1915. British and French battleships with cruisers, destroyers and minesweepers sailed into the Dardanelles Strait to open the way to the Sea of Marmara, and then to the Black Sea.

The battleships pounded the forts, and the return fire from them slackened. It seemed that the Turkish defenders were in trouble. The second line of ships was ordered to move forward to engage the forts at closer range. The minesweeper ships edged forward to clear the mines. A French battleship hit a mine and quickly sank, with the loss of 600 crew. Hidden artillery now started to fire on the minesweepers, which retreated. Two more battleships hit mines, and three others were badly damaged by artillery. The naval force withdrew. The attempts to force a way through the Dardanelles Strait had failed.

Another plan now had to be devised to achieve the defeat of Turkey, and it was one that would involve the Australians.

The final naval attempt to take the Dardanelles, 18 March 1915



Les Carlyon, *Gallipoli*, Macmillan, Sydney, 2001, page 64

## 3

# What was the new plan to take the Dardanelles?

With the failure of the final naval attack on 18 March 1915 to clear the Dardanelles the plan was changed. The idea now was to land troops who would quickly move to attack the Turkish forts and mobile artillery defences along the Strait from the rear, destroying the artillery, and allowing the warships to sail unopposed to Constantinople.

Consider this plan, and see how you would try to make it work.

You have 75,000 soldiers, and a number of warships and troop transports available.

You have to land your soldiers, possibly in the face of enemy fire, and then have them move to attack the Turkish guns.

**3.1** Brainstorm what you would need to carry out a successful invasion. Consider where you would land, how you would get your troops ashore, the food, ammunition, transport, equipment and medical support required.

After your brainstorm, organise your ideas into a table like this. Then look at the information on pages 27-29 and add ideas and information to the table.

## Planning table for the invasion of the Dardanelles

<b>BEFORE THE LANDING</b>
<b>THE DAY OF THE LANDING</b>
<b>AFTER THE LANDING</b>

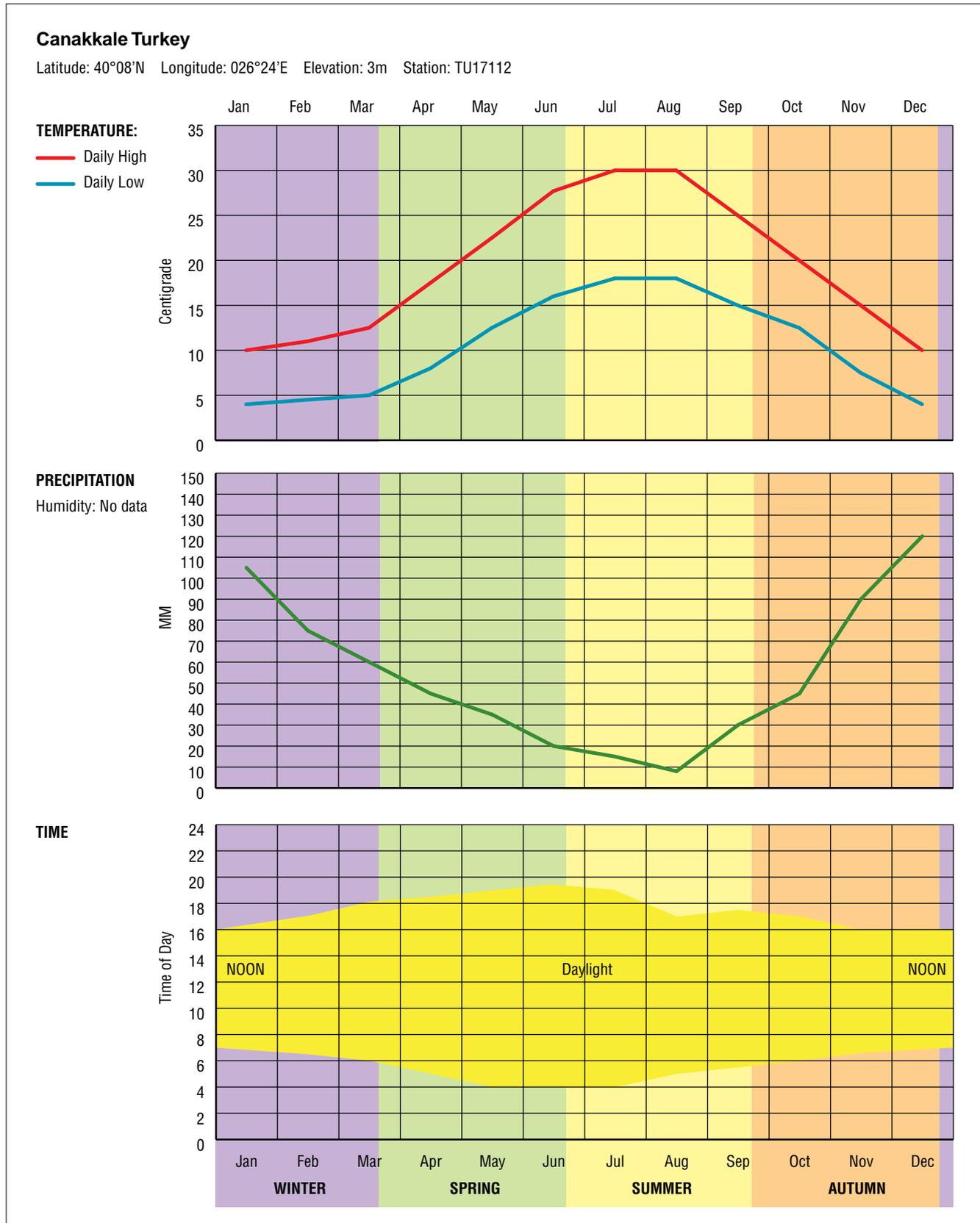
## The landing will be on the Gallipoli peninsula

- 3.2** Look at the drawing of the Gallipoli peninsula. Describe the terrain. Decide where you think you would land troops to enable them to attack the Turkish gun emplacements in the Dardanelles Strait.



- 3.3** Here is a modern climate graph for the area. You need to mount your attack as soon as possible. What are likely advantages and disadvantages of a March/April attack?

### Climate graph Canakkale, Turkey



**3.4** The map below shows the likely location of enemy defenders on the day of the attack. The 9th and 19th Turkish Divisions defending the peninsula had a total of about 15,000 men in position, with 10,000 available to be rushed forward as reinforcements wherever needed. How does this influence your planning?

**3.5** Here are some other factors that you need to consider. Look at each, and discuss what influence each might have on your plan. The enemy:

- holds the high ground;
- has machine-guns in well-fortified trenches;
- is fighting in defence of their own land;

- has artillery available to use against the invasion force; and
- has to defend a large area.

**3.6** Here are some further decisions for you to make.

- Do you land your invasion force by night or by day?
- Do you 'sneak' up on the enemy or do you try to bombard them before the invasion?
- Do you concentrate your forces in one place or several?

Having considered all these you will probably need to go back to your **planning table** and make some changes.

Now decide on your final invasion plan. You will see in the next unit what was actually done, and what the results were.

**The location of Turkish defenders**



Peter Williams, *The Battle of Anzac Ridge*, Australian Military History Publications, Loftus, 2007, page 28

# Connections



## DVD-VIDEO connection

### ***Revealing Gallipoli***

Watch this film from 12:50-23:00 (Part 1 Chapter 3) and discuss these questions in class:

- 1 What were the roles of Churchill and Fisher in creating the Dardanelles plan?
- 2 What was the plan designed to achieve, and how would it achieve it?
- 3 Why did the plan fail?
- 4 What were the immediate consequences of the failure of the plan?
- 5 Why were Australian troops to be included in the new plan to invade the Gallipoli peninsula?

### ***Gallipoli and the Anzacs website***

[www.anzacsite.gov.au](http://www.anzacsite.gov.au)

On this site click *Landing* and then *Why did the Anzacs land at Gallipoli on 25 April 1915?* To see an explanation of the Dardanelles naval plan and a map of the Turkish defences of the Strait.

## DVD-ROM interactives connection

### ***Gallipoli: who, where and why?***

See where the events at Gallipoli took place, which nations were involved, and what they were trying to achieve.



AWM A02781

# Unit

# 3

# The landings at Gallipoli 25 April 1915

## OVERVIEW

Focus questions	DVD-VIDEO connections	DVD-ROM interactives connection
<ol style="list-style-type: none"> <li>1 What was the plan for the landings?</li> <li>2 What happened at Anzac Cove?</li> <li>3 What happened at the other landing sites?</li> <li>4 How do we judge the landing at Anzac?</li> </ol>	<p><i>Revealing Gallipoli</i> 34:35-37:13 (Part 1 Chapter 4) 37:13-51:25 (Part 1 Chapter 5)</p> <p><i>Australians At War</i> <i>Episode 2</i> <i>'Who'll come a fighting the Kaiser with me'</i> 19:50-24:30 (Chapter 4)</p>	<p><i>Gallipoli: who, where and why?</i> <i>Can you plan the landing at Anzac?</i> <i>Gallipoli: The First Day</i></p>

On 25 April 1915 Australian and New Zealand troops landed at Gallipoli. It is a significant national day, and the key element in the Anzac legend.

Why is this? What happened on this day in 1915? Why is it considered so significant? And was it considered to be a special day even at that time?

In this unit you are going to explore what happened with the Anzacs, the other Allies and the Turkish defenders during the landing.

Your task will be to prepare a report about the day, and then compare it with how the event was actually reported at the time. Comparing what you decide to say with what the official reporters of the time said will help you understand the event and its significance.

But before you start to find out details about the landing, test yourself on what you already know. As a class brainstorm your knowledge of the events of 25 April and summarise your knowledge in a table like this:

### What I know about the Gallipoli Campaign

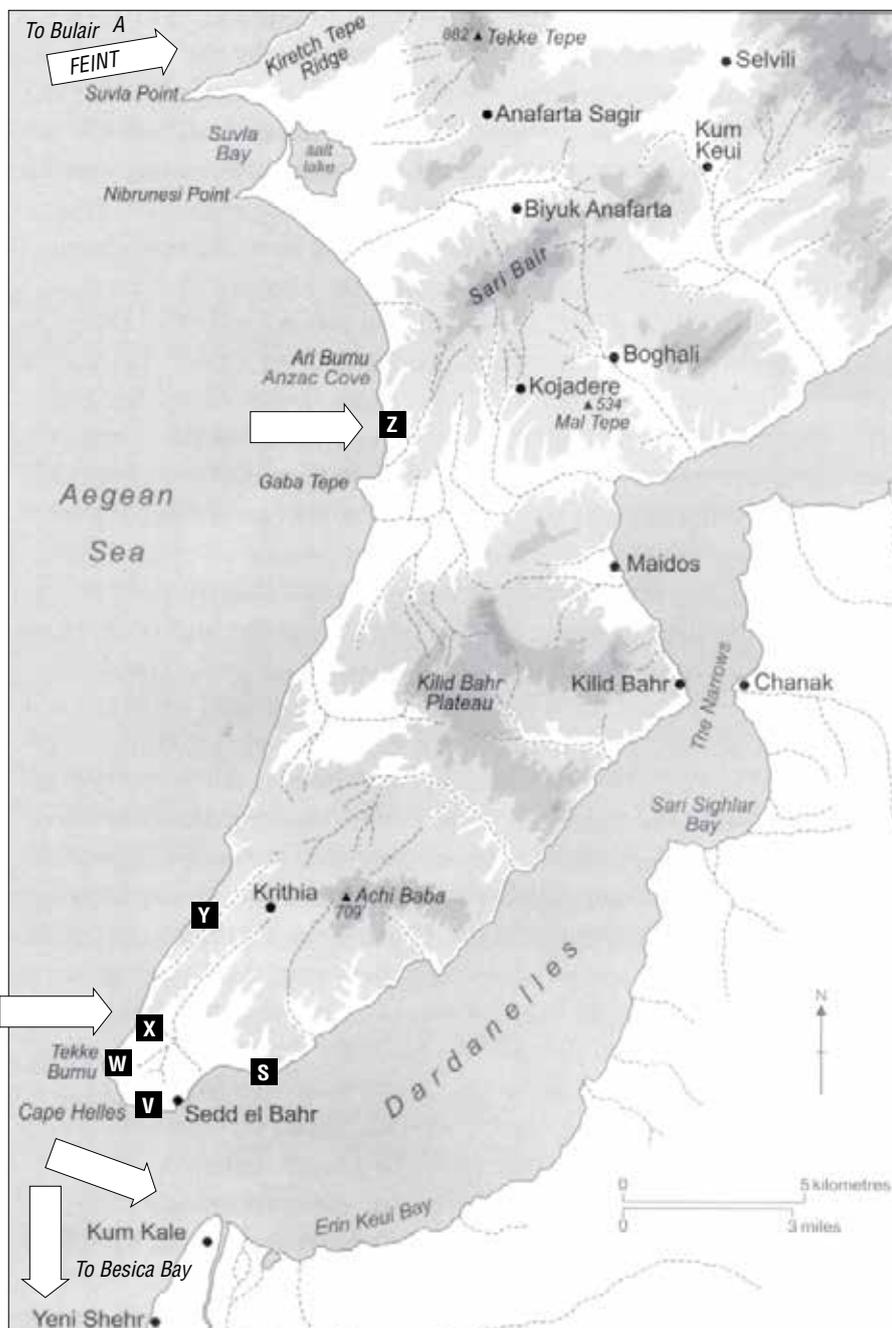
Who was involved?	
Where did it happen?	
What was the purpose of the landing?	
How was it done?	
When did it occur?	
What happened during the landings?	
What was the outcome of the landing? Why?	
What were the Australians like as soldiers?	
What were the enemy like as soldiers?	
Why is it still important to Australia today?	

# What was the plan for the landings?

The landings were an attempt to place Allied troops on the peninsula. These troops would work their way to the rear of the Turkish forts and mobile artillery batteries that prevented Allied warships from sailing through the Dardanelles Strait into the Sea of Marmara, and to Constantinople, the Turkish capital (see page 25).

The landings (and pretended landings, or feints) were to take place in the locations on the peninsula shown by the arrows and letters on this map.

## The landings on the Gallipoli peninsula 25 April 1915



Robin Prior, *Gallipoli. The End of the Myth*, University of New South Wales Press, Sydney, 2004, page 83

There were four main landing forces:

- Australian and New Zealand Army Corps (ANZACs)
- the British 29th Division
- the French Oriental Expeditionary Corps
- the Royal Naval Division.

The total number of men to be landed was about 75,000.

These troops came from:

- Britain – with Regiments formed in England, Scotland, Ireland and Wales;
- the British Empire – mainly from Australia and New Zealand, but with troops also from Newfoundland, Ceylon (the English Planters' Rifle Corps), India (the Indian Mule Cart Corps), and Malta;
- France and some African colonial troops from Algeria, Morocco, Senegal; and
- Palestine – Russian and Syrian Jewish refugees (the Zion Mule Corps).

Their landings would be resisted by troops of the Ottoman Empire. These were mainly Turkish soldiers and officers, trained by German officers, and with German officers in overall command and in charge of artillery.

- 1.1** Read the description that follows of the various elements of the invasion plan. Mark them on the map on the previous page. Your map should show which were landings, which were feints and which forces were involved in these. One example has been done to help you.

### ANZAC or Anzac?

ANZAC was an acronym devised in Cairo in early 1915 and referred to the **A**ustralian and **N**ew **Z**ealand **A**rmy **C**orps. The word Anzac soon came into common use. *The Anzac Book*, which was published in 1916, was written in 1915 by the Anzacs themselves, while still at Gallipoli. In their own writings and illustrations the word is frequently spelt as 'Anzac'.

Anzac is a proper noun and a grammar rule for proper nouns is that the first letter is upper case and the rest of the word is lower case.

Legislation enacted by the Commonwealth Parliament, including the Protection of Word 'Anzac' Regulations (1921), use Anzac as a word with upper and lower case letters. New Zealand and the United Kingdom have passed similar Acts to protect 'Anzac' as a word.

For more discussion on the word go to [www.dva.gov.au](http://www.dva.gov.au) > Commemoration > Protection of Anzac > Background.

To see examples of attempts to use the word Anzac in commercial life go to [www.anzacsite.gov.au](http://www.anzacsite.gov.au) > Researching > *Anzac — a national heirloom*.

### 25 April 1915 landings plan

**A** There would be several feints or attempts to trick the Turkish defenders into concentrating their forces at the wrong places:

- a British naval bombardment at Bulair (north-east of Suvla Bay)
- a French naval bombardment of Besika Bay (south of Kum Kale)
- a landing of French troops at Kum Kale. The French troops would withdraw after the real landing had been achieved.

**B** The real landings were to be by the British 29th Division at Cape Helles, on five separate beaches. These were:

- Y Beach (opposite Krithia on the west coast of the peninsula)
- X Beach (just north of Cape Helles)
- W Beach (on the tip of Cape Helles)
- V Beach (opposite Kum Kale)
- S Beach (inside the Dardanelles Strait).

**C** The Anzacs were to land at Z Beach, at Ari Burnu (later known as Anzac Cove).

**D** The landings at Cape Helles would be preceded by a naval bombardment. Then 2000 troops would land at Y, 2900 at each of S, W and X, 2000 troops from a converted collier ship at V. Once these had been secured more troops would land at V, W and X.

**E** These troops would then advance to take the Achi Baba ridge, followed by fresh troops who would advance to take the Kilid Bahr Plateau, and then attack the Turkish artillery and forts guarding the Narrows.

**F** Meanwhile the Australians would land and advance to capture Sari Bair. Once this was secure fresh troops would advance to take Mal Tepe. By controlling this high ridge Turkish movement of fresh troops and supplies between the north and south of the peninsula would be cut, and they would be less able to resist the invasion.

# 2

## What happened at Anzac Cove?

The landings were an amphibious operation — troops would be carried by boat to a landing site, with support from naval artillery while they landed from small boats.

The Australian troops had moved camp from Egypt to the island of Lemnos, near the Gallipoli peninsula, in April. Here they practised landing from boats to secure a beach under attack, and then moving forward to seize their set objective for the day.

On the night of 24 April the ships carrying the troops left Lemnos and gathered off the coast of the Gallipoli peninsula. At 3 am the troops who would be first to land climbed down from their transports into the small boats that would take them to the shore. These small boats were towed in twelve groups of three by steam boats. Five hundred men from the 9th Battalion were in the southernmost tows, then a gap and 500 men from the 10th on their left, then another gap and 500 men from the 11th. The remainder of each battalion, and other battalions, would then land soon afterwards to support this initial attacking force.



*Practising landing, Lemnos.*

AWM P00821.005

*Infantry in boats being towed behind a steamer, Lemnos.*

AWM H16825



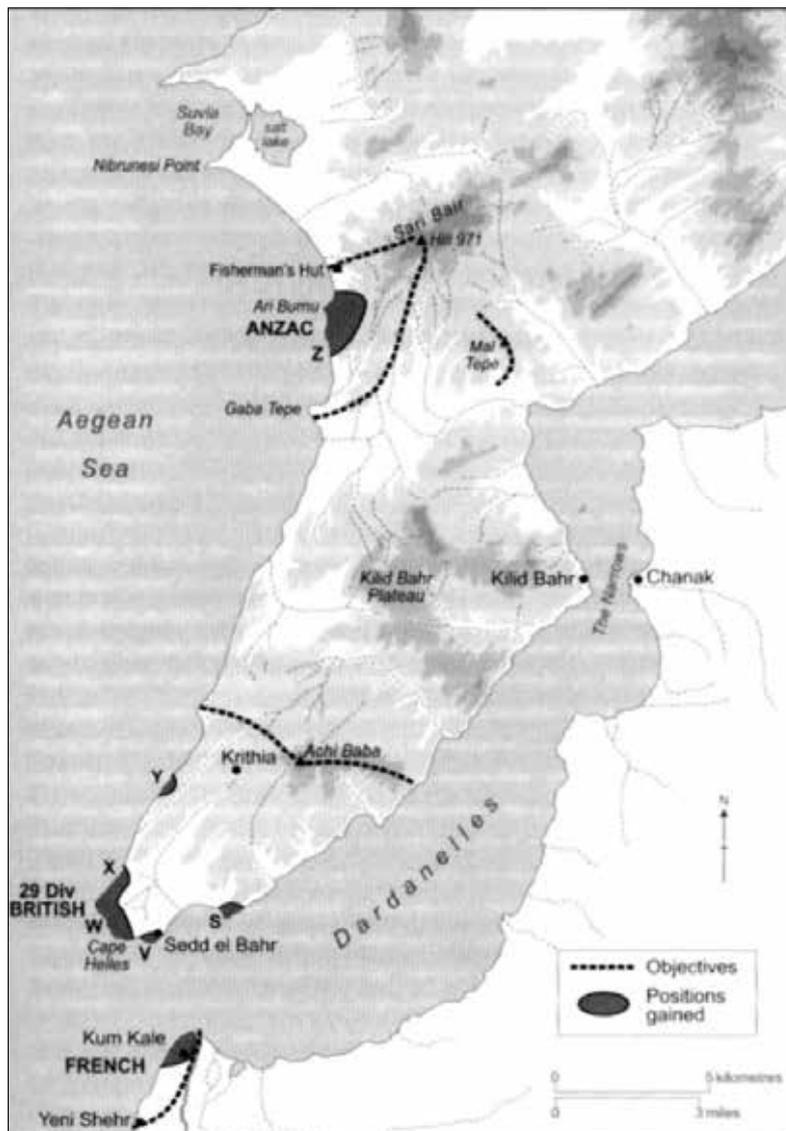
Each of the three battalion groups had a set task to achieve when they landed. They were to secure a particular area, and then more troops would follow and move forward to take the heights of the Sari Bair range (Chunuk Bair and Hill 971), and then the ultimate objective, Mal Tepe.

The DVD-ROM has these interactives:

- *Gallipoli: who, where and why?*
- *Can you plan the landing at Anzac?*
- *Gallipoli: The First Day*

See also the *Gallipoli and the Anzacs* website [www.anzacsite.gov.au](http://www.anzacsite.gov.au) list on page 46.

### Landing and objectives 25 April 1915



Robin Prior, *Gallipoli. The End of the Myth*, UNSW Press, Sydney, 2009, page 90

However, the three lines of boats being towed did not keep their positions, and the boats did not land in the correct order. It is also possible that they did not land in the right place.

**2.1** Look at the following evidence of the experiences of the men at the landing, and prepare a report on what happened at the landings in the Anzac area occupied by the Australians and New Zealanders between Fisherman's Hut and Gaba Tepe, and including North Beach (north of Ari Burnu), Ari Burnu, Anzac Cove, Hell Spit and Brighton Beach. As you study each source you should add ideas and information to a table like this:

### Report on the landings at Anzac Cove

The sequence of the day's events	
Behaviour of the Australian soldiers	
Leadership	
Conditions	
Supplies/equipment	
Medical support	
What the fighting was like	
Attitudes of the soldiers	
Qualities of the soldiers	
Result or achievement	

**Source 1** Landing times of units at Anzac Cove on 25 April 1915

<b>0430</b>	9th Battalion (Qld), 10th Battalion (SA), 11th Battalion (WA), 12th Battalion (SA, WA, Tas), 3rd Field Ambulance (Qld, SA, WA, Tas), 1st Field Company Engineers (NSW)
<b>0530</b>	7th Battalion (Vic)
<b>0600</b>	6th Battalion (Vic)
<b>0700</b>	5th Battalion (Vic)
<b>0730</b>	8th Battalion (Vic), 1st Battalion (NSW), 2nd Battalion (NSW)
<b>0800</b>	3rd Battalion (NSW), 4th Battalion (NSW)
<b>0900</b>	Auckland Battalion (NZ)
<b>1030</b>	Canterbury Battalion (NZ), 26th (Jacob's) Battery (British Indian artillery)
<b>1300</b>	Wellington Battalion (NZ)
<b>1400</b>	Otago Battalion (NZ)
<b>1600</b>	15th Battalion (Qld, Tas), 16th Battalion (WA, SA)
<b>1800</b>	21st (Kohat) Battery (British Indian artillery), 4th Battery, Australian Field Artillery
<b>Evening</b>	14th Battalion (Vic)
<b>Late night/early morning 26th</b>	13th Battalion (NSW)

**Source 2** Sergeant WE Turnley

*Shall we be seen or not? That's our anxious question.*

*'Why don't the ----- fire at us?'*

*'Look, there's a light!'*

*'No, it's only a bright star creeping up behind the hill.' ...*

*[N]o challenge rings out. How we wish they would fire — or that we would land ...! The suspense is nerve-racking. All we can do is follow the pinnace towing us about. The thought comes to me that perhaps we are the unfortunate ones to be sacrificed in drawing the enemy's fire. Such a cheerful thought! ... Oh, why the dickens don't they fire at us! There are a couple of lights flashing about — they must have seen us ... Crack! Swish! Ping! At last we breathe a sigh of relief, the suspense is over! ... some get ashore safely, some are hit slightly, others are drowned in only a couple of feet of water because in the excitement no one notices their plight ... [One] fellow remains in the boat after all the others have disembarked ... he ... looks at us dazedly, leaning forward on his rifle. A sailor ... touches him on the arm, and the soldier falls forward in to the bottom of the boat, dead.*

Bill Gammage, *The Broken Years, Australian Soldiers in the Great War*, Melbourne University Press, Melbourne, 2010, page 62

**Source 3** A painting of The Landing at Anzac by New Zealand war artist Charles Dixon in 1915

Charles Dixon, *The Landing at Anzac 1915*, painting 119.8 x 196.2 cm, AAAC 698  
NCWA Q 388 New Zealand Archives

**Source 4** A painting of the landing by war artist George Lambert in 1920-22G. Lambert, *Anzac, the landing 1915*, 1920-1922, oil on canvas, 190.5 x 350.5 cm, AWM ART02873**Source 5** Captain DG Mitchell

*'Klock-klock-klock. Wee-wee-wee' came the little messengers of death. Then it opened out into a terrific chorus ... The key was being turned in the lock of the lid of hell. Some men crouched in the crowded boat, some sat up nonchalantly, some laughed and joked, while others cursed with ferocious delight ... Fear was not at home.*

Bill Gammage, *The Broken Years: Australian Soldiers in the Great War*, Melbourne University Press, Melbourne, 2010, page 65

**Source 6** Company Sergeant Major GS Feist

*I was in the second tow and we got it, shrapnel and rifle fire bad. We lost three on the destroyer and four in the boat getting to land. The Turks were close on the beach when we got there. We had to fix bayonets and charge. We jumped into the water up to our waists and some of them their armpits ... we had to trust to the [bayonet] at the end of our rifles ... I tell you, one does not forget these things ... all we thought of was to get at them. One would hear someone say 'They've got me' and you register another notch when you get to them, that's all.*

Bill Gammage, *The Broken Years: Australian Soldiers in the Great War*, Melbourne University Press, Melbourne, 2010, page 64

**Source 7** Private Frank Parker

*It was very steep terrain, and steep gullies, and it was very hard going. We didn't see many Turks at all. It was just a matter of going for your life. But we got all mixed up. There was the 5th Battalion mixed up with the 6th, and the 8th — all over the place! The higher up we went the worse it got! We had to pull ourselves up in virgin scrub, and here they were in trees and God knows what. They had a sitting shot at us. Then we started to get heavy fire and the casualties were high, very high.*

Harvey Broadbent, *Gallipoli. The Fatal Shore*, Penguin, Melbourne, 2009, page 69

**Source 8** Anonymous diary entry

*Now we have commenced up those steep cliffs, parts of which one has to almost pull himself branch by branch ... in many places to fall back again ... We are near them now, only 50 yards away ... then a roar and a yell ... as we are charging at them ... they are out of their trenches ... On and on, up those awful cliffs and through the dense scrub, where every few yards a Turk jumps out with his bayonet ready ... Then the second line of trenches and again the third, just as the dawn of a new but bloody day is breaking. The top of the mountain is now strongly outlined against the grey morning sky (our goal) but yet fully two miles away. We now ... form up in some sort of a line, that has been hopelessly confused ... fire (10 rounds rapid is the order) charge magazines again and up and at them ... until at last ... we gain the mountain peaks. The goal is reached but at what a cost ... As soon as it grows dark the order is passed down to the officers to select so many men to go back to the landing place at the beach for ammunition ... after nearly two hours we get there ... But oh God the sight of the dead and wounded absolutely covering the little sandy beach ... there is an enormous staff of medical men etc. there but it is absolutely impossible to attend to all, so that many a life ... expires on the beach for want of looking after ... [A]t midnight we regain the firing-line, worn-out, weary and hungry ... No chance of sleep as the enemy are ever at us, and so the night advances to the dawn of a new day and thus was the work of our first day's bloody battle.*

Jonathan King, *Gallipoli Diaries*, Simon and Schuster Australia, Sydney, 2003, pages 27-28

**Source 9** Major W Darnell

*A brief pause on the beach to fix Bayonets and singing 'This bit of the world belongs to us' much swearing and cheering we charged up a hill so steep in places we could only just scramble up. No firing all bayonet work. Clean over a machine gun we went, men dropped all around me, it was mad, wild, thrilling ... Not till I was near the top of the hill did I realise that in the excitement I hadn't even drawn my revolver.*

Bill Gammage, *The Broken Years: Australian Soldiers in the Great War*, Melbourne University Press, Melbourne, 2010, page 68

**Source 10** Corporal John Stubbs

*I cannot tell you what pain our boys went through and the pluck they kept through it all. We went up to one man to put him on a stretcher, he kept saying don't trouble about me boys, there are plenty worse than me up there. This was not the only case but you would hear it all over the place ... You could not imagine their bravery.*

Jonathan King and Michael Bowers, *Gallipoli: Untold stories from war correspondent Charles Bean and front-line Anzacs*, Doubleday, Sydney, 2005, page 24

**Source 11** A painting by soldier artist Silas Ellis made in 1920

E Silas, *Digging in at Pope's Hill: end of a great day*, 1920, oil on canvas, 76.2 x 101.8 cm, AWM ART02435

**Source 12** Sergeant Greg Donnellan

*By 10.30 pm we had got rid of over 300 badly wounded men and our own portion of the beach was gradually getting cleared ... About this time a 'false' order was received for the troops to retire on the ships, and for a short time the situation was rather nasty. The men were coming down the hills saying they had orders to get away, and at the same time reinforcements kept coming ashore.*

Jonathan King and Michael Bowers, page 32

**Source 13** Private Blake Young

*The South Australians were sent straight into the thick of it, and our first taste of fire affected me, at least, less than I expected. I am not boasting, for I frankly admit that I dodged every shell that screamed overhead and it took me some time to distinguish between the echo of the rifles and the ping of the bullets landing in the bushes near by. Still, at times I found myself scarcely heeding the risks ... Every case was a new experience, and another danger passed, and we became callous to the terrible sights.*

Jonathan King and Michael Bowers, page 50

**Source 14** Troops arriving at Anzac Beach at 10.30 am

AWM A00834

**Source 15** Private John Turnbull

*Snipers have been caught behind our lines today with Aust. Uniform & equipment with a pocket full of our identity discs . . . They were bayoneted. Two others were caught by New Zealanders sniping at the Hospital Ship. Their heads were cut off by bill hooks which are none too sharp. Another sniper was found behind our lines in a well hidden dugout in the cliff face. He had water & rations for a fortnight. The sniper behind our trenches is still busy. He still commands Shell Green & got a few more of our chaps galloping for water.*

Jonathan King and Michael Bowers, *Gallipoli. Untold stories from war correspondent Charles Bean and front-line Anzacs*, Doubleday, Sydney, 2005, page 54

**Source 16** Private Jocelyn Carr

*Have just taken a run right into the firing line . . . Chap there shot in head 1 hour ago, brain protruding, still alive. At 12 a call came for a stretcher in the firing trench and I ran up with two others . . . Bullet right through head very bad bleeding. Bandaged and carried him through trench and the connecting trenches to Dressing Station. Very difficult to get it through and round the angles and to keep low to escape bullets.*

Jonathan King and Michael Bowers, page 5

**Source 17** Australian troops going into action across Plugge's Plateau after the landing on 25 April at about midday

AWM G00907

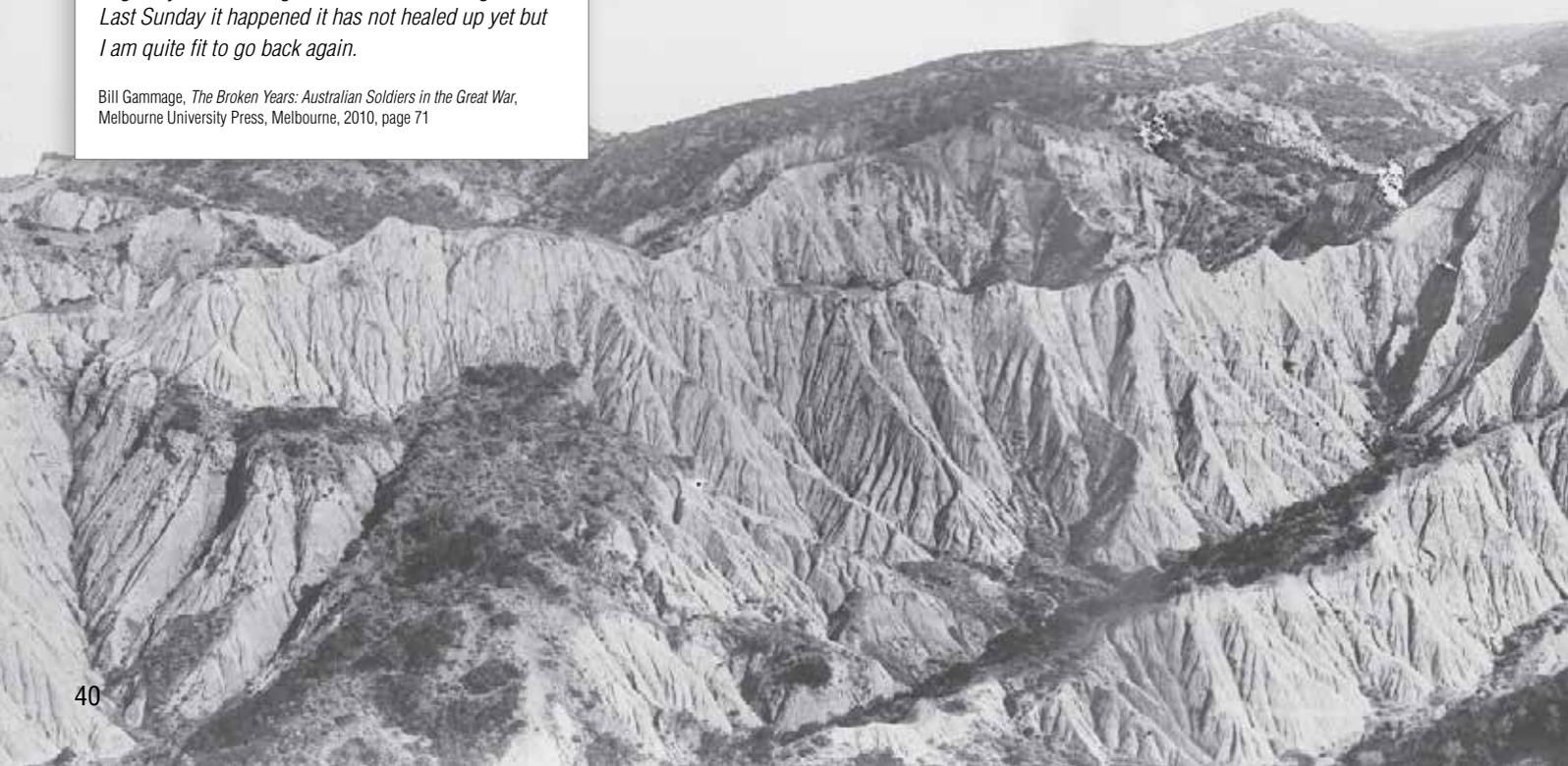
**Source 18** Evacuation of wounded from Anzac Cove on barges

AWM C02679

**Source 19** Private AT Elwood

*I am slightly wounded ... but am leaving tomorrow for the front again and very pleased I will be I want to get my own back I got it in the head and right arm. Last Sunday it happened it has not healed up yet but I am quite fit to go back again.*

Bill Gammage, *The Broken Years: Australian Soldiers in the Great War*, Melbourne University Press, Melbourne, 2010, page 71

**Source 20** A panoramic photograph of the Anzac area behind the beach, 1919

**Source 21** Private RG Richards

*It was a remarkable day right enough and a day in which it was easy to pick out the wasters and also the brave men.*

Jonathan King, *Gallipoli Diaries*, Simon and Schuster Australia, Sydney, page 41

**Source 22** Private RL Donkin

*I know it is right and proper that a man should go back and fight again but Sunday's battle and the horror of the trenches Sunday night ... have unnerved me completely ... [We sailed] ... off to death and 'Glory'. What fools we are, men mad. The Turk he comes at one, with the blood lust in his eyes, shouts Allah! Australian like, we swear Kill or be killed ... Where are the rest of my 13 mates?*

Bill Gammage, *The Broken Years: Australian Soldiers in the Great War*, Melbourne University Press, Melbourne, 2010, page 70

- 2.2** Are there any aspects of the landing that surprise you? Explain your answer.
- 2.3** Look at the four art works depicting the landing (sources 3, 4, 11 and 23). Which do you think best illustrates the events of the day? Explain your reasons.
- 2.4** Complete your **Report on the landings at Anzac Cove** on page 35, adding any final comments or information.

**Source 23** One of several designs for the cover of *The Anzac Book* made in 1916

F Crozier, Design for 'The ANZAC Book' cover, 1916, AWM ART19665

AWM G01810P



# 3

## What happened at the other landing sites?

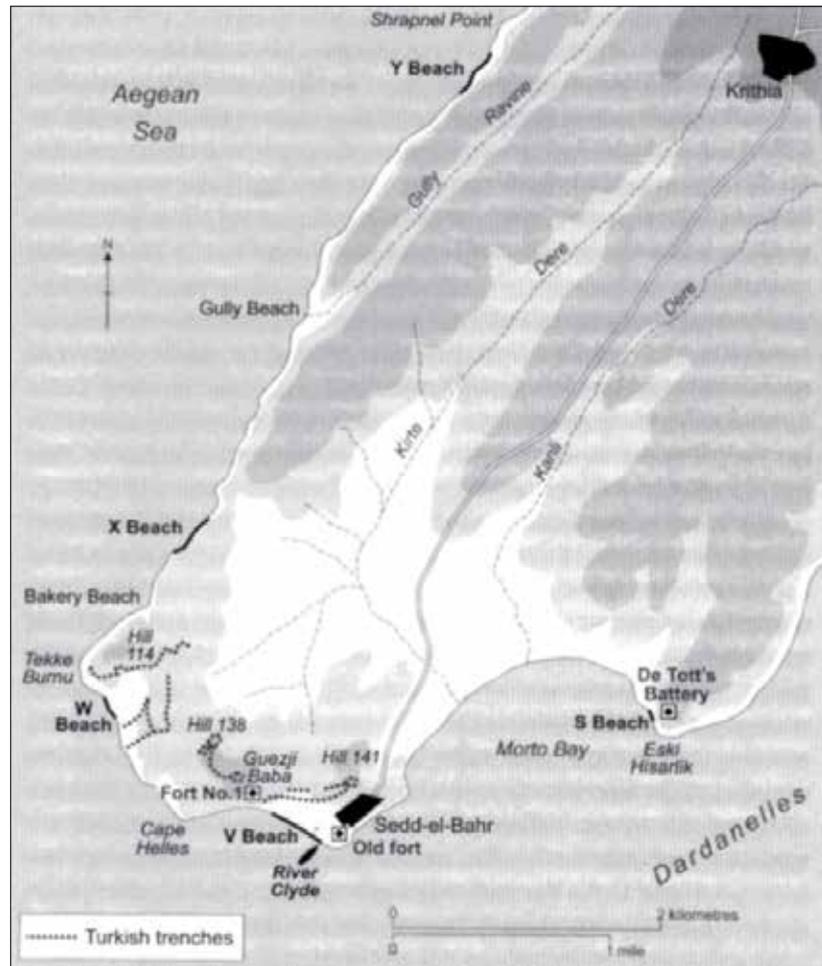
What happened at Cape Helles, where the main invasion force was landing at the same time?

The Turkish military leaders were expecting an invasion of the peninsula, but were not sure where. They had some troops placed in the most likely invasion sites ready to oppose the landing, but most were being held in reserve, to be used where they would be most needed. There was also barbed wire and trenches in the places where landings were expected.

The landing force was the British 29th Division, with infantry units from England, Scotland, Ireland and Wales, and the Royal Naval Division. Six thousand troops would land initially to take control of the beaches and the immediate area, and a further 21,000 would quickly follow. Most of the troops would land at V and W beaches, and then all would link up and move forward in a line across the peninsula to the objective —Achi Baba, about 15 kilometres away.

**3.1** Look at the following information about what happened at each of the Cape Helles landing points, and at Kum Kale. Complete a summary like this for all the landing points.

**Cape Helles landings**



Robin Prior, Gallipoli: The End of the Myth, UNSW Press, Sydney, 2009, page 95

Aspect	S Beach	V Beach	W Beach	X Beach	Y Beach	Z Beach	Kum Kale
Who (which nations landed?)							
Aim of the landings							
What was the fighting like?							
Outcome — success or failure?							
Casualties — heavy or light?							

## S Beach

The British units to land here were:

- 2nd South Wales Borderers (less one company)
- Detachment of 1st/2nd London Field Company, Royal Engineers.

The landing here was quickly successful against a small force of enemy, and with relatively few casualties. Once they had captured the beach they could see that they could not join up with the troops on V and X beaches, as they were being engaged by the enemy. The officer in charge sought new orders, but none arrived so they stayed on the beach until they were told what to do next. The Royal Navy had bombarded the beach to help the landing, but the warship *Cornwallis* stayed longer than had been planned, and in doing so it was not available to give artillery support to the landing at V Beach. This was to be costly.

## V Beach

The British units to land here were:

- 1st Royal Dublin Fusiliers
- 1st Royal Munster Fusiliers
- 2nd Hampshire Regiment
- 2 platoons of the Anson Battalion, Royal Marine Light Infantry
- 3 platoons, Royal Naval Division
- Naval and Military Beach personnel
- Headquarters Signals section
- 1st/1st West Riding Field Company, Royal Engineers
- 89th Field Ambulance
- Naval and Military Beach personnel.

At 5 am the battleship HMS *Albion* opened fire on the medieval fortress at Seddulbahir. Others joined in. The aim was to destroy the entrenched Turkish defensive positions around the beaches, forcing the enemy to flee.

However, the Turks had well protected positions and were ready to return to their trenches as soon as the bombardment finished. The bombardment was fired from too far off shore for accuracy, and it finished before the soldiers in the boats had landed — giving the defenders time to move from their protection back into the front trenches that had not been destroyed.

Three thousand British soldiers now landed — about a thousand in boats, and 2000 in the British coal ship *River Clyde* which was deliberately run aground. The idea was for the men to be protected as they came in, and then to rush off across a portable bridge from the boat to the shore.

The Turkish defenders waited, and then mowed down the men who were advancing up the beach from the boats.

The boats that were to be the base for the portable bridge drifted out of place, and as the men aboard the *River Clyde* tried to get from the boat to the shore, they were slaughtered by the Turks.

There were many acts of bravery by the Royal Navy personnel in getting the men ashore, but there were also extraordinary acts of bravery by the Turkish defenders. They had the advantage of defensive positions, but were greatly outnumbered by the invading Allies.

The British commander, unaware of the failure of the advance party to secure the landing, now ordered more troops to land — with drastic results.

## W Beach

The British units to land here were:

- 1st Lancashire Fusiliers
- 1 platoon of the Anson Battalion, Royal Marine Light Infantry
- Headquarters and 3 platoons of the Anson Battalion, Royal Marine Light Infantry
- Naval and Military Beach personnel
- Headquarters 86th Brigade and Signals section
- 1st/2nd London Field Company, Royal Engineers.

W Beach was a killing ground.

Despite heavy casualties from the bombardment, the surviving Turkish soldiers quickly rushed back to the front trenches to oppose the British. The barbed wire entanglements on the beach and into the shallows were uncut by the bombardment, and there were 30 metre cliffs on either side of the small beach. The invading troops would be funneled into a killing zone. The death toll of the British in less than an hour was over 250 men killed and 263 wounded of the 950 men who landed.

## X Beach

The British units to land here were:

- 2nd Royal Fusiliers
- 1 platoon of the Anson Battalion
- British Naval and Military Beach personnel.

The landing here was quickly achieved. There were only 12 Turkish defenders, who surrendered. There were no British casualties.

## Y Beach

The British units to land here were:

- 1st King's Own Scottish Borderers
- 1 company of the 2nd South Wales Borderers
- Plymouth Battalion, Royal Marine Light Infantry.

Two thousand troops landed completely unopposed.

However, the British commander on the spot believed that this beach was too far away from the others for the men to join forces, so he left them sitting on the beach, rather than pushing them inland towards the main objective.

The Turkish defenders were now being slowly killed by bombardment and the attacking troops, but they followed their orders to hang on while reinforcements were on their way from Achi Baba.

In the end, the Turks were able to bring in sufficient reinforcements to keep the British troops in a small area around their landing sites. The invasion had failed.

## Kum Kale

French forces were engaged at Kum Kale, on the Asiatic side of the Dardanelles, on 25th April. Their presence was a feint to make sure that Turkish troops stayed on the Asian side of the Dardanelles and did not become engaged in the landings. This ploy was successful. The French forces withdrew and arrived to take over the right of the Cape Helles sector on 27th April.



**Source 2** Summary of the comments of historian Tim Travers

A British historian, writing an international account of Gallipoli, stresses these elements of the landing:

- The vagueness of plans for the invasion, and late changes to these plans;
- The loss of the element of surprise in the landing — the Turks were first aware of the impending invasion at 2.30 am;
- Landing in the wrong place, causing confusion among the troops about where they should go to achieve their objectives;
- The rough country causing added confusion and lack of effective control of the troops;
- The effectiveness of the Turkish infantry in holding up the advance, allowing time for reinforcements to be brought up;
- The lack of artillery in support — a battery of mountain guns that operated for only a few hours, and only one larger piece being landed during the first day;
- The lack of effective naval artillery support from the British warships other than HMS Bacchante and Triumph;
- The loss of morale among the Australians during the afternoon, largely caused by the effective Turkish use of artillery. This led to large-scale 'stragglings' of many troops back to the beach during the day — a controversial claim of cowardice that is not accepted by all historians;
- Some poor leadership by officers during the landing; and
- The lack of experience of the Australians in combat.

Tim Travers, *Gallipoli 1915*, The History Press, Stroud, 2009, chapter 4

**Source 3** Summary of the comments of historian Peter Pedersen

An Australian historian, writing about the landings during the First World War, stresses these elements of the landing:

- Not enough firepower available to the landing troops from machine guns;
- Poor training that did not prepare the men properly for the situation they faced;
- The qualities of the men made what they did achieve an outstanding outcome;
- Confusion due to the terrain and the uncoordinated rushes after troops landed;
- The Turkish control of the high ground;
- The effectiveness of Turkish artillery; and
- The inefficient and slow organisation of the medical evacuation of the wounded.

Peter Pedersen, *The Anzacs Gallipoli to the Western Front*, Viking, Melbourne, 2007, chapter 3

**Source 4** Summary of the comments of historian Denis Winter

A British historian, studying the details of 25 April, stresses these elements of the landing:

- Both the Commander-in-Chief of all the invasion forces, General Hamilton, and the Commander of the Australian force, General Birdwood, privately believed that the Anzacs should have achieved more on the first day;
- The invasion force was too small — a numerical superiority of 3 or 4 to 1 was needed for success;
- The enemy was well-trained and well-equipped;
- The enemy was effectively led;
- The tactic of defence in depth, with the invaders having to fight their way through sniping, then layers of well-prepared defence lines, was effective;
- The defenders made effective use of machine guns;
- The defenders had effectively prepared the area, with posts as distance markers to allow them to set their gun ranges accurately, and with fields of fire cleared of scrub, creating 'killing zones';
- The Allied training did not replicate the conditions;
- The soldiers were not sufficiently well briefed to allow them to operate effectively when their officers were shot or became separated;
- The Turks always controlled the high ground;
- The landing forces were not equipped with sufficient machine guns or artillery;
- They had not sufficient training in live firing; and
- The naval artillery support was not adequate.

Denis Winter, *25 April 1915: The Inevitable Tragedy*, University of Queensland Press, Brisbane, 2004

**Source 5** Summary of the comments of historian Robin Prior

An Australian historian, investigating possible 'myths' of the Gallipoli campaign, stresses these elements of the landing:

- The Turks held the high ground, a great advantage;
- The failure was not due to possible landing at the wrong site — only the first wave of 1500 troops may have done this and become confused, the rest landed in the required place and order;
- The problem was not the terrain, it was the swiftness and effectiveness of the Turkish response;
- The plan for the landing was vague and could not realistically have been achieved; and
- Many commanders on the spot were not able to respond well.

Robin Prior, *Gallipoli. The End of the Myth*, University of New South Wales Press, Sydney, 2009

# Connections



## DVD-VIDEO connection

### **Revealing Gallipoli**

Watch this film from 34:35-37:13 (Part 1 Chapter 4) and 37:13-51:25 (Part 1 Chapter 5) and discuss these questions in class.

- 1** How did the Allies' attitude to the Turkish troops contribute to the failure of the Gallipoli plan?
- 2** What role did the Australian submarine *AE2* play in the first few days?
- 3** How did a lack of detailed knowledge of the geography of the area contribute to the failure of the Gallipoli plan?
- 4** Explain the *River Clyde* strategy at V Beach. Why did it fail?
- 5** What happened with the strategic town of Krithia during the landing? Why did the British not stay there?
- 6** Why did the British commanders decide to stay rather than evacuate after the first day?

### **Australians At War**

#### **Episode 2**

#### **'Who'll come a fighting the Kaiser with me'**

Watch this film from 19:50-24:30 (Chapter 4) and discuss these questions in class.

- 1** What impression of the landing at Anzac Cove does the film give? How does it achieve that? Identify the methods that the film makers have used to create the impression.
- 2** Much of the footage used is from later reconstructions of the landing at Anzac. Discuss how you can distinguish between scenes shot at the time, and later filmed reconstructions.

## DVD-ROM interactives connection

### **Gallipoli: who, where and why?**

See where the events at Gallipoli took place, which nations were involved, and what they were trying to achieve.

### **Can you plan the landing at Anzac?**

The planning of the landing is in your hands. Will you make good decisions?

### **Gallipoli: The First Day**

See the events of the first day in great detail on this 3D website.

## Website connections

### **Gallipoli and the Anzacs website**

[www.anzacsite.gov.au](http://www.anzacsite.gov.au)

- *The Anzac Landing at Gallipoli*  
[www.anzacsite.gov.au/1landing/index.html](http://www.anzacsite.gov.au/1landing/index.html)
- *War correspondents Ellis Ashmead-Bartlett and Charles Bean*  
[www.anzacsite.gov.au/1landing/](http://www.anzacsite.gov.au/1landing/)
- *Signaller Silas*  
[www.anzacsite.gov.au/1landing/s\\_intro.html](http://www.anzacsite.gov.au/1landing/s_intro.html)
- *A Duty Clear Before Us*  
[www.anzacsite.gov.au/1landing/nbeachc.html](http://www.anzacsite.gov.au/1landing/nbeachc.html)
- *Interpretative - Panel 2 Anzac The Landing 1915*  
[www.anzacsite.gov.au/4panels/index.html](http://www.anzacsite.gov.au/4panels/index.html)
- *The Drawings of Major LFS Hore*  
[www.anzacsite.gov.au/5environment/hore/hore.html](http://www.anzacsite.gov.au/5environment/hore/hore.html)
- *Submarines at Gallipoli*  
[www.anzacsite.gov.au/5environment/submarines/ae2.html](http://www.anzacsite.gov.au/5environment/submarines/ae2.html)
- *First to Fall*  
[www.anzacsite.gov.au/1landing/first-to-fall/index.html](http://www.anzacsite.gov.au/1landing/first-to-fall/index.html)

### **Gallipoli: The First Day website**

[www.abc.net.au/innovation/gallipoli/](http://www.abc.net.au/innovation/gallipoli/)

At *Gallipoli: The First Day* [www.abc.net.au/innovation/gallipoli/](http://www.abc.net.au/innovation/gallipoli/) you can explore the landing as a 3D narrative story, or choose key moments and explore the events in detail through evidence and personal profiles.

# Unit

# 4

# The Gallipoli campaign

## OVERVIEW

Focus question	DVD-VIDEO connections	DVD-ROM interactives connection
1 What happened at Anzac after the landing?	<p><i>Revealing Gallipoli</i></p> <p>00:57-05:54 (Part 2 Chapter 2)                      05:54-13:40 (Part 2 Chapter 3)                      13:40-15:16 (Part 2 Chapter 4)                      20:12-22:14 (Part 2 Chapter 6)                      24:19-28:38 (Part 2 Chapter 8)                      28:38-51:53 (Part 2 Chapter 9)</p> <p><i>Australians At War</i>                      Episode 2                      'Who'll come a fighting the Kaiser with me'</p> <p>32:07-44:05: (Chapter 8)                      44:05-46:15 (Chapter 9)                      46:15-48:31 (Chapter 10)                      48:31-52:36 (Chapter 11)                      52:36-54:31 (Chapter 12)</p>	<p><i>Gallipoli: who, where and why?</i></p>

The Gallipoli campaign lasted eight months for the Australians, until December 20, and then three more weeks for the troops at Cape Helles, until 9 January 1916.

This unit will help you see the big picture of the campaign, to understand why the Allies remained at Gallipoli for eight months after they had failed to achieve their initial objective. It will also help you to understand that the Australian and New Zealand involvement at Gallipoli, while the primary focus of this resource, was only part of the overall Ally campaign. The greatest numbers of men at Gallipoli were from the Ottoman Empire (Turkey), Britain and France.

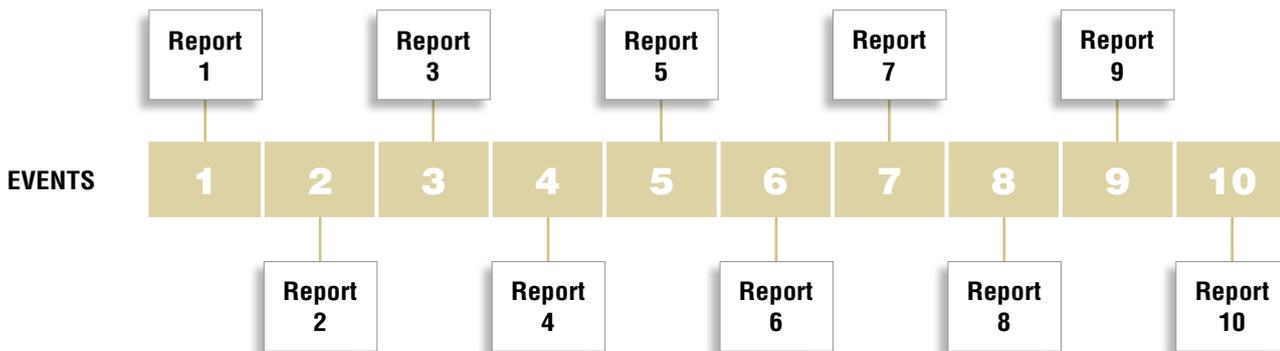


# What happened on Anzac after the landing?

Your task is to work in small classroom groups to create a timeline of the main events of the campaign. Ten key events have been identified for the campaign. Each group can take responsibility to prepare information about one or two of these events, look at the material provided in the following **Timeline File** for each event, research other information about that event, and then complete a report page that provides a summary of the event.

Each group should report on their findings about the particular event they are responsible for, using the **Gallipoli Campaign Timeline Report**. A copy of this report page is on page 49. This report page can be placed on your classroom wall with the timeline. You will be able to position your report page for each event to create an annotated timeline display like this:

## Ten Key Events of the Gallipoli Campaign



When all ten events have been studied and summarised the whole class will have a broad understanding of the main developments of the Gallipoli campaign.

The ten key events to be investigated and reported on in your annotated timeline are:

1	25 April-3 May	Landing and consolidating at Anzac
2	25 April-30 April	AE2 submarine sinking
3	6-8 May	2nd Battle of Krithia — Cape Helles
4	19 May	Turkish Offensive
5	4 June	3rd Battle of Krithia
6	6-5 August	August Offensive — Suvla Bay
7	6-10 August	August Offensive — Lone Pine, Anzac
8	6-10 August	August Offensive — Chunuk Bair, Anzac
9	7 August	August Offensive — The Nek, Anzac
10	17-19 December 1915, 7-9 January 1916	Evacuation of Anzac, Cape Helles and Suvla

## Gallipoli Campaign Timeline Report

<b>Event</b>	
<b>Date</b>	
<b>The purpose of the event</b>	
<b>Who was involved</b>	
<b>Where it occurred</b>	
<b>Time of day</b>	
<b>Description of the terrain</b>	
<b>Description of the fighting</b>	
<b>Outcome of the event</b>	
<b>Add an illustration and/or map of the event</b>	

We talk about the 'landing' of the Anzacs at Gallipoli as though it were only one day. 25 April was the first day, but the process of landing and the initial fighting to secure as much land as possible really lasted for several days.

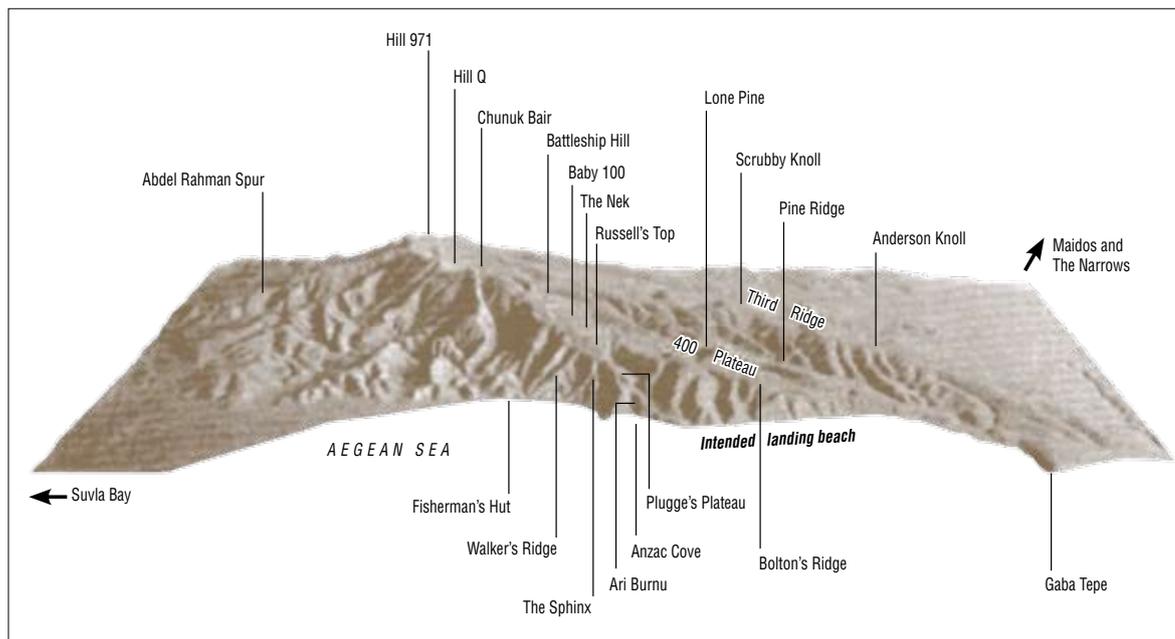
There were heavy casualties on the first day, but the worst fighting and greatest casualties came as the Turkish defenders counter-attacked. An estimated 2300 Australians were killed in the Anzac area up to 3 May.

An example of the fierceness of the early fighting can be seen from the experience of the 16th Battalion, from Western Australia. They landed at 5.30 pm on 26 April, went straight to Monash Valley, and stayed there until 3 May. At the roll call on that day only 307 men were there of the 995 who had landed.

Part of the experience of the landing was the provision of supplies and equipment, landing pack animals, setting up medical facilities, setting up condensers to provide fresh water, sending out wounded men, setting up head quarters, digging in to the hills to provide shelter, landing guns and ammunition.

The attacking force needed to set up what was, in effect, a settlement. This had to be done within a limited area because the Anzac landing, just like the landings at Cape Helles, had not achieved its objectives. This meant that the Anzacs were confined to the beach and a small area of the cliffs. Crucially, they did not hold the high ground.

### Anzac terrain



Les Carlyon, *Gallipoli*, Macmillan, Sydney, 2001, page 132



E Silas, *The roll call*, 1920, oil on canvas, 101.8 x 153.1 cm, AWM ART02436



F Crozier, *The Beach at Anzac*, 1919, oil on canvas, 123.4 x 184.6 cm, AWM ART02161



**USE THE INFORMATION** in this Timeline File and from other resources (such as the films *Revealing Gallipoli* and *Australians at War* Episode 2, and the websites *Gallipoli the First Day* [www.abc.net.au/gallipoli](http://www.abc.net.au/gallipoli) and *Gallipoli and the Anzacs* [www.anzacs.gov.au](http://www.anzacs.gov.au)) to complete your report on page 49.

**Timeline file 2**

Part of the Gallipoli landing involved an attempt to send the Royal Australian Navy submarine *AE2*, with its crew of 35 men, through the Dardanelles Strait. The Turkish forces relied on the port at Midos for supplies and reinforcements from Constantinople. If the *AE2* could disrupt sea traffic through the Dardanelles and in the Sea of Marmara this would greatly aid the Allied landings.

First World War submarines had many weaknesses. These included:

- They carried only eight torpedoes;
- It took half an hour to reload a tube after firing;
- There was no radar or sonar to 'see' where the submarine was travelling underwater;
- To see the enemy or to see where it was the submarine had to surface to periscope depth;
- A periscope created a wake that people on enemy ships would look for;
- Some submarines, including the *AE2*, did not have a deck gun;
- They had to surface regularly to replenish air and recharge their batteries, exposing them to view; and
- When recharging their batteries they had to run their diesel engines, which were very noisy and created a thick smoke exhaust.

However, enemy ships also had no sonar or radar to track submarines once they were underwater, so this provided the submarines with some advantage.

The *AE2* had a dramatic journey to the Sea of Marmara, through the Turkish defences. The Captain of the submarine, Lieutenant Commander Henry Stoker, managed to avoid the mines in the Dardanelles Strait, and at the Narrows torpedoed a Turkish gunboat. The *AE2* then had to evade an enemy destroyer, and in doing so ran aground under a Turkish fort. The fort was unable to lower its guns sufficiently to fire at the submarine, which managed to get off the bank and back into deep water.

The *AE2* now made it into the Sea of Marmara, but developed mechanical problems, was seen and fired on by an enemy warship. Stoker had to order the crew to abandon ship. They were taken prisoner, and all but three survived the rest of the war in captivity.

Two other submarines of the Royal Navy, *E14* and *E11*, both made it through the Strait soon after the *AE2* and entered the Sea of Marmara, where they inflicted damage on several ships, and disrupted Turkish supplies to the Gallipoli peninsula.

**Map showing the Sea of Marmara**



Les Carlyon, *Gallipoli*, Macmillan, Sydney, 2001, page 32



Crew of the *AE2* in captivity AWM P00371.001

**USE THE INFORMATION** in this Timeline File and from other resources (such as the films *Revealing Gallipoli* and *Australians at War Episode 2*, and the website [Gallipoli and the Anzacs www.anzacsite.gov.au](http://www.anzacsite.gov.au)) to complete your report on page 49.



C. Bryant, *AE2 in the Sea of Marmara*, April 1915, 1925, oil on canvas, 1226 x 1830 cm, AWM ART09016

This was an attempt on the Cape Helles front to advance towards the original objective of the landing — to seize the heights of Achi Baba and then move to and capture Kilid Bahr.

About 25,000 men, including British, French, Australian and New Zealand troops, were to advance in a broad front across the peninsula and take the village of Krithia, and then Achi Baba. The 2nd Australian Brigade and the New Zealand Brigade had been sent from Anzac to Cape Helles for this attack.

The Allied force had artillery support, but they lacked sufficient shells. Those they had were shrapnel shells, suitable for killing soldiers in the open but not for destroying entrenched positions.

The Turkish forces were well dug in, and also had artillery, including an ample supply of shells.

The ground to be crossed was largely open and unsuitable for an advance. However, there were four gullies that could be used to advance troops part of the way to Krithia under cover.

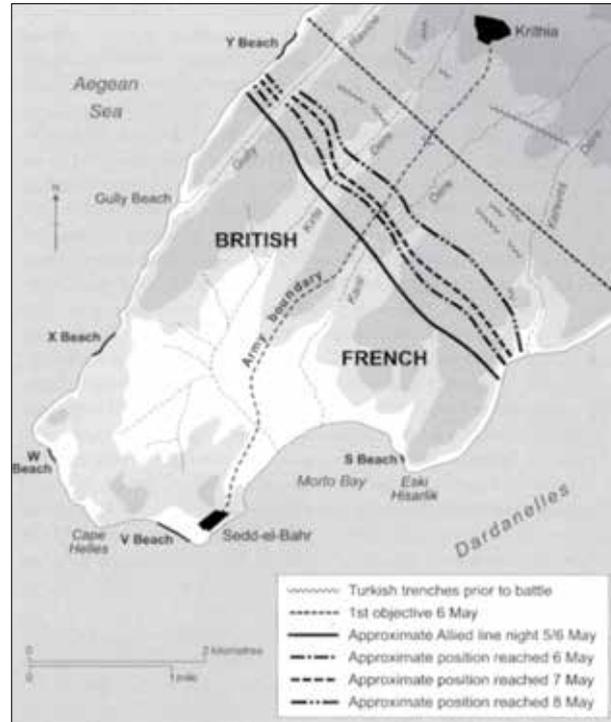
The Allies did not have an accurate idea of where the Turkish defences were, meaning that any preliminary artillery bombardment of the Turkish defences would be inaccurate.

The Allied leaders also decided to launch the attack by daylight, fearing that a night advance would result in confusion.

The attack commenced on May 6, but fierce Turkish resistance meant that while some ground was gained, the Allies did not reach the Turkish defences. The attempt was repeated the next day, but with no further advance.

On the third day, yet another advance saw some ground temporarily taken, but with huge losses. Among the attackers were Australian troops. A British major described the scene as men responded to an officer's cry of 'Now then Australians — which of you men are Australians? Come on Australians!':

## 2nd Battle of Krithia



*They were disemboweled. Their clothing caught fire, and their flesh hissed and cooked before the burning rags could be torn off or beaten out. But what of it? Why, nothing! They were as devils from a hell bigger and hotter. Nothing could stop them ... Their pluck was titanic ... Not for one breath did the great line waver or break. On and up it went, up and on ... Our men tore off their helmets and waved them, and poured cheer after cheer for those wonderful Anzacs.*

In Peter Pederson, *The Anzacs. Gallipoli to the Western Front*, Viking, Melbourne, 2007 page 72



C Wheeler, *Charge of the 2nd Infantry Brigade at Krithia, 1927*, oil on canvas, 107.4 x 214.5 cm, AWM ART09558

Troops were stopped 500 metres from the Turkish lines. Many of the wounded had to wait in agony for hours before stretcher bearers could reach them.

About 6000 of the 25,000-strong attacking force were killed or wounded. The Australian 2nd Brigade gained about 500 metres, but lost 1100 men out of 2500.

The poor planning of the battle included inadequate provision of medical support. Stretcher bearers had to carry wounded men all the way back to the beach, as no intermediate dressing stations were set up to treat the wounded from the battlefield.



**USE THE INFORMATION** in this Timeline File and from other resources (such as the films *Revealing Gallipoli* and *Australians at War Episode 2*, and the website *Gallipoli and the Anzacs* [www.anzacsite.gov.au](http://www.anzacsite.gov.au)) to complete your report on page 49.



## Timeline file 4

On 19 May the Turkish forces launched a massive attack on the Anzac lines, seeking to drive the invaders down to the beaches and off the peninsula.

An estimated 42,000 soldiers, mostly Turks, attacked the 17,000 Australian and New Zealand defenders.

Who were these soldiers? A German officer who helped train the Turkish army wrote that the Turkish soldier is

*'...easily contented and modest, it did not even occur to him not to accept the authority of his superiors. He followed his leader unconditionally, also ahead into the enemy. Allah wills it. He is deeply religious and sees his life as the first step to a better one. Directly under the detonating grenades, shortly before the battalion enters a fight, the Imam, the army chaplain, normally delivers an address ... The Imams were often splendid people, who had a great and good influence on the men and would take up a command, if all the officers had fallen ... When troops fail, it is probably due to the leaders ... In the fight I often had the impression: the unit is a willing mass, but they are lacking leaders to give them purpose. Out of this willingness and absolute acceptance of the authority of the superior follows the extraordinarily great influence a leader can have on his inferiors, if he is good, energetic, purposeful and Turkish — but he must be Turkish.'*

H Kannengeisser, *Gallipoli: Bedeutung und Verlauf der Kempe*, Berlin 1927 pages 122-3 in Kevin Fewster, Vecihi Basarin, Hatice Hürmüz Basarin, *A Turkish View of Gallipoli: Canakkale*, Hodja, Richmond, 1985, page 87



Turkish officer, soldiers and an Imam in a trench at Gallipoli AWM A02598

The Turks lacked artillery and ammunition, but relied on surprise and numbers to succeed. However, the defenders had noticed their preparations for the attack, so were not taken by surprise.

The Turkish forces attacked in waves. An Australian soldier described it:

*We were wide awake now, surely an attack was meditated. Yes! The enemy was advancing in mass formation. Our fellows had received orders to allow the Turks to come within ten paces and then to pour the lead into them. Our rifles held eleven cartridges, and are in every way, very formidable little weapons.*

*'Allah! Allah! Allah!'*

*They are coming with leaps and bounds, their dismal, howling cry rending the night. Closer and closer, they are almost upon us! 'Fire!' yells an officer.*

*We comply willingly, rifles crack and rattle all down our line, the high-pitched music of machine guns being audible above the din.*

EF Hanman, *Twelve Months With the 'Anzacs'*, Brisbane, 1916 page 123 in Kevin Fewster, et al, page 87

At the end of the attack the Turks had lost 3000 men killed, and about 10,000 were wounded. One hundred and sixty Australians were killed, and a further 468 wounded. It was during this attack that Corporal Albert Jacka was awarded the first Victoria Cross to an Australian during the First World War.

The casualties were so great that on 24 May, the leaders called a truce to enable the bloated and putrifying corpses to be buried.

Historians often comment that it was after this event that the Australian attitude to the Turks changed, from being one of contempt, to being one that acknowledged and respected their bravery and humanity.



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The official Australian historian, CEW Bean, wrote a poem at Anzac about 'Abdul':

*Yes, we've seen him dying there in front —  
Our own boys died there, too —  
With his poor dark eyes a-rolling,  
Staring at the hopeless blue;  
With his poor maimed arms a-stretching  
To the God we both can name . . .  
And it fairly tore our hearts out;  
But it's in the beastly game.*

*So though your name be black as ink  
For murder and rapine,  
Carried out in happy concert  
With your Christians from the Rhine,  
We will judge you, Mr Abdul,  
By the test by which we can —  
That with all your breath, in life, and death,  
You've played the gentleman.*

*The Anzac Book*, Cassell and Company, London, 1916, page 58

### Burial truce after the 19 May attack

AWM H03920



## Timeline file 5

This was the third in a series of attacks at Cape Helles to seize the high ground at Achi Baba. It involved British, Indian and French troops against the Turks. There were further actions on 21 June and from 28 June to 5 July, and again from 12 to 13 July.

The earlier battles for Krithia had been fought over thinly fortified ground, but by late May the trenches of both sides were far stronger.

The British had been secretly extending their trenches towards those of the Turks, so as to have less open ground to cover in an attack.

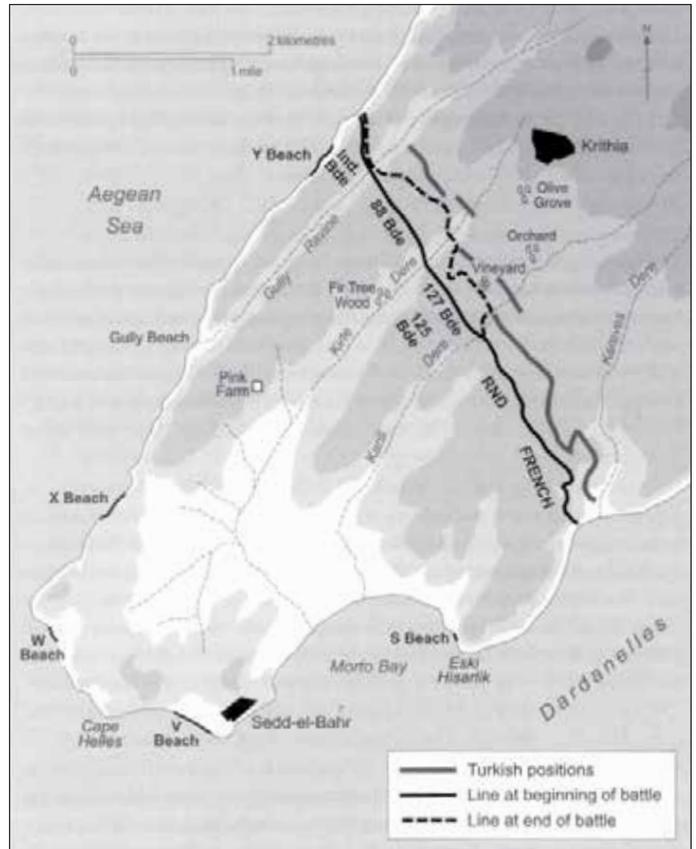
Artillery support remained a problem — there were too few guns and too little ammunition for an effective preliminary bombardment of the Turkish defences. Naval gunfire support had been reduced by the sinking by submarines of the British battleships HMS *Majestic* and HMS *Triumph*, and the remaining ships had to be travelling at speed to fire their guns — reducing their accuracy.

The plan of attack was for an artillery bombardment, to be followed shortly after by a second one, hoping to catch the Turkish defenders coming out from under cover to take their places in the exposed front lines. The attack was to be limited to specific objectives, and eight armoured cars were to be used to move up the dirt road to Krithia, to provide support to the advancing troops.

The bombardment caused heavy Turkish casualties, but once again the Turkish soldiers resisted the advance of the attackers, who nevertheless made ground. As the attackers were digging in to consolidate their gains, Turkish forces mounted a counter-attack, and the British withdrew.

Hindsight has shown that if the Allies could have resumed the attack the following day, the Turkish defenders probably would not have been able to hold their ground. At the same time, the Turks nearly broke through the British, and were stopped only when a British officer, Second Lieutenant Moor,

## 3rd Battle of Krithia



Robin Prior, *Gallipoli. The End of the Myth*, UNSW Press, Sydney, 2009, page 149

shot four of his own troops to stop the rest running away. He was awarded the Victoria Cross for this action that led to the successful halt of the Turkish attack.

There were 13,000 Allied casualties, and an estimated 12,000 Turkish ones.



## USE THE INFORMATION

in this Timeline File and from other resources (such as the films *Revealing Gallipoli* and *Australians at War* Episode 2, and the website [Gallipoli and the Anzacs www.anzacsite.gov.au](http://www.anzacsite.gov.au)) to complete your report on page 49.



G Lambert, recto: *Achi Baba, from Tommy's Trench, Helles*; verso: *The top of the Taurus Mountains, 1919*, oil with pencil on wood panel, 20.6 x 29.7 cm, AWM ART02849



Landing at Suvla Bay AWM H12308

The August Offensive was a series of actions that were designed to break out from the positions held at Anzac, and to secure the Sari Bair heights, which would provide a new front that could be pushed forward to achieve the original objectives of the invasion. The landing at Suvla Bay was part of that offensive.

Twenty thousand British troops were to be landed at Suvla Bay during the night of 6 August. These troops were then to seize the ring of hills that surrounded the Suvla plain: Kiretch Tepe, Tekke Tepe and the Anafarta hills.

They met relatively light opposition from 1500 Turkish soldiers, but, as with the original landing, there was confusion in the dark with units landing in the wrong places, becoming mixed with others, and officers being unable to identify their objectives.

So on 7 August the troops had landed, but did not progress.

This gave time for Turkish reinforcements to arrive on the evening of 8 August. When the British finally started to move towards Tekke Tepe, they were marched at night over difficult terrain, and were met by a fierce Turkish bayonet charge.

Turkish forces had now also fortified the other high ground, and continued attempts to defeat them failed. In one incident the fighting set fire to grass, and many wounded British soldiers were burned to death as they tried to escape.

Most historians say Suvla was a failure. However, one historian, Robin Prior, argues in *Gallipoli The End of the Myth* (UNSW Press, Sydney, 2009) that the intention of the Suvla landing was to establish a secure supply base for the northern part of the area, and that this was achieved.

In Peter Weir's film *Gallipoli* the final charge of the Light Horse at the Nek is supposedly ordered to support the Suvla landing, even though the troops there 'are sitting on the beach drinking cups of tea.' This is a misrepresentation by the filmmaker of the connection between the events at Suvla and those at The Nek.

### August Offensive — Suvla Bay

Les Carlyon *Gallipoli*, Macmillan, Sydney, 2001, page 347

**USE THE INFORMATION** in this Timeline File and from other resources (such as the films *Revealing Gallipoli* and *Australians at War* Episode 2, and the website *Gallipoli and the Anzacs* [www.anzacsite.gov.au](http://www.anzacsite.gov.au)) to complete your report on page 49.

**Timeline file 7**

The August Offensive was a series of actions that were designed to break out from the positions held at Anzac and secure the Sari Bair heights, which would provide a new front that could be pushed forward to achieve the original objectives of the invasion.

The action at Lone Pine was a diversion to draw attention from the main assault of 6 August by New Zealanders against the Sari Bair peak of Chunuk Bair.

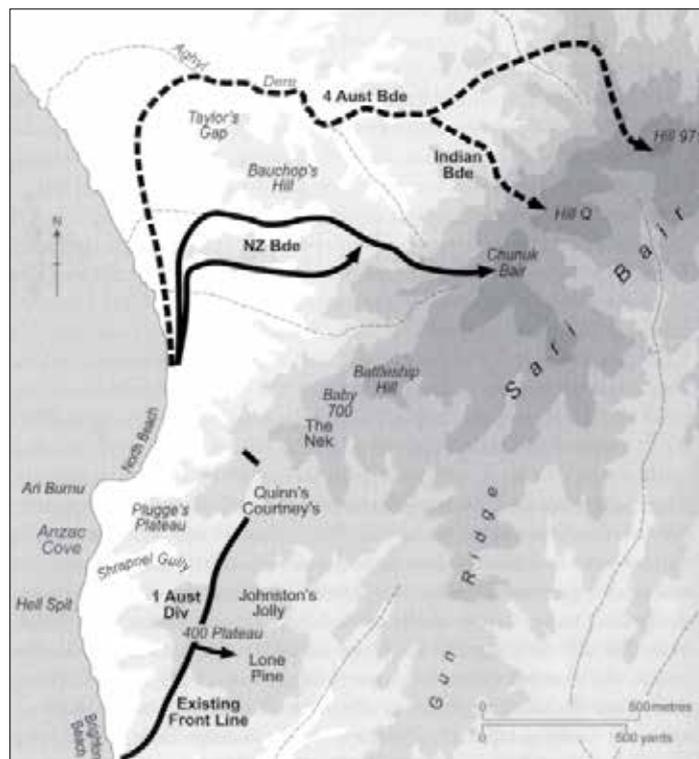
The terrain was a fairly flat area of open ground with the opposing trenches 100 metres apart. The width of the attacking area was about 300 metres.

The Australians had dug several tunnels to within 40 metres of the enemy trench, giving them less time in the open as they charged. They also set three mines that would explode at the start of the attack, and provide some areas of shelter in front of the Turkish front line. Preliminary naval bombardment over the preceding three days had cut much of the protective barbed wire entanglements in front of the Turkish trenches.

When the Australians charged they found the Turkish trenches roofed with pine logs. Some Australians had to struggle to rip open entrances to the trenches, while under fire from the defenders within. Others ran forward to the next line of open trenches and communication lines beyond. Seven Australians were later awarded the Victoria Cross for their actions in the savage and confused hand-to-hand fighting that occurred.

The Australians took the line in the first few hours but were counter-attacked by Turkish troops over the next six days. However, they were able to hold their position and the Turks finally conceded the loss of ground. Each side suffered around 2,500 casualties.

**August Offensive — Lone Pine**



Robin Prior, *Gallipoli. The End of the Myth*, UNSW Press, Sydney, 2009, page 170



The approach to the trenches after the attack on Lone Pine AWM C01685

**USE THE INFORMATION** in this Timeline File and from other resources (such as the films *Revealing Gallipoli* and *Australians at War* Episode 2, and the website *Gallipoli and the Anzacs* [www.anzacsite.gov.au](http://www.anzacsite.gov.au)) to complete your report on page 49.



F Leist, *The Taking of Lone Pine*, 1921, oil on canvas, 122.5 x 245.5 cm, AWM ART02931

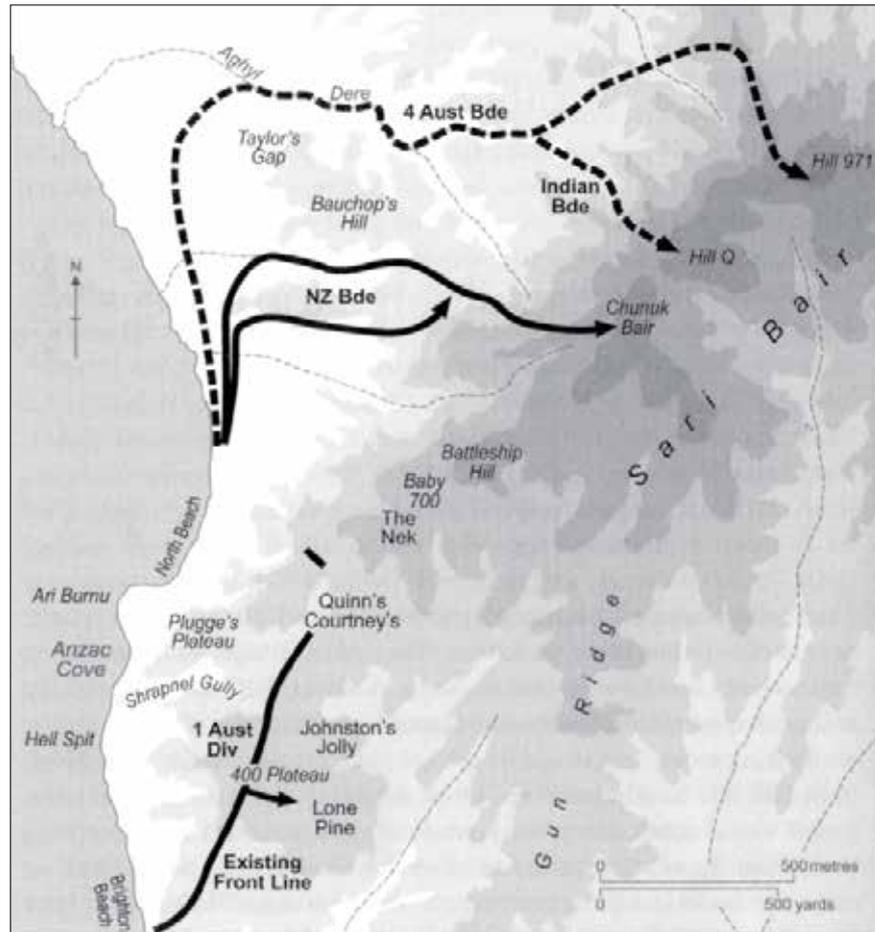
The August Offensive was a series of actions that were designed to break out from the positions held at Anzac and secure the Sari Bair heights, which would provide a new front that could be pushed forward to achieve the original objectives of the invasion.

Chunuk Bair was the scene of fighting between 6 and 10 August by British and New Zealand troops against the Turkish defenders. The aim was to take the summit on 6 August, and from there, attack German Officer's Trench from behind on 7 August. At the same time the Australian Light Horsemen would be attacking it from the front across The Nek. Its success depended on timing.

The New Zealanders had to fight their way towards Chunuk Bair, where three battalions coming from the north would meet one coming from the south, and the four would join in the attack. Having taken the summit, they would fire down on the Turks at German Officer's Trench in support of the Australian attack.

The exhaustion of the troops and the difficulty of the terrain meant that the forces were never able to make their objectives in time to support the attack at The Nek — with drastic consequences for the Australians there.

### August Offensive — Chunuk Bair



Robin Prior, *Gallipoli. The End of the Myth*, UNSW Press, Sydney, 2009, page 170



Ion Brown, *The battle of Chunuk Bair, 8 August 1915*, [Image courtesy Alexander Turnbull Library, Wellington, New Zealand: Ref No D-001-035]

It also gave the Turks time to reinforce Chunuk Bair, and reduced the New Zealanders' chances of success. Eventually the New Zealanders attacked, and were driven back with heavy casualties. They were reinforced with British troops, and following a naval barrage, attacked again — and took the summit easily. The ground was too hard for trenches to be dug, and under the naval barrage the defenders fled. It was now the turn of the Allies to try and defend this difficult place.

A Turkish counter-attack raged all day, with fierce hand-to-hand fighting. The Turks were eventually successful in forcing the British who had relieved the New Zealanders to abandon the summit and retreat to the trenches down the hillside.

The loss of Chunuk Bair ended Allied attempts to take Sari Bair.

There had been about 10,000 Allied casualties during the offensive, and an unknown number of Turks.



**USE THE INFORMATION** in this Timeline File and from other resources (such as the films *Revealing Gallipoli* and *Australians at War* Episode 2, and the website *Gallipoli and the Anzacs* [www.anzacsite.gov.au](http://www.anzacsite.gov.au)) to complete your report on page 49.

*The ground the New Zealanders had to climb at night to be ready to attack.*

Alexander Turnbull Library Wellington 1/4-058065-F



The August Offensive was a series of actions that were designed to break out from the positions held at Anzac and to secure the Sari Bair heights, which would provide a new front that could be pushed forward to achieve the original objectives of the invasion.

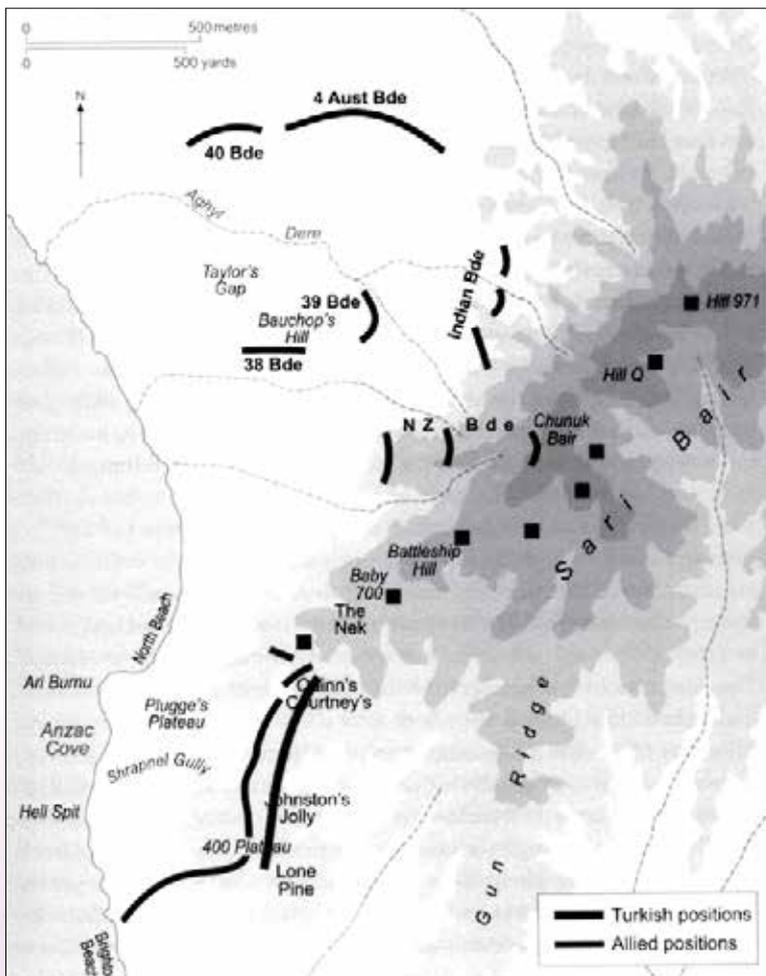
The events that took place at The Nek on 7 August are featured in Peter Weir's film, *Gallipoli*.

The Nek was a narrow stretch of ridge connecting the Anzac trenches on a ridge known as 'Russell's Top' to the knoll called Baby 700, which was controlled by the Turks. The area is about the size of three tennis courts.

The attack at The Nek was planned to coincide with an attack by New Zealand troops from Chunuk Bair, which they were supposed to capture on the night before. The dismounted Light Horsemen (they had left their horses in Egypt) would attack from the front, and the New Zealanders would fire on Baby 700 from the height behind it, at Battleship Hill. The enemy would thus be trapped by fire from front and rear. At the same time there would be an attack from Steele's Post against German Officers' Trench, which would stop the Turkish machine guns covering the open ground of The Nek.

The attack was to start immediately after a naval bombardment of the enemy lines. The Australians would advance across an 80-metre front, in four waves of 150 men each. They would carry coloured marker flags to show when they captured a trench.

### August Offensive — The Nek



Robin Prior, *Gallipoli. The End of the Myth*, UNSW Press, Sydney, 2009, page 177

Everything went wrong. The New Zealanders had failed in their attempt to take Chunuk Bair. The artillery barrage ended seven minutes before the Light Horse attack, allowing Turkish defenders to move into their firing positions. The Australian attack from Quinn's Post did not succeed, leaving the Turkish machine gunners with a clear field of fire into The Nek.

The first wave of attackers were cut down, including the commander, Colonel White. The second wave was also cut down. The 10th Light Horse commander attempted to have the third wave cancelled, but his superior officer claimed to have received reports of marker flags in the enemy trench, indicating success. (Turkish records confirm that a few Australians made it into their trench and had marker flags with them.) The third wave was sent forward, knowing what was in store. The attack was then called off, but poor communication meant that about 75 men of the fourth wave also advanced, and were cut down. There were 372 Australian casualties, and very few Turkish ones.

In 1919 a Commonwealth burial party returned to The Nek, and found the bleaching bones of 316 bodies. Only five could be identified.

The area of The Nek AWM P03631.228



**USE THE INFORMATION** in this Timeline File and from other resources (such as the films *Revealing Gallipoli* and *Australians at War* Episode 2, and the website [Gallipoli and the Anzacs www.anzacsite.gov.au](http://www.anzacsite.gov.au)) to complete your report on page 49.



## Timeline file 10

After the failure of the August Offensive, and with criticism of the campaign from journalists Keith Murdoch and Ellis Ashmead-Bartlett, plans were made to admit failure and evacuate the Allied forces from Gallipoli. This decision also acknowledged that things were likely to get worse for the Allies there, not better — following the entry of Bulgaria into the war on the side of Germany and the Turks, British troops were now needed for a campaign at Salonika, and German supplies now had a clear land route to Turkey. This meant that heavy artillery could be brought in which would seriously damage the Allies in their small beach-heads, and especially at Anzac.

Evacuating 14 divisions in winter was an extraordinarily challenging task to achieve without heavy casualties.

Excellent planning enabled men and equipment to be withdrawn unobserved in stages by night. Various strategies gave the impression that the Anzacs were still in place and in force even as they withdrew — such as setting up rifles that would fire after dripping water filled a tin and dragged on the trigger.

Stores were destroyed, or left for the Turks — sometimes with greeting cards left by the Australians.

The last Anzac troops withdrew during the early morning of 20 December.

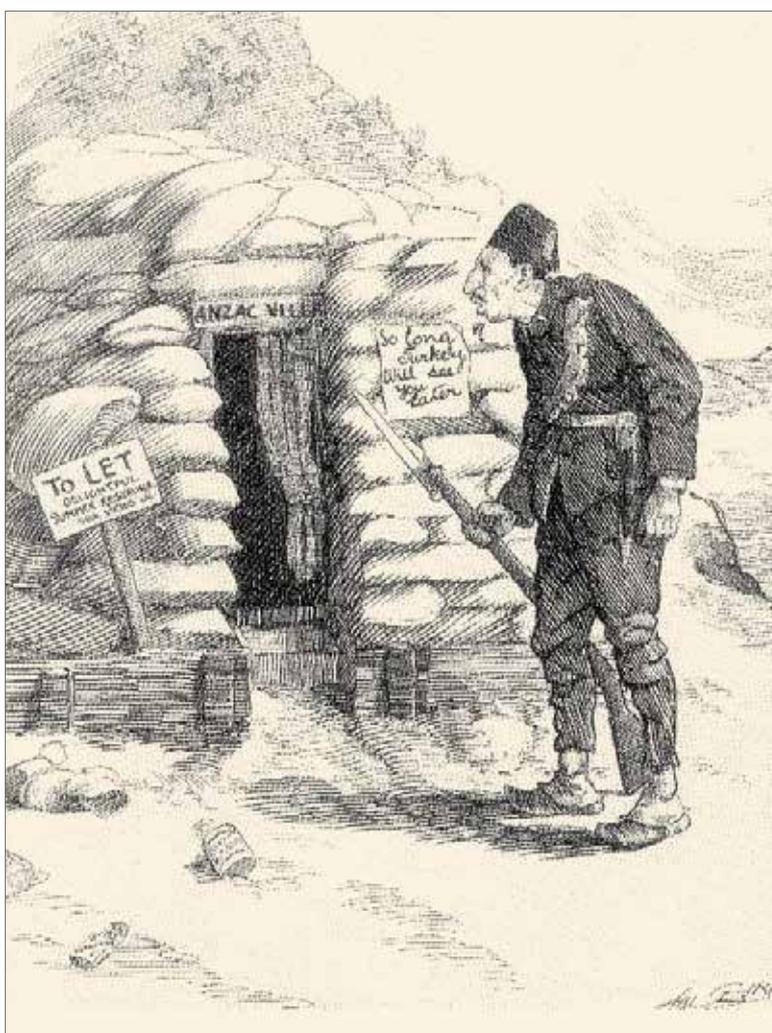
The Turks now knew that the next evacuation would be at Helles, and launched one last attack on 6 January 1916, which failed. The last British troops withdrew on 9 January, probably allowed to do so by the Turks, who were as exhausted as the invaders.

Despite estimates that the withdrawal could cause 50% casualties, there were only two deaths during the evacuation.

Ironically, the most successful event of the whole campaign, from the Allied perspective, was the ending of it.



A self-firing rifle AWM G01291



'So long Turkey, see you later!' Hal Eyre, *Sydney Daily Telegraph*, 1915, State Library of New South Wales



**USE THE INFORMATION** in this Timeline File and from other resources (such as the films *Revealing Gallipoli* and *Australians at War* Episode 2, and the website *Gallipoli and the Anzacs* [www.anzacsite.gov.au](http://www.anzacsite.gov.au)) to complete your report on page 49.

# Connections



## DVD-VIDEO film connections

### **Revealing Gallipoli**

- 00:57-05:54 (Part 2 Chapter 2)
- 05:54-13:40 (Part 2 Chapter 3)
- 13:40-15:16 (Part 2 Chapter 4)
- 20:12-22:14 (Part 2 Chapter 6)
- 24:19-28:38 (Part 2 Chapter 8)
- 28:38-51:53 (Part 2 Chapter 9)

### **Australians At War**

#### **Episode 2**

#### **'Who'll come a fighting the Kaiser with me'**

- 32:07-44:05: (Chapter 8)
- 44:05-46:15 (Chapter 9)
- 46:15-48:31 (Chapter 10)
- 48:31-52:36 (Chapter 11)
- 52:36-54:31 (Chapter 12)

## DVD-ROM interactives connection

### **Gallipoli: who, where and why?**

See where the events at Gallipoli took place, which nations were involved, and what they were trying to achieve.

## Website connections

### **Gallipoli and the Anzacs website**

[www.anzacsite.gov.au](http://www.anzacsite.gov.au)

- A Duty Clear Before Us  
[www.anzacsite.gov.au/1landing/nbeachc.html](http://www.anzacsite.gov.au/1landing/nbeachc.html)
- Interpretative Panel 3 – 2nd Krithia  
[www.anzacsite.gov.au/4panels/index.html](http://www.anzacsite.gov.au/4panels/index.html)
- Interpretative Panel 4 – The Turkish counter-attack of 19 May  
[www.anzacsite.gov.au/4panels/index.html](http://www.anzacsite.gov.au/4panels/index.html)
- Interpretative Panel 5 – Stretcher bearers  
[www.anzacsite.gov.au/4panels/index.html](http://www.anzacsite.gov.au/4panels/index.html)
- Interpretative Panel 6 – Lone Pine and The Nek  
[www.anzacsite.gov.au/4panels/index.html](http://www.anzacsite.gov.au/4panels/index.html)
- Interpretative Panel 7 – Chunuk Bair  
[www.anzacsite.gov.au/4panels/index.html](http://www.anzacsite.gov.au/4panels/index.html)
- Interpretative Panel 8 – Evacuation  
[www.anzacsite.gov.au/4panels/index.html](http://www.anzacsite.gov.au/4panels/index.html)
- Interpretative Panel 9 – Mustafa Kemal  
[www.anzacsite.gov.au/4panels/index.html](http://www.anzacsite.gov.au/4panels/index.html)

You have now investigated a number of events at Gallipoli. What determined the success or failure of these battles? Here is a list of possible contributing factors. Discuss what you have discovered about these through your study of the events, explaining how you think particular factors have been significant. You may also suggest other factors to add to this list.

- Leadership
- The terrain
- Equipment/technology
- Planning/preparations
- The training and expertise of the soldiers
- Luck
- Bravery
- Motivation of the soldiers
- Numerical superiority
- Weather

# Unit

# 5

# Fighting and surviving at Anzac

## OVERVIEW

Focus question	DVD-VIDEO connections	DVD-ROM interactives connection
1 What was life like for the soldiers at Gallipoli?	<i>Revealing Gallipoli</i> 15:16-20:12 (Part 2 Chapter 5)  <i>Australians at War</i> Episode 2 'Who'll come a fighting the Kaiser with me' 26:20-30:55 (Chapter 6)	<i>The story of Private Jim Martin</i>  <i>Who were the nurses in the Gallipoli campaign?</i>  <i>The Gallipoli Times</i>

When we commemorate Anzac Day it may be that almost all the emphasis is on the events of one day, 25 April 1915. However, the campaign on the Gallipoli peninsula lasted for 260 days. What happened on those other days? You may have already completed Unit 4, where some of the significant battles that occurred during this time are explored. But what happened during the times when no significant fighting took place? In this unit you will investigate what 'normal' life was like on Gallipoli for the Anzacs.





In answering 'What does it show?' for the photograph on page 64, you probably included such things as:

- it shows three men;
- one has a pipe in his mouth;
- they are wearing bits of uniform;
- the sun is shining;
- there is a cross in the foreground, there seems to be washing hanging in the background

— and so on.

For 'What does it mean?' you may have decided that:

- it is hot (probably summer);
- the men are resting rather than fighting;
- perhaps they have something to do with gathering or burying the dead;
- there was no emphasis on uniform at Gallipoli;
- the men are typical fit, healthy diggers;
- they are in a rear part of the battlefield where there is no danger

— and so on.

You have used your observations to create interpretations.

The photograph tells you a lot, but there is also a lot that it does not tell you. Imagine that you could talk to these three men. What would you now like to know about them? Your questions might be about the nature of the fighting, or how they felt about what they were doing, what their attitude was to the enemy, what the food was like, and so on.

**1.1** List some questions that you would ask them about their life and experiences on Gallipoli.

How can you find out the answers to the questions?

To answer the questions that this photograph has raised you need to look at evidence, and you need to interpret it.

The following Resource Pages contain a variety of evidence:

- written accounts in soldiers' diaries and letters;
- photographs;
- drawings and paintings, some from the time, and others made after the events; and
- accounts of participants' experiences recorded well after the events.

**OBSERVATIONS**

Washing on the line

One has a pipe

Their uniforms look old and informal



3 men

**INTERPRETATIONS**

The men are resting not fighting

It is hot, probably summer

They are in a safe place

They seem fit and healthy

Uniform was not important at Gallipoli

Their job may have something to do with burying the dead

For each piece of evidence you need to decide:

- What it shows or says (the facts).
- What it means (interpreting the facts to understand the messages or meanings).

The table on pages 66-68, Soldiers' Life on Anzac, lists a number of aspects of daily life on Anzac, and includes questions that will help you explore those aspects for the soldiers and nurses involved — Australian, New Zealand and Turkish. The Resource pages following it provide a variety of evidence to help you answer those questions.

This task can best be done by groups cooperating to divide and share the information. Each group in your class should be responsible for reading one or more of the Resource pages of evidence, discussing what the evidence tells you, deciding which of the questions in the table the Resource page helps you to answer, and reporting on that to the whole class. In this way all members of the class can complete their own copy of the table without having to read all the evidence pages.

**The Soldiers' Life on Anzac**

Aspect of life on Gallipoli	Questions	Notes	Answer
<b>Animals</b>	What animals were there? What were their roles?		
<b>'Boy' soldiers</b>	Were there 'boy soldiers' at Gallipoli? If so, how could they have been allowed to be part of the war?		
<b>Climate and weather</b>	What were the climate and weather like? How did they affect the soldiers' experience?		
<b>Dug outs</b>	What was shelter like for the soldiers at Anzac?		
<b>Fatigues</b>	What was involved in fatigue or work parties?		
<b>Fighting</b>	What was the fighting like at Anzac?		
<b>Food</b>	What food was available to the soldiers? What variety, and how nutritious?		

Aspect of life on Gallipoli	Questions	Notes	Answer
<b>Health, hygiene and disease</b>	Were the conditions hygienic? Did this affect the soldiers' health?		
<b>Medical treatment</b>	What was the medical support like for the wounded and ill?		
<b>Nurses</b>	What was life like for the nurses on the hospital ships and the hospitals at Lemnos?		
<b>Other nations</b>	Who else other than Australians, New Zealanders and Turks were at Anzac?		
<b>Religion</b>	What was the role of religious leaders on Gallipoli? How did men observe their religion?		
<b>Resting</b>	How did soldiers rest at Anzac?		
<b>Snipers</b>	What was the role of snipers on both sides? How did soldiers react to them?		
<b>Soldiers' attitudes to the enemy</b>	What was the attitude to the enemy?		

Aspect of life on Gallipoli	Questions	Notes	Answer
<b>Soldiers' attitudes and responses to the situation on Anzac</b>	How did soldiers feel about the experience?		
<b>Stretcher bearers</b>	What was the role of the stretcher bearers? How dangerous was it?		
<b>Supplies</b>	What supplies were available to the soldiers? How did the soldiers get their supplies?		
<b>The Turkish soldiers</b>	What were the Turkish soldiers like?		
<b>Trenches</b>	What were conditions like in the trenches?		
<b>Water</b>	How was water supplied to the soldiers?		
<b>Weapons</b>	What were the main weapons available at Anzac?		

**Resource Page 1**

For each of these sources:

- 1 Which headings and questions in the table on pages 66–68 does it apply to?
- 2 Write brief notes in the table about what it tells you about that aspect of life on Anzac, then summarise to answer the question.

**Source 1.1** Corporal JB Bell

*I killed my first Turk on Saturday. I was firing at a sandbag in the Turkish parapet ... and, to my surprise, I saw a man jump in the air and fall. It was just this Turk's bad luck ... Anyway, this is what I am here for.*

Bill Gammage, *The Broken Years: Australian Soldiers in the Great War*, Melbourne University Press, 2010, page 116

**Source 1.2** Trooper IL Idriess

*[I]mmediately I opened. ... [my tin of jam] the flies rushed [it] ... all fighting amongst themselves. I wrapped my overcoat over the tin and gouged out the flies, spread the biscuit, held my hand over it and drew the biscuit out of the coat. But a lot of flies flew into my mouth and beat about inside. ... I nearly howled with rage. ... Of all the bastards of places this is the greatest bastard in the world.*

Bill Gammage, page 88

**Source 1.3** An Indian mule handler at Gallipoli

AWM P0029 004

**Source 1.4** Private ECN Devlin

*They are lucky who get away from here wounded. ... It is quite common for men to go mad here. The strain on the nerves is so severe.*

Bill Gammage, page 87

**Source 1.5** A soldier's sketch at Gallipoli titled 'Winter'

NC Wimbush, 'Gawd help the first flamin' Turk! see to-night!', 1915, pen and ink on paper, 24 x 11.9 cm, AWM ART00033

**Source 1.6** Private ECN Devlin

*We had our swim during the afternoon and how we did enjoy it. It is a rather weird experience swimming with the shrapnel bursting all around one, and yet one would rather do that than go without the only means of getting a wash.*

Christopher Pugsley, *Gallipoli. The New Zealand Story*, Raupo (Penguin), Auckland, 2008, page 260

**Source 1.7** Sergeant AL de Vine

*[T]he time [during the May truce to collect and bury the dead] was taken up by making friends with the Turks, who do not seem to be a very bad sort of chap after all ... After today most of our opinions on the Turks were changed ...*

Bill Gammage, page 103

**Source 1.8** Private T Usher

*You can't imagine what it was like, the filthy conditions, and especially using those latrines with all those paper (for cleaning) blowing all over the shop. And flies! Look, you'd open the tin and there'd be millions of them, crikey, filthy, filthy conditions ...*

Harvey Broadbent, *The Boys Who Came Home*, ABC, Penguin, Melbourne, 2009, page 198

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### Source 2.1 Lance Corporal W Francis

*... up the hill ... we swarm ... the lust to kill is on us, we see red. Into one trench, out of it, and into another. Oh! The bloody gorgeousness of feeling your bayonet go into soft yielding flesh – they run, we after them, no thrust one and parry, in goes the bayonet the handiest way.*

Bill Gammage, *The Broken Years: Australian Soldiers in the Great War*, Melbourne University Press, 2010, page 109

### Source 2.2 Captain F Coen

*I have not had a wash now for 4 weeks, nor had my clothes off. I accomplish my toilet with the corner of a towel steeped in a 2 ounce tobacco tin. Water for washing purposes is out of the question.*

Bill Gammage, page 88

### Source 2.3 Lieutenant Gordon Harper

*We went to Communion (everyone who is there does) and sang hymns. Some of the Maoris were there too and sang with great vigour and said their prayers aloud in Maori, while a little way off some pious Indians, Mohammedans, were flattening themselves out towards the sun and invoking the same 'Allah' as the Turks.*

Christopher Pugsley, *Gallipoli. The New Zealand Story*, Raupo (Penguin), Auckland, 2008, page 258

### Source 2.4 Dogs in harness to transport a British machine gun



AWM P02906.002

### Source 2.5 Water detail



AWM A01818

### Source 2.6 Captain Mehmet Hilmi Sanlitop

*No one will bother with dead and the wounded. If I die walk over me and just pass. And if I get wounded, pay no attention. I will do the same with you. Those who will replace the wounded and the dead have been determined. Don't expect any rewards in war.*

Tolga Örnek and Feza Toker, *Gallipoli. The Front Line Experience*, Currency Press, Strawberry Hills, 2005, page 7

### Source 2.7 Private John Gammage

*The wounded bodies of both Turks and our own ... were piled up 3 and 4 deep ... the bombs simply poured in but as fast as our men went down another would take his place. Besides our own wounded the Turks' wounded lying in our trench were cut to pieces with their own bombs. We had no time to think of our wounded ... their pleas for mercy were not heeded ... Some poor fellows lay for 30 hours waiting for help and many died still waiting.*

Les Carlyon, *Gallipoli*, Macmillan, Sydney, 2001, page 360

### Source 2.8 CEW Bean, War correspondent and Official War Historian

*A single Turk jumped up like a rabbit, threw away his rifle and tried to escape. The nearest man could not fire as his rifle was full of sand. He bayoneted the Turk through his haversack and captured him. 'Prisoner here!' he shouted. 'Shoot the bastard!' was all the notice they received from others passing up the hill. But as in every battle he fought in the Australian soldier was more humane than in his words. The Turk was sent down to the beach in charge of a wounded man.*

*The Story of Anzac*, Australian War Memorial, Canberra, 1941, pages 258–9

### Source 2.9 Colonel AG Butler, Official Medical Historian

*Men who were just skin and bone; hands, arms and legs covered with septic sores; ill with dysentery; had to work in the trenches on bully-beef, bacon and biscuits.*

*The Australian Army Medical Services in the War of 1914–1918*, Vol 1, 'The Gallipoli Campaign', Angus & Robertson, Melbourne, 1930, page 352

**Resource Page 3**

For each of these sources:

- 1 Which headings and questions in the table on pages 66–68 does it apply to?
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**Source 3.1** CEW Bean, War correspondent and Official War Historian

*Stretcher-bearers are always exposed to ... fire in the ordinary course of carrying out their ... duty, as is everyone else. ... Wherever there is a wounded man to be got, there the stretcher-bearers have gone.*

Official despatch, *Commonwealth of Australia Gazette*, No 79, 26 July 1915, page 1635

**Source 3.2** A British Major in the Indian Mule Corps at Gallipoli

*The Turks opened with shrapnel ... right into the middle of the mule camp. Everybody went to ground as far as possible, but cover was inadequate, and men and animals began to fall ... the fire was deadly accurate, and before the safety could be reached eighty-nine mules and two horses had been hit ... and ... Indians and several Australians were casualties. Many mules were killed outright, and many others lay where they had fallen, unable to rise: those had to be shot, and that evening the beach was strewn with dead animals – a pitiful sight.*

H M Alexander, *On Two Fronts*, London, 1917, pages 170–171

**Source 3.3** 2nd Lieutenant CW Saunders

*[A friend] came back from Lemnos and brought me a dozen eggs and [we] settled them at one gulp — it was great. The naval men get eggs and condensed milk from Imbros and [sell] it on the beaches [at inflated prices] ... so they make money.*

Christopher Pugsley, *Gallipoli. The New Zealand Story*, Raupo (Penguin), Auckland, 2008, page 256

**Source 3.4** A trench after an attack

AWM A04029



AWM J02442

**Source 3.5** Turkish prisoners**Source 3.6** CEW Bean, War correspondent and Official War Historian

*You must not imagine that life in one of these year-long modern battles consists of continuous bomb fighting, bayoneting and bombarding all the time ... [the] chief occupation is the digging of mile upon mile of endless sap [trench], of sunken road ... The carrying of biscuit boxes and building timbers for hours daily ... the sweeping and disinfecting of trenches in the never ending battle against flies – this is the soldier's life for nine days out of ten in a modern battle.*

Dispatch, *Commonwealth of Australia Gazette*, 2 December 1915, page 3058

**Source 3.7** Trooper IL Idriess

*... This is the most infernally uncomfortable line of trenches we have ever been in ... We are ... "resting", about fifty yards back of the firing-trench. For a couple of hours, to rest our nerves, they say. There forty-eight of us in this particular spot, just an eighteen-inch-wide trench with iron overhead supports sandbagged as protection against bombs. We are supposed to be "sleeping", preparatory to our next watch. Sleeping! Hell and tommy! Maggots are crawling down the trench; it stinks like an unburied graveyard; it is dark; the air is stagnant; some of the new hands are violently sick from watching us trying to eat. We are so crowded that I can hardly write in the diary even ... Bombs are crashing outside ... The roof of this dashed posy is intermixed with dead men who were chucked up on the parapet to give the living a chance from the bullets while the trench was being dug. What ho, for the Glories of War.*

Ion Idriess, *The Desert Column*, Angus & Robertson, Sydney, 1982, page 42

**Source 3.8** Lieutenant Norman King Wilson

*We knew a great fight was going on...yet it was a shock to me when four lighters pulled up alongside and we saw the poor shattered figures, with bloody bandages, grimy faces and dirty clothes who were crowded together below us...men were dying every minute, and one (medical officer) was utterly lost amongst the multitude needing his care.' (The ship was badly over crowded) but lighters kept coming alongside with their burden of suffering humanity and that man in charge would shout – 'For God's sake take this lot on, we've been going about from ship to ship and no one will have us, and more men are dying.' We worked, one and all, until we could no longer tell what we were seeing or doing, all day and all night, picking out the cases where the dreaded gangrene had set in, and where immediate and high amputation was the only hope of saving life. Even the clean open decks stank with the horrid smell of gangrenous flesh...The operating room... was a stinking, bloody shambles (where amputations were carried out in a couple of minutes), the limb thrown into a basket with many others, awaiting incineration – (so producing another) poor victim, a maimed testimonial to his life's end of the brutality and savagery of war...The whole voyage was a nightmare.*

John Robertson, *Anzac and Empire*, Hamlyn Australia, Melbourne, 1990, page 206

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#### Source 4.1 Mules carrying supplies



AWM P02282.024

#### Source 4.2 Food sources drawn by a soldier on Anzac



The Anzac Book, Cassell and Company, Ltd, London, 1916, facing page 164

#### Source 4.3 Stretcher bearers



AWM A05784

#### Source 4.4 CEW Bean, War correspondent and Official War Historian

*But one by one the men who were catching bombs were mutilated. Wright clutched one which burst in his face and killed him. Webb ... continued to catch them, but presently both his hands were blown away ... At one moment several bombs burst simultaneously in Tubb's recess. Four men were killed or wounded; a fifth was blown down and his rifle shattered. Tubb, bleeding from bomb-wounds in arm and scalp, continued to fight, supported in the end only by ... Corporal Dunstan, and ... Corporal Burton ... At this stage there occurred at the barricade a violent explosion, which threw back the defenders and tumbled down the sandbags ... Tubb, however, drove them off, and Dunstan and Burton were helping to rebuild the barrier when a bomb fell between them, killing Burton and temporarily blinding his comrade. Tubb obtained further men from the next post ... but the enemy's attack weakened, the Turks continued to bomb and fire rifles into the air, but never again attempting to rush the barricade.*

[Burton, Tubb and Dunstan were all awarded the VC for this action at Lone Pine on 9 August 1915] *The Story of Anzac*, Vol 2, Angus and Robertson, Sydney, 1924, pages 560-561

#### Source 4.5 Private James Charles (Jim) Martin

*He is thought to be the youngest Australian to have died on active service.*

*He was born in the Melbourne suburb of Hawthorn, on 3 January 1901 and, having just left school to work as a farmhand, enlisted in the Australian Imperial Force (AIF) in April 1915 at the age of 14 years and 3 months. He told the recruiting officers that he was 18.*

*In late August, he embarked for Gallipoli on the steamer HMT Southland, 'to have our share of the Turks', he wrote. When the ship was torpedoed by a German submarine off Lemnos Island, he spent four hours in the water before being rescued.*

*Private Martin landed with his battalion on Gallipoli on 8 September 1915 ... He wrote to his family that the "Turks are still about 70 yards away from us" and asked them not to worry about him as "I am doing splendid over here". But on 25 October he was evacuated to the hospital ship Glenart Castle suffering from typhoid fever caught in the trenches. He died of heart failure that evening. He was buried at sea ... Over twenty other Australians under the age of 18 died in the First World War.*

[www.awm.gov.au/encyclopedia/boysoldiers.asp](http://www.awm.gov.au/encyclopedia/boysoldiers.asp)

#### Source 4.6 Private Jim Martin



AWM P00069.001

**Resource Page 5**

For each of these sources:

- 1 Which headings and questions in the table on pages 66–68 does it apply to?
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**Source 5.1** A sniper team

AWM A05767

**Source 5.2** Goats being brought in as food for Indian troops at Gallipoli

AWM A02037

**Source 5.3** Lieutenant TD McLeod

*'I had a narrow shave ... as a bullet caught me across the back, only made a flesh wound, we gave the Turk a hot time... I enjoy the life and like all the men am well and happy'.*

Bill Gammage, *The Broken Years: Australian Soldiers in the Great War*, Melbourne University Press, 2010, page 75

**Source 5.4** Lieutenant EW Pilling

*Friday 11 June was a notable day, as on it we received our first issue of bread since landing nearly two months ago.*

Christopher Pugsley, *Gallipoli. The New Zealand Story*, Raupo (Penguin), Auckland, 2008, page 255

**Source 5.5** Private FW Muir

*About 60 in all ... in silence lined up along the parapet. Suddenly a whistle blast sounded & we were over the parapet & towards the enemy's trench. We fixed bayonets as we ran tripping over our own barbed wire & other obstacles. At first not a shot was fired by the enemy but just as the first of our men reached the trench the alarm was given and a murderous fire from rifles and machines guns broke out. We found the trench very strong with a firm sandbagged parapet studded with loopholes ... [and] a strong overhead cover ... with bayonets projecting ... which we could not shift. In addition the Turks threw a number of bombs with good effect ... we were forced to retire amid a heavy fire having however put the machine gun out of action ... the whole affair occupied only some 10 minutes but nearly every second man was injured the total Casualties 27 wounded 5 killed.*

Bill Gammage, page 74

**Source 5.6** Lieutenant TJ Richards

*It seems to me that war such as read about and glory in, such as honest open hand-to-hand or man-to-man conflicts where the bravest man gets the upper hand, where the strongest arm and the noble heart wins the honour and gratification of the country is old fashioned and out of date, like the flintlock rifle and the broad sword.*

Bill Gammage, page 77

**Source 5.7** Sergeant MJ Ranford

*'There is no doubt war is hell, and the men who are responsible ought to frizzle there for all eternity; but mind you I am just as keen on serving my country as ever, and would not miss seeing it out (or until I go out) for any consideration.'*

Bill Gammage, page 79

**Source 5.8** Private Ahmet Mucip

*Darkness fell over the ... whole area. Hundreds of British boys were lying on our land never to open their eyes again ... These boys with clean-shaven and endearing faces were curled up in their blood-stained uniforms. Their sight aroused in us feelings of both revenge and compassion.*

Tolga Örnek and Feza Tokar, *Gallipoli. The Front Line Experience*, Currency Press, Strawberry Hills, 2005, page 35

**Source 5.9** Private CA McNulty

*There artillery are replying now & shells are beginning to rain on us. They are getting the range now, shelling the support trenches. Men are beginning to drop ... [T]he fumes are suffocating, the shrapnel is pouring all round us getting chaps everywhere. This is hell waiting here ... Word given to get ready to charge must finish, hope to get through alright.*

Bill Gammage, page 81

For each of these sources:

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**Source 6.1** Preparing a meal in a trench



AWM A00718

**Source 6.2** In a trench



AWM A05402

**Source 6.3** Sergeant AL de Vine

*The stench of the dead bodies now is simply awful, as they have been fully exposed to the sun for several days, many have swollen terribly and have burst...many men wear gas protectors...there has been no attempt up to the present to either remove or bury [the dead], they are stacked out of the way in any convenient place ...*

Bill Gammage, *The Broken Years: Australian Soldiers in the Great War*, Melbourne University Press, 2010, page 83

**Source 6.4** 2nd Lieutenant CDD St Pinnock

*You can imagine what it was like. Really too awful to write about. All your pals that had been with you for months and months blown and shot out of all recognition. There was no chance whatsoever of us gaining our point, but the roll call after was the saddest, just fancy only 47 answered their names out of close on 550 men. When I heard what the result was I simply cried like a child.*

Bill Gammage, page 87

**Source 6.5** Lieutenant FH Semple

*One of the greatest difficulties here is the shortage of water...I had...the first (shave) for a week and my face was coated with the dust and grime I had got through all the recent fighting and trench digging. After I had finished the water in my mess tin...(was) muddy...and I washed my face in that and...(then) had my tea out of the same tin.*

Bill Gammage, page 88

**Source 6.6** Private PS Jackson

*I had the misfortune to break another tooth a couple of days ago a good back tooth...when I was trying to bite through a particularly hard biscuit.*

Bill Gammage, page 88

**Source 6.7** Lieutenant RC Hunter

*A wash would be a great luxury, lice and flies...(are) in everything, I wear my clothes inside out every few days, but still the brutes are scratched for.*

Bill Gammage, page 88

**Source 6.8** Captain DG Campbell

*The worst things here (Turks excepted) are the flies in millions, lice...& everlasting bully-beef & biscuit, & too little water. Also it will be a good thing when we get a chance to bury some of the dead.*

Bill Gammage, page 89

**Resource Page 7**

For each of these sources:

- 1 Which headings and questions in the table on pages 66–68 does it apply to?
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**Source 7.1** Dugouts on a hill**Source 7.2** Winter**Source 7.3** Gunner RJ Wait

*While helping Moonie to dig his dug-out Gunner Richardson was unfortunate to stop a bullet in his side, he died within half an hour, just as the doctor arrived ... We have got used to this now and apart from being sorry that another of our mates has had to leave us, these scenes affect us but little. His wound is bound, his [identity] disc taken off, his uniform placed over him after all papers etc. have been taken out, he is then wrapped up in his blanket and pinned in. He lies just a little way off the main track along the cliff for all to see. The Minister arrives, were fortunate in being able to get one on this occasion, we desert the guns for a few minutes and crawl along to the shallow grave dug earlier in the day by volunteers, to pay our respects to the dead. We have to lie or sit under cover so that the enemy may not 'spot' us and let fly. We gather round the grave ... [and] lower him into his last resting place. The Chaplain speaks, all's over.*

Christopher Pugsley, *Gallipoli. The New Zealand Story*, Raupo (Penguin), Auckland, 2008, pages 203-206

**Source 7.4** Major WT Mundell

*[If] Johnie Turk was to declare the war over tomorrow I would be the happiest man on earth. I've had quite enough. IF you ever catch me looking for gore again – well you can kick me.*

Bill Gammage, *The Broken Years: Australian Soldiers in the Great War*, Melbourne University Press, 2010, page 91

**Source 7.5** Captain DG Mitchell

*[I am thinking of] a land of sunshine warmth and happiness – a land of sweet scents and bright colours – home. But the track home is through a winding trail of smoke and blood, stench and torment. How many of us will reach there unbroken?*

Bill Gammage, page 91

**Source 7.6** Captain WH Sheppard

*My word war is a horror alright, until one comes right into it & sees the real thing he has no idea of what it means, glorious charges, magnificent defences, heroic efforts in this or that direction all boil down to the one thing, the pitting of human beings against the most scientific machinery & the result can be seen in the papers.*

Bill Gammage, page 93

**Source 7.7** Captain HF Curnow

*Abdul is only about 60 to 200 yards off... We snipe at him and he snipes at us... This 'sit-down' style of warfare is different to what any of us anticipated. Nevertheless we are here as a garrison with a definite duty before us. We are hoping hourly that we may be attacked but the Turk is about as cautious as we are.*

Bill Gammage, page 93

AWM H00474A

AWM C5238

**Source 7.8** Sergeant AA Barwick

*I shot 3 snipers dead to-day, they were picking off our poor fellows who were hobbling down to the dressing stations, the first one I killed I took his belt off to keep as a souvenir of my first kill with the rifle. The other two I laid out beautifully I felt a lot more satisfied after that for I had got even.*

Bill Gammage, page 101

**Source 7.9** Private Ismail Hakki Sunata

*I don't know these British soldiers, and they do not know me. What can I say to those who made us come here and kill each other? I have sworn that I will not fire a single bullet without reason.*

Toİga Örnek and Feza Toker, *Gallipoli. The Front Line Experience*, Currency Press, Strawberry Hills, 2005, page 103

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**Source 8.1** In a New Zealand trench



AWM G00377

**Source 8.4** Boy soldiers

Lance Corporal John Auguste Emile Harris from Waverley, Sydney, was a clerk before the war. Official records show that he was 18 when he was killed in action at Lone Pine, Gallipoli in August 1915. John enlisted in June 1915, two months before he died, and gained the rank of Lance Corporal. His father writes after the war that John was 15 years and 10 months when he died.

Private Alexander Joseph Hearn from Campsie, NSW, was a tailor's apprentice before the war. Official records show that he was 18 when he died of wounds received on Gallipoli in August 1915. Joseph arrived in Australia [from this area] in England aged 15 years and five months, and enlisted in November 1914. According to his mother, writing after the war, he was considered to be the youngest soldier to leave with the NSW contingents. He was 16 years and 8 months when he died.

[www.awm.gov.au/encyclopedia/boysoldiers.asp](http://www.awm.gov.au/encyclopedia/boysoldiers.asp)

**Source 8.2** A captured Turkish sniper



AWM C01157

**Source 8.5** 2nd Lieutenant CW Saunders

*The actual fighting at Anzac was easiest of all. The fatigue work was enormous, colossal. Imagine a man with two kerosene tins full of water tied together with a belt and slung over the shoulder climbing for [800 metres] up these grades, slipping back, up and on again, the heat of the sun terrible, bullets and shells everywhere, and, as often happened, a bullet and shrapnel hitting the tins and bursting it and the priceless fluid running away just as he had scrambled almost to the top. Nothing for it but to go all the way down again for some more. No, I think everyone who was at Anzac will agree with me that the hardest fighting done there was by the water and rations fatigue.*

Christopher Pugsley, *Gallipoli. The New Zealand Story*, Raupo (Penguin), Auckland, 2008, page 224

**Source 8.3** Lieutenant FC Yeadon

*[A] lot of our men went down, but one never stops to think of them or oneself it is just a matter of keeping a few men together & go on so as to keep the front line intact... I used often to think what sort of feeling it would be to kill anybody, but now it is a matter of who is going under first, the Turk or yourself & you just... let him have the bayonet right through, but 'oh' the misery & cruelty of the whole thing, 'but a soldier does not want any sentiment.' The look on the poor devils when cornered & a bit of steel about a foot off in the hands of a tempary mad man, because the lust for killing seems very strong.*

Bill Gammage, *The Broken Years: Australian Soldiers in the Great War*, Melbourne University Press, 2010, page 108

**Source 8.6** Sergeant AA Barwick

*I saw several men sacrifice themselves here, they went to certain death, one chap in particular I remember... we were chasing some Turks round a little sap & they reached the bend first, everyone knew the first man round the corner was a dead one, but this chap never hesitated, he threw himself fair at them, & six fired together, & fairly riddled him with bullets, that was our chance & we into them, & it was all over in a few minutes.*

Bill Gammage, page 113

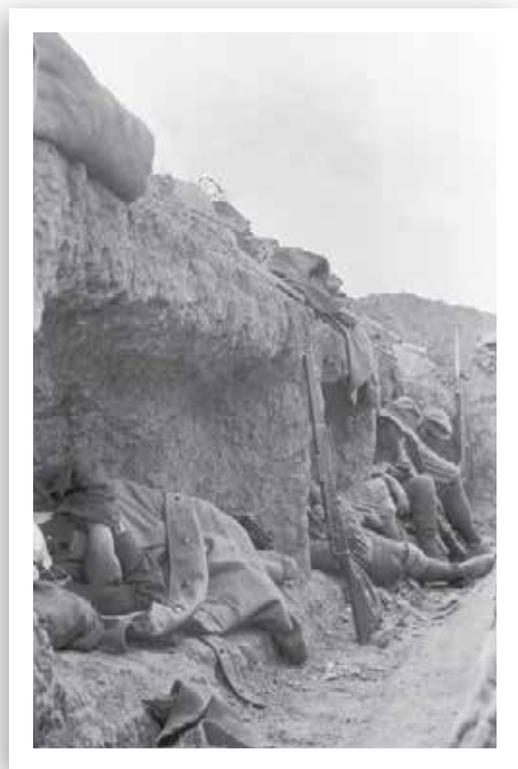
**Resource Page 9**

For each of these sources:

- Which headings and questions in the table on pages 66–68 does it apply to?
- Write brief notes in the table about what it tells you about that aspect of life on Anzac, then summarise to answer the question.

**Source 9.1** Washing

AWM C01829

**Source 9.2** NZ soldiers resting in a trench

AWM G01217

**Source 9.3** Lieutenant JH Dietze

*The Dead were four & five deep & we had to walk over them: it was just like walking on a cushion...I daresay you will be surprised how callous a man becomes: a man may have a very close chum well if somebody tells him his chum is killed all he says is – 'poor chap' – & he forgets all about him'.*

Bill Gammage, *The Broken Years: Australian Soldiers in the Great War*, Melbourne University Press, 2010, page 118

**Source 9.4** Lieutenant Colonel PC Fenwick

*The Turkish officers [at the armistice in May to bury the dead] were charming. The Germans were rude and dictatorial and accused us of digging trenches. I lost my temper (and my German) and told them the corpses were so decomposed that they could not be lifted and our men were merely digging pits to put the awful things into ... The Turkish medico was extremely nice. We exchanged cigarettes and I said to him I hoped after the war we should smoke a cigarette — I cut short suddenly, for I was going to say 'in Constantinople', but he smiled and bowed and it was all right. I pray God I may never see such an awful sight again. I got back deadly sick and ... lay down. I shall certainly have eternal nightmares. If this is war, I trust N.Z. will never be fool enough to forget that to avoid war one must be too strong to invite war.*

Christopher Pugsley, *Gallipoli. The New Zealand Story*, Raupo (Penguin), Auckland, 2008, page 228

**Source 9.5** Lieutenant HE Moody

*The Turks have beaten us...Tonights...the last night at Anzac...it hurts to have to leave that place. I...was undoubtedly sick of it and needed a rest, but...to absolutely chuck the whole thing cuts right in. And I'm damned if they can say the Australians failed to do what was asked of them. They did everything... more than they were asked.*

Bill Gammage, page 122

**Source 9.6** Sergeant Cyril Lawrence

*It's absolutely piteous to see great sturdy bushmen and miners almost unable to walk through sheer weakness [from diarrhoea] ...We are all the same, all suffering from sheer physical weakness.*

Peter Pedersen, *The Anzacs*, Viking, Melbourne, 2007, page 86

**Source 9.7** Lieutenant Edgar Worrall

**WOULD NOT HAVE MISSED IT FOR A MILLION.**

Peter Pedersen, page 107

**Source 9.8** Mehmet Fasih

*Ground is covered with two fingers of snow. Fairly strong, cold wind blows into our faces. Conditions are terrible. Can't walk without slipping and sliding. If we have to go into action what shall I do? Oh my God, help us.*

Tolga Örneç and Feza Tokar, *Gallipoli. The Front Line Experience*, Currency Press, Strawberry Hills, 2005, page 107

For each of these sources:

- 1 Which headings and questions in the table on pages 66–68 does it apply to?
- 2 Write brief notes in the table about what it tells you about that aspect of life on Anzac, then summarise to answer the question.

**Source 10.1** 'Chatting' — searching clothing for lice



AWM P00437.013

**Source 10.2** A Protestant religious service at Gallipoli



AWM P01875.004

**Source 10.3** Private B Smart

*We went into the firing line at 4.00 [pm] and must do 24 hours in the firing line, 24 hours in the reserve trenches, and 48 hours in reserve which is practically resting ... During the day we do a half hour's observation with the periscope every 2 hours. At night we go on for one hour's observation at a time by looking over the top of the trenches every minute or two. This is pretty risky work. We have to keep an extra watch at dawn because this is when troops can be expected to attack ... The trenches are only 25 to 30 [metres] apart here. In front of our trenches are a few dead bodies which have been lying out here for some time, and everytime a bullet hits one of them which is pretty frequently, they let out a terrible stench.*

Christopher Pugsley, *Gallipoli. The New Zealand Story*, Raupo (Penguin), Auckland, 2008, page 254

**Source 10.4** CEW Bean Official War Correspondent

*[S]trong men ... are not going to be cheated out of their job by any weak-spirited being in the force. The success of an army like ours depends on the proportion of these strong independent men there is in it. And in the Australian force the proportion is unquestionably high – it may amount to 50 percent or more. I have seen them going up against a rain of fire and the weaker ones retiring through them at the same time – the two streams going in opposite directions and not taking the faintest notice of one another.*

Peter Pedersen, *The Anzacs*, Viking, Melbourne, 2007, page 108

**Source 10.5** Sister AM Cameron

*By 10pm, we had taken in 400 horribly wounded men straight from the field. Some were shot further in the boats which took them to us. The gangway ran with blood. Some of the poor fellows hadn't got one dressing on. One needed all one's common sense and courage... They came pouring in - and oh the wild rushes stopping haemorrhage, treating shock and collapse. The orderlies were good but untrained, and no good for emergencies. The doctors were operating as hard as they could tear, only 4 of them you see, and many lives were saved... The doctor of our block told me to give morphia at my own discretion and to do as I liked. Oh dear that few hours. I had such scares. Some of the men as soon as they dropped asleep woke screaming through shock, none were undressed – at least very few by that time. They were so dead beat we wrapped them in blankets in their filthy clothes poor fellows and let them rest. Faces shot away, arms, legs, lungs, shot everywhere...*

Harvey Broadbent, *Gallipoli The Fatal Shore*, Penguin, Melbourne, 2005, pages 177–178

**Source 10.6** Captain Mehmet Tevfik

*Dear father, beloved mother ... I thank God that he enabled me to become a soldier ... You, as my parents, did all you could to raise me and make it possible for me to serve my country and my people. You are my heart, you are my soul, and you are the inspiration of my life. I am eternally grateful to God and to you ... I entrust my beloved wife ... and my dear son ... first to God and then to your protection.*

Tolga Örnek and Feza Toker, *Gallipoli. The Front Line Experience*, Currency Press, Strawberry Hills, 2005, page 117

**Source 10.7** Private A Barwick

*I don't know what we would have done without the mules at Anzac. I reckon we would have starved you should have seen some of the tracks they had to climb and talk about slippery, every bit of food, ammunition, clothing and nearly all our water had to be carried by the mule teams up to the trenches it was a task I can tell you and it had practically all to be done at night time for the Turks could see them in daylight. The Indians were responsible for all this work and deserve a heap of praise, there were a good few of them chaps killed at Anzac.*

Richard Reid, *Gallipoli 1915*, ABC Books, Sydney, 2001, page 103

**Resource Page 11**

For each of these sources:

- 1 Which headings and questions in the table on pages 66–68 does it apply to?
- 2 Write brief notes in the table about what it tells you about that aspect of life on Anzac, then summarise to answer the question.

**Source 11.1** Private Billy Sing, a well-known Australian sniper on Anzac

AWM P08403.001

**Source 11.2** Making bombs from jam tins

AWM G00267

**Source 11.3** Sergeant Cyril Lawrence

*God! What a proposal to make. You Australians away back at home in sunny Australia, with your comfortable beds, your good food, your cities, your own homefolk...Think! Just think ever so little; stir yourselves and try and imagine our feelings. Here we have been for nineteen weeks, under fire every minute, living in holes in the ground, toilet sweating and fighting, aye fighting as British soldiers here never knew how to fight, and yet they turn around and ask us to choose one of these two rotten propositions...Golly it's infamous...not one single spot immune from bullet or shell, not one single crevice where a man can say 'I am safe'... Are we wild animals or what are we? Perhaps they are jealous. Surely to God we have earned a holiday..*

Harvey Broadbent, *Gallipoli The Fatal Shore*, Penguin, Melbourne, 2005, page 290

**Source 11.4** Private George Coombs

*Saw a Turk in the thick scrub we chased him until he dropped ... He was a fine big fellow and I thought if he is the type of man we are to meet we are in for a rough time.*

David W Cameron, *25 April 1915*, Allen & Unwin, Sydney, 2007, page 50

**Source 11.5** Colonel J McKay

*An officer was leading his party across Shrapnel Gully. A shot was fired at them from behind. The party halted at once. 'Sniper!' was the word but no sniper was in sight. One man moved towards some bushes with the rifle ready. A bush moved and jumped out of a hole in the ground. It was a Turk with branches reaching above his head and around his body. The Turk put up his hand but still held his rifle and fired point blank. Instantly, the Australian swung his rifle and struck the head of the Turk. There was no need for a second blow as the head was smashed to pulp. Then our lad surveyed the damage. The bullet had hit his left hand. One finger was shot away and one was hanging on by a strip of skin. 'That will do as a souvenir' was the only comment of the soldier and he pulled it off and put it in his pocket. The Turk was too dead to understand the rest of the Australian's words but all were addressed at the dead body and were forcible enough for any human being, alive or dead.*

David W Cameron, page 61

**Source 11.6** Sister Anne Donnell

*In that terrible weather, with wind travelling a hundred miles an hour, and rain and sleet, all seems so pitifully hopeless...During those fearful days our thoughts were constantly with the boys of the Peninsula and wondering how they were faring; but little did we realise the sufferings until the wind abated and they began to arrive with their poor feet and hands frostbitten. Thousands have been taken to Alexandria (Egypt), hundreds, the boys say, were drowned because their feet were so paralysed they could not crawl away to safety in time. They endured agonies. Sentries were found dead at their posts, frozen and still clutching their rifles...their fingers were too frozen to pull the trigger. And some we have in hospital are losing both feet, some both hands. It's all too sad for words, hopelessly sad.*

Richard Reid, *Gallipoli 1915*, ABC Books, Sydney, 2001, page 67

For each of these sources:

- 1 Which headings and questions in the table on pages 66–68 does it apply to?
- 2 Write brief notes in the table about what it tells you about that aspect of life on Anzac, then summarise to answer the question.

**Source 12.1** Medical staff on a hospital ship off Gallipoli



AWM H18776

**Source 12.4** Major H M Alexander, Indian Mule Transport

*The mess dugout, in which I also slept, was made very comfortable and quite proof against splinters and bullets... The earth was dug to a depth of about three feet: walls were made of grain-bags filled with sand, a large biscuit-box, with top and bottom knocked off, forming a good window on the west side. A roof was put on, strops of wood collected from the wreckage of a boat being used as rafters, with a cart tarpaulin stretched over them, and two inches of earth on top. The whole south side above the ground line was left open to give a splendid view across the position to Ari Burnu Point, and Imbros Island behind. The furniture consisted of shelves and cupboards of biscuit-boxes, a tarpaulin on the floor, a large size bully-beef box as a table, a most luxurious camp-chair contributed by Hashmet Ali, and two stools cleverly made by the Corps carpenter from odds and ends. My valise on a layer of hay was the bed, and when rolled up was used as a fourth chair. The open side was fitted with curtains made of ration-bags, which could be let down to keep out the afternoon sun. It was a perfectly comfortable habitation, though a little cramped at times.*

Richard Reid, *Gallipoli 1915*, ABC Books, Sydney, 2001, page 108

**Source 12.2** British field artillery piece



AWM H15736

**Source 12.5** Sergeant AA Barwick

*[H]ad a terrible fight with myself ... one part of me wanted to run away & leave the rest of my mates to face it, & the other part said no, we would stop & see it out at any cost.*

Bill Gammage, *The Broken Years: Australian Soldiers in the Great War*, Melbourne University Press, 2010, page 112

**Source 12.6** Private AM Simpson

*I got [a Turk] in the neck ... made me feel sick and squeamish, being the first man I have ever killed ... I often wake up and seem to feel my bayonet going into his neck. Ugh! It does get on a man's nerves.*

Bill Gammage, pages 116-117

**Source 12.3** Disease at Gallipoli

*Until the end of May the health of the troops at Anzac was perfect ... But in the manure of the transport animals, crowded in valleys behind the opposing lines, in the waste food and other refuse which, at least during the early weeks, was somewhat carelessly disposed of, and in the bodies of the dead, decaying by thousands after the Turkish attack of May 19th, they were produced in swarms ... [A]t the end of July the corps was losing fortnightly through sickness as many men as would be placed out of action in a general assault. Nor did this represent the total trouble, since many who stayed on duty were almost as ill as those that were sent away ...*

CEW Bean, *Official History of Australia in the War of 1914–1918 - Volume II The Story of ANZAC from 4 May, 1915, to the evacuation of the Gallipoli Peninsula* (11th edition, 1941), pages 368-372

**Source 12.7** Private Charles Bingham

*On one of the days we evacuated about 600 men wounded from Lone Pine, there were a colossal amount of casualties...I used to like being on the foot end. Instead of the shoulder end which was much heavier, but you couldn't always get away with it. Sometimes you'd come to a bend in the trench, and you couldn't get the stretcher round it, so we'd take the fellow off, carry him round in a sitting position, then bring the stretcher round and put him back on it...some of them were about eighteen inches wide, and about six or seven feet deep.*

Harvey Broadbent, *Gallipoli The Fatal Shore*, Penguin, Melbourne, 2005, page 219

## Resource Page 13

For each of these sources:

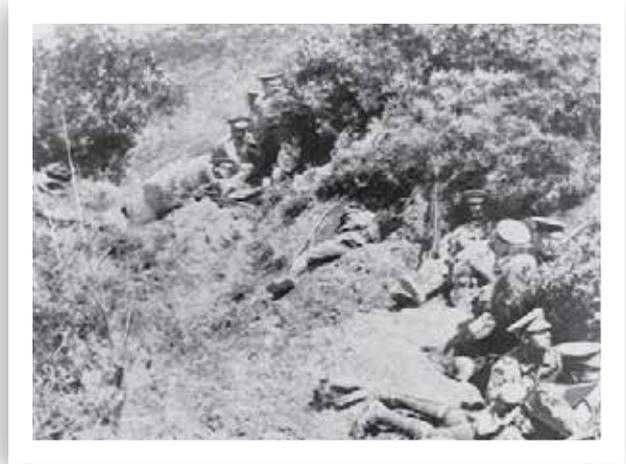
- 1 Which headings and questions in the table on pages 66–68 does it apply to?
- 2 Write brief notes in the table about what it tells you about that aspect of life on Anzac, then summarise to answer the question.

**Source 13.1** Indian mountain gun crew



AWM C02073

**Source 13.4** During an attack



AWM A03277

**Source 13.2** Machine gun crew



AWM H14026

**Source 13.5** Stretcher bearers at Anzac



AWM A03770

**Source 13.3** Wounded aboard the hospital ship, *Gascon* off Gallipoli



AWM H12938

**Source 13.6** New Zealand troops on a fatigue party dragging a water tank to their lines



AWM C01812

## Conclusion

From all the evidence you have looked at about life at Anzac, decide how you will respond to each of these statements. One example has been done to help you.

Statements about the Anzacs and their experiences at Gallipoli. They:	Agree / Disagree / Cannot tell from this evidence	Best evidence to support this conclusion
Were brave	<i>Most were brave, not all.</i>	<i>Stretcher bearers were always under fire with no protection (3.1), during an attack men faced the danger and kept going (3.8), men put themselves in great danger to fight (4.4), some tried to find a way of not fighting (10.4).</i>
Respected the enemy		
Were healthy		
Fought for Britain and the Empire		
Fought for Australia		
Missed their families		
Believed they were special		
Were young men		
Fought for their mates		
Felt peer pressure to fight		
Experienced fear		
Were the only allies on Gallipoli		
Suffered from the heat		
Suffered from the cold		
Had a sense of humour		
Had a poor diet		
Were dirty		
Were better fighters than other troops		
Were distinctive in their slouch hats		
Believed they were all equal		
Were from all walks of life		
Spent most of the time in trenches		
Were poorly equipped		
Were typical Australians		
Were always in danger		
Were not concerned about killing		
Were not worried about dying		

## Image and Representation

You now have a very detailed knowledge and understanding of life on Anzac in 1915.

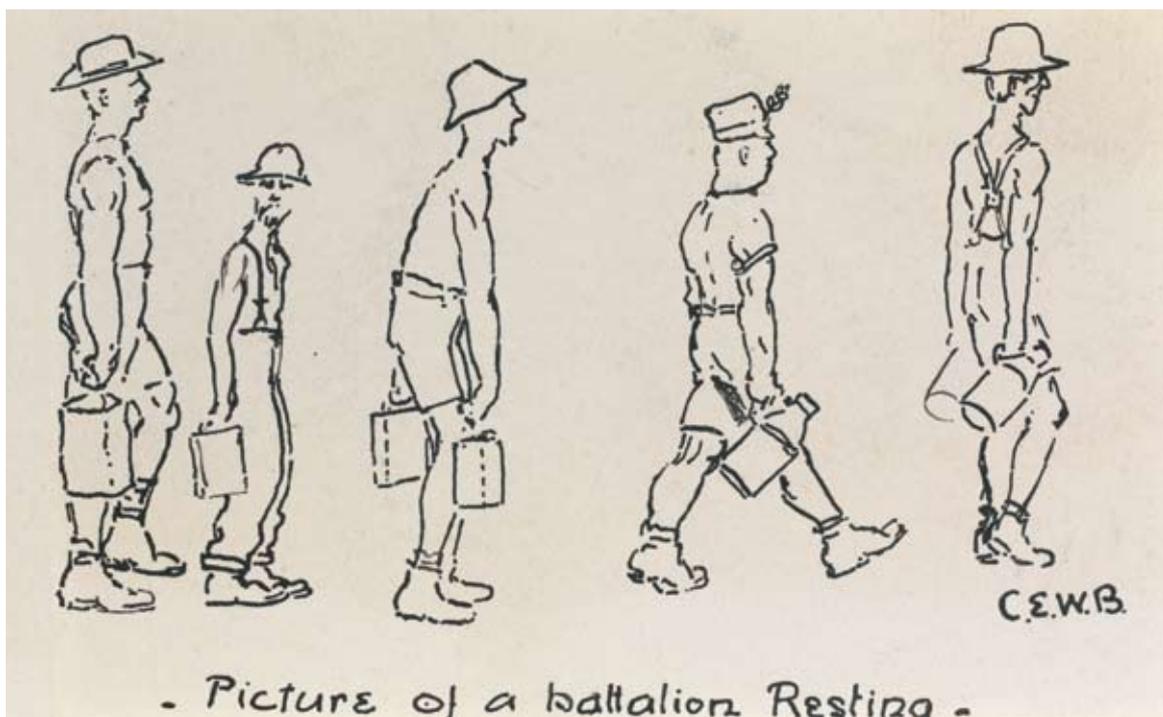
- 1 Look at the following six images. They are all taken from the book that was written and produced by the Anzacs on Gallipoli. What features of life at Gallipoli are represented in the images? Write the feature beside each image.
- 2 Imagine that you had to select one image for an article on life at Anzac in 1915. Decide which one you would select, and justify your choice, writing your reasons in this space.

Image 1



FP Hewkley, *The ideal and the real*, 1915, pen and ink, pencil on paper, 13.6 x 10.3 cm, AWM ART00021.003

Image 2



CEW Bean, *Picture of a battalion resting*, 1915, pen and ink, 8.4 x 12.7 cm, AWM ART00022.001

Image 3



D Barker, Gallipoli, 1915, 32.5 x 21 cm, AWM ART90422

Image 4



Unknown, Turkish divisional orders, 1915, pen and ink on paper, unknown, AWM ART00067.001

Image 5



F Crozier, Design for 'The Anzac Book' cover, 1916 AWM ART19665

Image 6



David Barker, The Anzac Book, Cassell & Co, London, 1916, page 64

*"Do they think we're on a bloomin' picnic?"*

Note that the image actually chosen for the cover of *The Anzac Book* was Image 3.

- 2 Write a paragraph about the Australian experience of Gallipoli for a new publication of a short history of Australia. Construct that paragraph, based on what you have seen from the evidence in this unit.
- 3 **Site Study.** There are many other representations of the Australian experience at Gallipoli. Look at the list provided below and research the information and stories of the experiences at Gallipoli portrayed in one of these:
  - the Australian War Memorial *Gallipoli Gallery*;
  - the feature film *Gallipoli*;
  - a book, such as Les Carlyon's *Gallipoli* or Peter Pedersen's *The Anzacs* (the first part on Gallipoli);
  - a web site, such as the Department of Veterans' Affairs site *Gallipoli and the Anzacs* ([www.anzacsite.gov.au](http://www.anzacsite.gov.au));
  - a documentary, such as *Revealing Gallipoli* or Episode 2 of *Australians at War*, both of which are on the DVD-VIDEO;
  - a song, such as *And The Band Played Waltzing Matilda*; or
  - an event, such as an Anzac Day March and the reporting of it by the media.

To evaluate the representation that you chose from the list on the left use the following questions to assess the content and information provided. Here are some criteria to apply in commenting on your chosen representation. Write two sentences for each question.

- What key aspects does it include?
- What key aspects does it exclude?
- Is it based on historical evidence?
- Does it treat the evidence fairly and critically?
- Is it trying to 'push' a message?
- Are various viewpoints included or acknowledged?
- Is it clear and easy to read/see/understand?
- Is it interesting?
- Whose story or experience is emphasised?
- Are there any important voices or perspectives that are not included?
- Is it engaging and interesting?
- Overall, is it a fair and accurate representation of the events or ideas that it is presenting to you, the audience?



# Connections



## DVD-VIDEO connections

### **Revealing Gallipoli**

General conditions on Anzac are presented in the segment 15:16-20:12 (Part 2 Chapter 5)

### **Australians At War Episode 2**

#### **'Who'll come a fighting the Kaiser with me'**

General conditions on Anzac are presented in the segment 26:20-30:55 (Chapter 6)

## DVD-ROM interactive connection

- *The story of Private Jim Martin*
- *Who were the nurses in the Gallipoli campaign?*
- *The Gallipoli Times*

## Website connections

For a detailed exploration of aspects life of the Anzacs at Gallipoli go to [www.anzacsite.gov.au](http://www.anzacsite.gov.au) and go to:

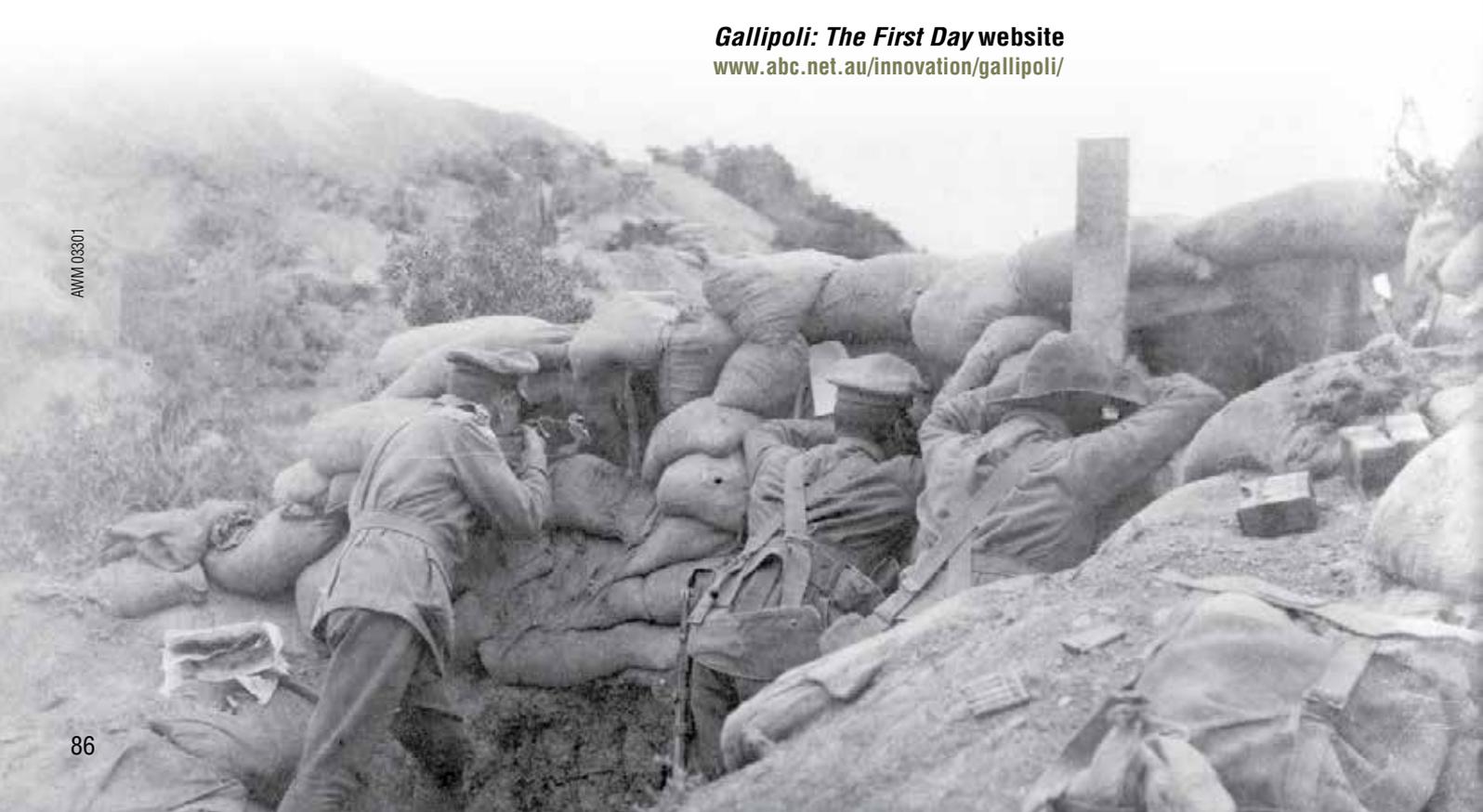
### **Gallipoli and the Anzacs website**

[www.anzacsite.gov.au](http://www.anzacsite.gov.au)

- Report by war correspondents Ellis Ashmead-Bartlett and Charles Bean  
[www.anzacsite.gov.au/1landing/index.html](http://www.anzacsite.gov.au/1landing/index.html)
- Signaller Silas  
[www.anzacsite.gov.au/1landing/s\\_intro.html](http://www.anzacsite.gov.au/1landing/s_intro.html)
- A Duty Clear Before Us  
[www.anzacsite.gov.au/1landing/nbeachc.html](http://www.anzacsite.gov.au/1landing/nbeachc.html)
- Interpretative – Panel 2 Anzac The Landing 1915  
[www.anzacsite.gov.au/4panels](http://www.anzacsite.gov.au/4panels)
- The Drawings of Major LFS Hore  
[www.anzacsite.gov.au/5environment/hore/hore.html](http://www.anzacsite.gov.au/5environment/hore/hore.html)
- Submarines at Gallipoli  
[www.anzacsite.gov.au/5environment/submarines/ae2.html](http://www.anzacsite.gov.au/5environment/submarines/ae2.html)
- First to Fall  
[www.anzacsite.gov.au/1landing/first-to-fall/index.html](http://www.anzacsite.gov.au/1landing/first-to-fall/index.html)

### **Gallipoli: The First Day website**

[www.abc.net.au/innovation/gallipoli/](http://www.abc.net.au/innovation/gallipoli/)



# Unit

# 6

# Receiving news of Gallipoli on the home front

## OVERVIEW

Focus questions	DVD-VIDEO connections	DVD-ROM interactives connection
<p><b>1</b> How did Australians learn about the Gallipoli campaign at the time? What was the image that was presented?</p> <p><b>2</b> How did an 'Anzac legend' develop during the Gallipoli campaign?</p>	<p><i>Australians at War</i> Episode 2 24:30-26:20 (Chapter 5) 30:55-32:35 (Chapter 7) 44:10-46:18 (Chapter 9) 48:40-49:30 (Chapter 11) 52:15-52:40 (Chapter 12)</p>	<p><i>The Anzac Legend over time</i> <i>The Gallipoli Times</i> <i>Listening to the headstones</i></p>

The Gallipoli campaign was a failure. The Allies did not achieve their objective of clearing the Dardanelles Strait of its artillery protection to open the Strait to an Allied naval attack on Constantinople. The campaign cost thousands of lives on all sides.

How did the Australians learn about the events at Gallipoli at the time? And what image or representation of the conflict did they receive from those sources?

This unit looks at ways by which Australians found out about the events at Gallipoli, and the image of the campaign that these sources presented to them.

The sources that are investigated are:

- The earliest report of the landing from the British war correspondent at Gallipoli, Ellis Ashmead-Bartlett;
- Casualty lists and commentaries published in newspapers;
- 'Letters from the boys' in local newspapers;
- School resources; and
- *The Anzac Book* 1916, compiled from material written and drawn by the troops at Anzac, and edited by the Australian war correspondent, author and editor of the twelve-volume official history of Australia in the war, and founder of the Australian War Memorial, CEW Bean.

As you work through this evidence try to imagine yourself on the homefront at the time. You would know that the Australian troops have been sent to Egypt. You most likely have a relative or friend or know someone who has a family member at Gallipoli. You are interested to know how the soldiers are performing in the war, and anxious about what might happen to them. You have very little detailed knowledge of what is happening in that part of the world, who is likely to be involved in any fighting, where Gallipoli is, or what it is like.

You are about to start receiving information about all these aspects. See how you respond.

# How did Australians learn about the Gallipoli campaign at the time? What was the image that was presented?

## 1 Early news of the landing at Gallipoli – 30 April 1915

The first news of the landing of 25 April was published several days later in daily newspapers around Australia. Read this typical account from the Melbourne newspaper the *Argus* and answer the following questions.

- 1.1 What is this newspaper report telling you?
- 1.2 Why is this report significant for Australians at home?
- 1.3 What information that you might like to know is not included in this report?
- 1.4 What do you think your main reactions to this report might be?

The Allies' Expeditionary Force, including the Australians and New Zealanders, has been engaged with the Turks on both the European and Asiatic shores of the Dardanelles.

The British War Office announced at midnight on Wednesday that, despite continual opposition by the enemy, the Allies' troops succeeded in establishing themselves across the Peninsula of Gallipoli, north-east of Eski Hissarlik.

All attacks made by the Turks at Sari Bair, it is also announced officially, have been beaten off, and the Allies are advancing steadily up the peninsula.

Among the preparations made by the Turks to resist the landing of the troops were entanglements both on land and sea, and deep pits with spiked bottoms.

The principal points at which the Allies landed were Suvla (on the western shore of the Gallipoli Peninsula), Helles (at the northern entrance to the straits), Kum Kaleh (at the southern entrance), and Jenikoi (on the Gulf of Saros, and in a line with the town of Gallipoli). A majority of the men disembarked at Seddeh Bahr, at the northern entrance to the straits.

*Argus* 30 April 1915

## 2 First commentaries — 30 April 1915

- 1.5 What does this commentary add to the initial report?
- 1.6 What is the attitude of the writer to how the Australians were expected to react in battle?
- 1.7 What is your reaction to this in 1915?
- 1.8 What do you still need to know about the event?

Australians have taken their place in the fighting line, and ... have won honour by their brilliant work. We expected this of them, and they knew that we expected it. Men who realise that the faith of their country reposes in them may be expected to fight like heroes ... The details of the operations are tantalisingly brief ... But while in one respect we know little, in another we know much. We know that our troops are credited by His Majesty's Government with 'splendid gallantry and magnificent achievement'. The 'splendid gallantry' is the general expressions, but 'magnificent achievement' is particular and specific ... It is very high praise indeed, coming from a quarter that is always courteous to the Dominions, but is not wont to indulge in the language of exaggeration.

*Argus* 30 April 1915

### 3 The first full report by British war correspondent Ellis Ashmead-Bartlett

#### AUSTRALASIANS GLORIOUS ENTRY INTO WAR HISTORIC CHARGE. BRILLIANT FEAT AT GABA TEPE.

Never before has an attempt been made to land so large a force in the face of a well-prepared enemy ... The Australians who were about to go into action for the first time under trying circumstances, were cheerful, quiet, and confident, showing no sign of nerves or excitement. As the moon waned the boats were swung out, the Australians received their last instructions, and men who six months ago were living peaceful civilian lives began to disembark on a strange, unknown shore in a strange land to attack an enemy of different race ...

The boats had almost reached the beach when a party of Turks entrenched ashore opened a terrible fusillade with rifles and a Maxim. Fortunately most of the bullets went high. The Australians rose to the occasion. They did not wait for orders or for the boats to reach the beach, but sprang into the sea, formed a sort of rough line, and rushed the enemy's trenches. Their magazines were uncharged, so they just went in with cold steel.

It was over in a minute. The Turks in the first trench either were bayoneted or ran away, and the Maxim was captured.

Then the Australians found themselves facing an almost perpendicular cliff of loose sandstones, covered with thick shrubbery ... Here was a tough proposition to tackle in the darkness, but those colonials were practical above all else and went about it in a practical way. They stopped a few minutes to pull themselves together, get rid of their packs, and charge their rifle magazines. Then this race of athletes proceeded to scale the cliff without responding to the enemy's fire. They lost some men, but didn't worry, and in less than a quarter of an hour the Turks were out of their second position, and either bayoneted or fleeing ...

The country in the vicinity of the landing is formidable and forbidding. To the sea it presents a steep front, broken into innumerable ridges, bluffs, valleys, and sandpits. Rising to a height of several hundred feet the surface is bare, crumbly sandstone, with thick shrubbery about six feet in height, which is ideal for snipers, as the Australasians soon found to their cost. On the other hand, the Australasians proved themselves adept at this kind of warfare ...

When the sun had fully risen we could see that the Australians had actually established themselves on the ridge, and were trying to work their way northward along it. The fighting was so confused and occurred on such broken ground that it was difficult to follow exactly what happened on the 25th; but the covering force's task was so splendidly carried out that it allowed the disembarkation of the remainder to proceed uninterruptedly, except for the never-ceasing sniping. But then the Australians, whose blood was up, instead of entrenching, rushed northwards and eastwards, searching for fresh enemies to bayonet. It was difficult country in which to entrench. They therefore preferred to advance ...

The Turks continued to counter attack the whole afternoon; but the Australasians did not yield a foot on the main ridge. Reinforcements poured up from the beach, but the Turks enfiladed the beach with two field guns from Gaba Tepe. This shrapnel fire was incessant and deadly. The warships vainly for some hours tried to silence them.

The majority of the heavy casualties during the day were from shrapnel, which swept the beach and ridge where the Australasians were established. Later in the day the guns were silenced or forced to withdraw, and the cruiser moving close inshore plastered Gaba Tepe with a hail of shell.

Towards dusk the attacks became more vigorous, the enemy being supported by powerful artillery inland, which the ships' guns were powerless to deal with. The pressure on the Australasians became heavier and their line had to be contracted ...

*continued >*

**1.9** What do these headlines indicate will be in the report?

**1.10** How would you expect to react to the report? Why?

**1.11** What qualities of the Australian (and later New Zealand) soldiers are being emphasised?

## How did Australians learn about the Gallipoli campaign at the time? What was the image that was presented?

A serious problem was getting off the wounded from the shore. All those unable to hobble had to be carried from the hills on a stretcher, and then hastily dressed and carried to the boats. Boat parties worked unceasingly the entire day and night.

The courage displayed by these wounded Australians will never be forgotten. Hastily placed in trawlers and lighters' boats, they were towed to the ships. In spite of their sufferings they cheered the ship from which they had set out in the morning. In fact, I have never seen anything like these wounded Australians in war before.

Though many were shot to bits, without hope of recovery, their cheers resounded throughout the night. You could see in the midst of the mass of suffering humanity arms waving in greeting to the crews of the warships. *They were happy because they knew they had been tried for the first time, and had not been found wanting.* (Italics added)

For fifteen mortal hours they occupied the heights under incessant shell fire, without the moral or material support of a single gun ashore, and subjected the whole time to a violent counter attack, by a brave enemy, skilfully led, with snipers deliberately picking off every officer who endeavoured to give a command or lead the men.

There has been no finer feat in this war than this sudden landing in the dark and the storming of the heights, and above all, the holding on whilst reinforcements were landing. These raw colonial troops in these desperate hours proved worthy to fight side by side with the heroes of Mons, the Aisne, Ypres, and Neuve Chapelle.

Early on the morning of the 26th the Turks repeatedly tried to drive the colonials from their position. The latter made local counter attacks, and drove off the enemy with the bayonet, which the Turks never face ...

On the 26th, by great concentration of infantry and unceasing shrapnel fire, expecting to find the line held thinly by men exhausted by losses, and the exertion during landing. They were soon disillusioned. These Australasians were determined to die to a man rather than surrender the ground so dearly won. Every man knew that his only hope for safety lay in victory as it was impossible to re-embark an army once landed. The ring of hills commanding the beach lost most. Troops when under fire for the first time, especially volunteers a few months in training, keenly feel losses especially if the[y] occur before there is time to settle down, but these Colonials were the exception to the rule.

Despite heavy losses the survivors were as keen as ever.

*Sydney Morning Herald* 8 May 1915

**1.12** Does the report give an indication of the casualties sustained? Underline the words that indicate casualties.

**1.13** Explain the meaning and significance of the words in italics.

**1.14** What is the writer's judgement about the Australian and New Zealand troops?

**1.15** The writer is a British journalist. Is this likely to influence his comments about the Australian achievements? Explain your reasons.

**1.16** How do you think people in Australia will react to this account?

Ellis Ashmead-Bartlett toured Australia in 1916 and gave a popular series of lectures based on his experience as a journalist at Gallipoli. His lectures repeated the praise and judgements that are part of his initial report.



#### 4 Casualty lists and commentaries

As the first report was received, newspapers started to print casualty lists of the dead, wounded and captured from Gallipoli. These lists continued throughout the war. What effect would these have on people's awareness of, and attitudes to, the Gallipoli campaign?

Look at these two documents.

- 1.17** How does this journalist interpret the casualty lists?
- 1.18** Do you think families who were directly affected would have felt the same way?
- 1.19** Do you think families who were not directly affected would have felt the same way?

##### Document A

With the issue of the first lists of Australians killed and wounded in the fierce fighting on the shores of the Dardanelles must come to all of us the realisation of the grim severity of the struggle in which our Empire is engaged. The war is starting to tackle its toll of our bravest, and as the fatal lists come in they cannot but bring grief to the sorrowing hearts of many; but it will, we doubt not, be a grief tempered with . . . noble pride . . . when loved ones [fall] in obedience to their country's call upon the field of battle. Australians have all the high patriotism and self-control of a ruling race, and they will not let their private sufferings dim their eyes to the glory of wounds and death incurred in their country's cause by its gallant sons. All who have now to endure the prospect of a lifelong loss, or the present pain of knowing that one near and dear to them lies wounded, will have the certain assurance of heart-felt sympathy from everyone around them. It is not, however, upon the sadness of the inevitable cost of war that we should dwell, but upon the stirring story of duty manfully performed and undying fame won by courageous self sacrifice . . .

Australia could not wish for a more inspiring scene in which to make her European debut as a fighting unit of the Empire.

*Argus* 3 May 1916

##### Document B

- 1.20** This page, printed in July, three months after the landing, shows a number of soldier casualties. Why did the newspaper include both the photographs of the dead and a call for recruitment?
- 1.21** How do you think Australians might have responded to this page?



*Sunday Mail*, 21 July 1915

**5 Letters in local papers**

Many newspapers, including local ones, published letters that had been received from local men at the front. Here are some from the Braidwood, New South Wales, newspaper. They can tell us much about both the experiences and attitudes of the men, and what people were being told about the war through these letters to families and friends back home.

Look at these extracts and use a table like the one below to record your answers. You might want to read all the letters, or you might allocate one or two letters to a small group, with each group reporting back to the whole class on what the letters reveal. Note that the spelling and punctuation of the letters are as they were reproduced in the newspaper. The extracts are all taken from the Braidwood local newspaper.

<b>1.22</b> What facts about the way the war is being fought are presented in the letters?	
<b>1.23</b> What attitudes do the soldiers express about their experiences?	
<b>1.24</b> What responses might people have as they read these?	
<b>1.25</b> What image of the war is being presented? Are the soldiers softening the reality so as not to worry their families?	
<b>1.26</b> How might these letters influence people's attitudes to the war and Australia's involvement in it?	

**Extract A** Private A. D. Temple writes from a Military hospital at Alexandria May 1915 to his sister, Mrs B. Sullivan:

*You will have seen by the papers that we have had to go in the Dardanelles, our Brigade was the first to land, and got in pretty hot. The Turks burnt a lot of munitions, but are very poor shots. We landed last Sunday morning under terrific fire, and I enjoyed it thoroughly. We chased the Turks in about a mile from the beach before we had any opposition to speak of, and then all hell opened. It was indescribably splendid ... The bullets fell about its like a hailstorm. We the infantry had to hold back until our artillery landed, and we had a lively time.*

*I went down about midday with a bullet through the jaw. I lost a lot of blood, and am very weak, but I think I will be alright again inside a month. It did not break my jaws, going in the front of one jawbone and smashed my false teeth, and came out just below the ear on the other side. Another bullet caught a button on my trousers. Mr Turk might have only been practicing when he fired that shot at knocking of buttons, but it was cutting it a bit fine.*

*The doctor said it was a miracle I was not killed on the spot, think I must be fairly hardy. Another chap bound up my wound for me, after I had rolled into a hole where he was, I stayed there until dark so they wouldn't get another shot at me, and then got back to the beach. We have a nice hospital here with a big flower garden in the middle of it.*

**Extract B** Private A. R. Lynn, of Araluen, writes from Zaherich Camp, near Alexandria, Egypt, 6/7/1915:

*We sailed from Lemnos Island, where we had been anchored for some time on Saturday night. It is only a few hours' sail to Gallipoli Peninsular. Arrived there in the very early hours of the never-to-be-forgotten 25th April (Sunday). The old saying re 'the better the day the better the deed' perhaps had something to do with the brilliance of our boys.*

*However, our infantry started for the shore at about 3/30 and their jobs was one of the stiffest ever taken on in the annals of history when you take into consideration the fact that a great majority of them were untried men, who had never previously been under fire, and they had to land, or rather swim ashore, in the face of terrific fire from the Turks, who were entrenched and waiting right up to the water's edge. Our boys could see it was to be a case of swimming as they neared the shore, and the Turks began to pour in a deadly machine gun and rifle fire.*

*So into the water they went and got to hand-grips with the Turks with "cooees" and leaps; the boys simply drove the Turks back and within a few minutes had captured three quick fliers from the enemy, which had been doing a great amount of damage. And then began the most brilliant bayonet charges of all time. A stone wall would not have stopped our fellows. The Turks fled in disorder.*

**Extract C** From Lieutenant Harry Maddrell, writing to his brother Garnett from the Gallipoli Peninsula 27th July, 1915:

*7th Light Horse A.I.F.*

*My dearest brother, just a line to let you know I am still in the Land of the Living, thank you for your letter which I was pleased to get, and glad you liked the cigarette case I sent from Egypt. We are still fighting in the trenches and shaking the Turk up a bit, lead fillings are very cheap here, one can get a filling without trying if his luck is out, so far I have been lucky although I have had some close shaves, of course the life we live is fairly tough, we are used to it now.*

*Sleep in our clothes, boots and all at night when off duty for a few hours, one is never really off duty, because you don't know you will be called upon, I have had to go ten days without being able to give my face and hands a decent wash, this fighting life is a wide experience for a man if he gets through all of it.*

*When a man gets home and sleeps in a nice bed, he will wonder where he is, think he's in fairy land. Ruby said you were thinking of enlisting if so apply for a commission, you should not have any trouble in getting it. just heard a piece of shell fall close by, one burst about three yards from my dug out about tea time last night, when you hear them coming, one learns to duck quick and lively behind the nearest cover. Ones you don't hear come are the worst when a shrapnel shell bursts the shrapnel bullets spread over a fairly large radius, just depends where the shell burst. Sometimes it rains down like hail stones, its much safer in the trenches than out of them ...*

*Please give Father and Mother my love and all at "Mona" give Ida and Ruby Purchase my love when you see them.*

*Good bye old boy, write more often and longer letters, you have more time off than me! your loving brother Harry.*

**Extract D** Mr A. Ritchie, town hairdresser, received the following letter from his brother, dated June 24th:

*From the Trenches*

*Just a line to let you know I am still living. This soldier's life is not so bad, after all, only a bit risky, but I think I will come out of it safe.*

*I have been in the firing line about seven weeks, have been through one bayonet charge, and I will never forget it. The first thing I remembered was having my mouth full of blood, most of our time is spent in the dug outs, and they are fairly cosy.*

*We get good tucker, and there is not much to complain about. Tell the boys to come over here, those who can, I am sure if they only knew how hard we are pressed by the Turks at times not one would stay behind.*

*I often think of the happy days spent in N.S.W, and wonder if I will be spared to return again, I am writing this on a piece of cocoa wrapper; that's all the paper I have here.*

**Extract E** Private P. F. Sherman

*'Doughy' as more familiarly termed in Braidwood was the son of Mr F. Sherman formerly a baker in Braidwood, he was a smart respectable young man, and well liked in the community. The greatest sympathy is felt for his parents in their bereavement.*

**Extract F** Trooper E. H. Daft writes to his mother, June 13th, 1915:

*We have been in the trenches just out a month, and been attacked on both flanks since we arrived, but the enemy had to beat a retreat, and suffered heavily. I am not allowed to tell you our whereabouts, but we got a good footing, and it will not be long before we settle the Turks, and in a short while will have shot enough poultry to feed Australia for years to come.*

*The Australian troops have earned a great reputation here for their gameness. The Indian troops think the world of us, also the French.*

*As health is concerned, I have never enjoyed myself as much, thanks to the generosity of the English people.*

*The war is hell on earth, but I reckon I am having a little of heaven now, my eye is alright except that I will have to wear the shade a little longer yet. My wrist is also getting along favourably.*

*I have met a few of the 9th Light Horse in London. They are having a good time.*

**Extract G** Sergeant Rupert Chapman writing to his uncle the Hon. Austin Chapman M.H.R. from the Dardanelles July 1915:

*It is surprising the number of young soldiers and officers now with the colours. The grim realities of war are brought home every day, when these young men in the first blush of manhood are stricken down.*

*They go out cheerfully in the morning in the best of health and spirits, and some are in their grave before sundown.*

*It makes one think, but the battlefield soon makes one take it as a matter of course. Just at the moment it is a shock to see the fallen, but others step forward and fill their places, the struggle going on like a never ending stream.*

*Colonel Ryrie is looking well, and active service evidently agrees with him. Lieut. H. Madrell and Major Rutledge in whose squadron Sgt. Chapman is, the regiment had plenty to do in the way of trench digging, etc., its a bit different to the life on horse back, that we pictured, but the boys took kindly to it, and put in good work, which received the commendation of General Maxwell and Ian Hamilton.*

*We are up close quarters with the enemy, in some places not more than 20 yards apart. It's pretty risky to get too inquisitive to see what is happening on the other side of your trench.*

*I had a look over the other day in adjusting some sand bags, and stopped a bullet with my head. I must have an extra hard cranium, for excepting small parts in my hair, and good view of numerous stars, there were no ill effects.*

*It was a close call, the lives we have lost have not been in vain, and when we are at liberty to tell the story it will be that Australia played a great game in the final test against the might of Turkey.*

## How did Australians learn about the Gallipoli campaign at the time? What was the image that was presented?

**Extract H** Another letter from Sergeant Rupert Chapman:

*He has been in the thick of the fight, and states that they are well cared for, and the commissariat and everything is all right. The Turks are using marked VI ammunition, and their rifles are sighted point blank at 600 yards. Some of them are very good marksmen, and a number of Australians have paid the death penalty for looking over the trenches.*

*It is rather trying being cooped up in so small a space, with the bullets sounding overhead; and the Turks are rarely seen; owing to their painting themselves green, they are almost invisible, even at a distance of 50 yards, they are approaching a high mountain just in front.*

*As soon as they get there, he expects they will give the Turks a really good push back. The Australians have established their superiority with the bayonet, of which the Turks appear to be very fearful.*

Sergeant Chapman has since been wounded.

Writing again in October 1915, from Gallipoli.

*I notice my name amongst the list of casualties published September, my wound was only slight, I have won the position of Warrant Officer of the 7th Regiment, so I have advanced some in 12 months.*

*I am looking forward to meeting your two boys, Jim and Jack, in these parts any day. The Turks are fighting a clean fight, and have proved themselves rattling good fighters too, I can assure you the great fight at Lonesome Pine was something to remember – one of the bloodiest on record.*

*The Turks did not run, but met our boys with the bayonet. Most of our fighting took place in underground tunnels, and both sides will remember it for 'ever and ever, Amen'.*

*I had a gruesome task crawling along dark passages separating our dead from the Turks, God alone knows how many we buried.*

*We are steadily gaining ground, and hope to be in the final attack on Constantinople, then to have a crack at the Germans.*

**Extract I** In Memory of Private F. Green of Braidwood who was killed in action at Gallipoli on August 9th, 1915.

*Was it but yesterday we saw you here,  
One of us, strong in youth and manly power,  
Ready and true with open helpful hand  
At side of want to take a manly stand —  
When duty's voice its message gave to you  
It found you true and ready to obey,  
Responsive to its urgency and call,  
You bade goodbye to home, to all.  
Like a British soldier you stood before the foe,  
Ready and strong, your duty to perform;  
Ready in cause of justice, truth, and right  
To sacrifice your life in strenuous fight.  
'Twas there you fell assailing Hunnish aims  
To rob our homes and lives of freedom's boon;  
Right to the last through your actions ran  
Deeds that proclaimed a soldier and a man.*

Mary Ann.

**Extract J** Corporal S. Dowell writes to his father:

*We are in the trenches now, getting the best available food, the boys are all in very good spirits. There are plenty of bullets flying about. Poor Percy Sherman was shot not very far from me about the 27th May, there are a great number of our company gone. A big Jack Johnson shell killed two of my mates three days ago, and another shot yesterday and killed outright.*

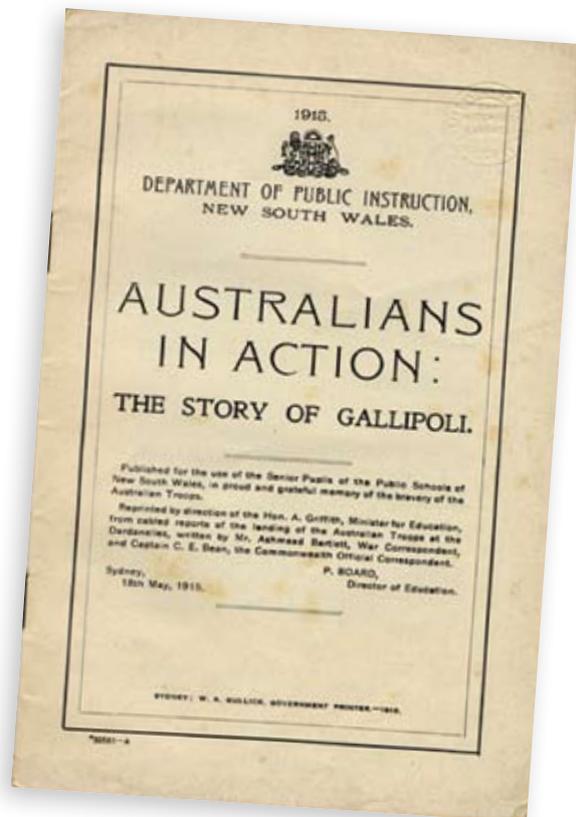
*I am feeling fine, and hope to keep like it. It is lovely weather here now.*

Extracts A-J from Roslyn Maddrell, *Letters From the Front*, Braidwood, 2004, pages 53-66

### 6 Schools

School students received information at school about the Gallipoli campaign. How would this influence their attitudes to the event? Look at the following information and answer the questions below.

School students in New South Wales and Victoria were provided with classroom resources that reproduced the accounts of Ellis Ashmead-Bartlett and CEW Bean on the Gallipoli landing. Here is an example of a booklet distributed in New South Wales schools.



**1.27** Why do you think these resources would have been supplied to schools?

**1.28** How would these influence students' attitudes to Gallipoli?

Victorian students also received several accounts of events at Gallipoli as part of the educational resources regularly sent to schools. Here is an example of how the report of the landing was presented to school children.

8. At four o'clock, three battle-ships in line abreast and four cables apart stood in 2,500 yards from the shore. Their guns were manned and their searchlights got ready. Very slowly, the lines of boats, like twelve great snakes, moved inshore, each edging towards the others in order to reach the beach four cables apart. The battle-ships moved slowly in after them until the water shallowed.

9. The sound of rifle fire, heard at seven minutes to four, showed that the Australians were close to the shore. They had almost reached it, when a party of Turks, entrenched on the beach, opened a fusillade with rifles and a Maxim. Fortunately, most of the bullets went too high.

10. The Australians rose to the occasion. Not waiting for orders, or for the boats to reach the beach, they sprang into the sea, and, forming a sort of rough line, rushed at the enemy's trenches. The magazines of their rifles were not charged, as they went in with cold steel. It was over in a minute. The Turks in the first trench were either bayoneted or they ran away, and their Maxim was captured.

11. Then, the Australians found themselves facing an almost vertical cliff of loose stone covered with thick scrub. Somewhere, half-way up, the enemy had a second trench, strongly held, from which they poured a terrible fire on the troops below and the boats pulling back to the destroyers for the second landing-party. Here was a tough position to tackle in the darkness, but the Australians, practical above all else, went about it in a practical way.

12. They stopped for a few minutes to pull themselves together, get rid of their packs, and charge their magazines. Then, this race of athletes proceeded to scale the cliffs without responding to the enemy's fire. They lost some men, but did not worry. In less than a quarter of an hour, the Turks were out of their second position, either bayoneted or fleeing.

*The School Paper, Grades VII and VIII, 1 June 1915, p.69*



*Major-General WT Bridges, CMG*

On the next pages are examples of soldiers' letters that were distributed to primary school children in Victoria. Read the letters and beside each summarise:

- the details about what the fighting was like; and
- what the soldiers' attitudes to the war, to the fighting and to their experiences are.

Either read all the letters, or work in groups and divide the letters, with each group reporting back to the whole class.

At the end you will be asked to draw some conclusions about what Australians knew about the Gallipoli campaign.

**Soldiers' letters from Gallipoli printed in the Victorian *Education Gazette*****Source A** From Soldiers' Letters

One of the boys of the Second Brigade – A.J. Johnston, who, at the time of his enlistment, was lead teacher of School No. 1491, Gnarwarre – writes to the Director from the Mounted Military Police Headquarters, near Luna Park, Heliopolis, Egypt, under date 16.2.16: – “On behalf of one or two of my mates, I have been asked to write and thank you for the praise you and your colleagues are giving us boys out here. I can tell you, sir, that these little messages from our dear home across the sea do us more good than a square meal. God knows how we fought for right on that famous Twenty-fifth of April. We could not see the first lot land, but we heard them. Then there was a cheer went up for them from the men-of-war. That was the Third Brigade landing, and we were next, being the Second Brigade. Down we got into our boats and were towed in as far as the pinnacles could take us. The tow-liners were then cast loose, and each man took part in rowing to land. Some were shouting and urging the others to row faster. At last, we were told to ship the oars, and, before we got the order to land, men started to leap into the surf. Holding our rifles above our heads, we waded ashore. What a sight met our gaze when we were on dry land! There lay before us intermingled the bodies of dead Turks and of our own comrades. The shrapnel fell round us like big hailstones. Some men took off their heavy packs and dropped them where they stood. One party was sitting in a ring on the beach waiting for orders when a shell dropped right in their midst and left a heap of dead men. We then moved on up the beach till we could find a way to charge up to our comrades. (The spot where our boats should have landed, I found out afterwards, was a trap of barbed wire and bombs, but the tide, being a strong one, had carried us down to where we went ashore). We then got up on the heights and, but short rushes, reached out mates of the Third Brigade. O the sights we saw of men with their legs blown off and arms missing – some with an eye out, others with their faces blown off; companies of men without leaders, their leaders having been shot within an hour of the landing by snipers who had got in our rear. Then the fighting began. Shrapnel poured down on us, machine-gun fire was hurled at us, and rifles spat at us all that day. One could hear all around him groans and shouts of ‘stretcher-bearer!’ The stretcher-bearers deserve the highest of all praise for the way they worked day and night... Now that we are away from that gory scene, we are realizing the loss of our pals. But what a glorious death for one to die! I am in hospital and not feeling too well at present. I am visiting the famous sulphur baths at Helouan three times a week and deriving much benefit. I thank you once again, sir, for your praise and good wishes to my comrades, and remain one of Australia’s loyal sons.

*Education Gazette*, 18 May 1916, pp.127-28

**1.29** What do we learn here about this soldier's attitude to the war?

**1.30** What are we being told about what the fighting was like?

**1.31** Is this soldier presenting a realistic or a ‘glamourised’ picture of the fighting?

**Source B** From Private Rutherford, of the Education Office, writing from Gallipoli: –

Just a scribble to let you know that I'm keeping well, and hope you are all the same. We arrived here on the 13th, after staying four days at Lemnos. We had a good trip across from Alexandria, dodging submarines. No lights allowed on board at night. Well, we landed at Anzac Beach at 9 p.m., and then marched to join our battalion. It was a march, too, with full pack, up through gullies and over ridges. The road from the beach to the position we are holding is about a mile as the crow flies, but about five miles through the sap. I can tell you we don't have much fun. We when arrived at 12 o'clock midnight, we had to sleep out in the open, and it was worse that St Kilda on a wintry night. While we were anchored off Anzac, we heard the guns, but, when we came here, we got a sight of the real things. At present, all is pretty quiet, except for a few shells landing round the cookhouse when we are getting our meals. It's really annoying to be disturbed at dinner. We are all in dugouts at the front of our trenches, living in the ground as they used to do in prehistoric ages; but the dugouts are very comfortable. The Turkish trenches are about 50 [metres] away, and I've seen only about half a dozen Turks since I've been here, bar a couple of dead ones that I saw the other night when I went out on patrol. We left our trenches about 3.30am, and went out about 300 yards towards the Turkish trenches, and it's the only time I did a bit. When you are going stealthily along and can see dead men in the pale moonlight, it does give a man the creeps; it is worse than a charge. Our guns blew up a couple of Turks the other night. They went up like a balloon, I nearly got a trip back yesterday morning. It was like this: – The Turks were sending over a few shells, and, of course, we dived into the dugouts. Well, there were four in mine, and we were a bit crowded, and my legs were out, and a couple of shrapnel bullets landed about three inches from my foot. We are getting pretty cold weather now, and the other night, we had a very heavy thunderstorm, and I got flooded out, and then had to roam about and look for another home. It was pretty bleak. To-day is Sunday, but we don't know it, and the work continues all the same. I am doing pick and shovel work now, so I suppose I'd better close and get on with it. Remember me to all the boys.

*Education Gazette*, 18 February 1916, p. 44

**1.32** What is this soldier's attitude to his involvement in the war?

**1.33** What aspects of the way the war is being fought are stressed here?

**1.34** What are we being told about what the fighting was like?

**1.35** What is the tone or mood of this letter?

**1.36** Is this soldier presenting a realistic or a ‘glamourised’ picture of the fighting?

**1.37** What is this soldier's attitude to his involvement in the war?

**Source C** From the Chief Inspector's son, Captain Leslie G Fussell

We had quite an incident this morning. Jokingly I told one of our bombers that he did not know how to throw a bomb, and, to show him, I picked up a tin of bully beef and landed it dead into the Turks' trench. That seemed to start the ball rolling, as it was not long before packages containing cigarettes and tobacco came flying back, accompanied by a note written in French, addressed to the Australian comrades of the Turkish soldiers, asking for souvenirs and a good knife and more meat. I concocted a reply in French thuswise: "To our friends the enemy, we present our compliments and thank you for the tobacco. Glory be to Allah that you are unable to throw your bombs with the same precision. We have sent you a knife – it may come in useful for cutting our throats on "Der Tag". We have given the Huns a hiding in France – 23,000 prisoners and 81 guns. See you in Constantinople shortly. Bomb follows. Your Australian friends." They wrote back, congratulating us on the capture of 23,000 Germans and asked us somewhat naively when we expected to get to Constantinople, and how many Australians we had here. Needless to say, we told them. One of the Turks got out of the trench and picked up a package that had fallen short, saluted, and got back again – of course nobody shooting at him. He took a risk, however, of being potted at from a distance of 200 to 300 yards by our fellows on other positions who would not know anything about the joke. I got up on our parapet, and rescued one of theirs that had fallen short. They are fair enough fighters. One of them sang out that they did not want to fight us, but that they had to – this with a shrug of the shoulders that plainly said "The Germans are the trouble." Bomb throwing was resumed shortly after, and we are as you were once more. It was a pleasant break for us. I should like to get permission for a short armistice to bury a major and two privates who have been lying dead in front of our parapet for 8 weeks.

*Education Gazette*, 18 January 1916, p. 15

**Source D** From a Soldier's Letter

"It was my birthday yesterday. I made myself a present in the shape of a shave and a freshwater wash. I had five or six weeks' growth on, so I can tell you it was a real luxury to be clean again. It was nearly a case of being born and buried on the same date. About 2.30, I went with some others for a swim on the beach. There were already about 30 chaps in swimming, and I remarked that here was a great target for 'Beachy Bill' – a Turkish gun that sweeps the beach with shrapnel at intervals during the day... After about five minutes, bang goes Beachy, and lands shrapnel all around us – I was about 50 yards from the sand. I'll guarantee that Frank Beaurepaire never swam so fast in his best of form. Bang goes Beachy again. This time, he killed one of the boys. You ought to have seen me get over the rock bed that separated me from the shore; I never felt the stones on my foot at all. Bang goes Beachy again. This time, he wounded a chap about two feet away from me. Beachy got one killed and two wounded for his trouble."

*Education Gazette*, 9 December 1915, p. 576

Shrapnel = a shower of small metal pieces blown from an exploding shell and designed to shred flesh  
Frank Beaurepaire = an Australian swimming champion

- 1.38** What aspects of the way the war is being fought are stressed here?
- 1.39** What are we being told about what the fighting was like?
- 1.40** What is the tone or mood of this letter?
- 1.41** Is this soldier presenting a realistic or a 'glamourised' picture of the fighting?
- 1.42** What is this soldier's attitude to his involvement in the war?
- 1.43** What aspects of the way the war is being fought are stressed here?
- 1.44** What are we being told here about what the fighting was like?
- 1.45** What is the tone or mood of this letter?
- 1.46** Is this soldier presenting a realistic or a 'glamourised' picture of the fighting?
- 1.47** What is this soldier's attitude to his involvement in the war?

**Drawing conclusions**

Taking all four letters into account:

- 1.48** What were the main messages for school students about the Gallipoli campaign?
- 1.49** Do you think the image of the war being presented was realistic, or do you think it was being 'softened' or glamourised for the young audience? Explain your reasons.
- 1.50** How might such school materials have influenced students' attitudes to the war and Australia's involvement in it?

The Victorian students were also provided with the poem *Farewell* about the evacuation of Gallipoli.

**1.51** What is the attitude being presented in this poem to:

- the military outcome of the Gallipoli campaign
- death in war
- the significance or achievement of the campaign for the Anzacs and for Australia?

**Source E**

**FAREWELL!**

**Con-tempt;** disregard ; scorn.  
**Va-cant,** empty.

**Barred,** shut off.  
**Glo-ry,** radiance.



From *Ours*, the quarterly magazine of the Melbourne High School.

**GRAVES AT ANZAC.**

1. Good-bye, old mate! We did our best,  
And leaving it is hard to bear;  
And I could envy you your rest  
Under the little cross up there.
2. What did we gain the long months through  
For such a price as you have paid,  
And thousands more who fell like you,  
The gallant boys who came and stayed?
3. Not much, perhaps, in guns or ground,  
But just the sort of name that clings,

- For "Anzac," all the world around,  
Stands for a lot of useful things.
4. You helped to make it, though your breath  
Is still for ever, and your fame  
Shall speak of high contempt of death  
To those who never heard your name.
  5. Good-bye, but, while the Turkish shells  
Fall harmless on our vacant lines,  
From hills that barred the Dardanelles  
It seems to me a glory shines.

—Abridged and slightly adapted from a poem by "Touchstone" in the *Daily Mail*, London.

*The School Paper*, Grades V and VI,  
1 April 1916, pp. 44-45

## How did an Anzac legend develop during the Gallipoli campaign?

An image of the Anzac soldier emerged from the Gallipoli campaign. The image was basically that the Anzac was tough, inventive, loyal to his mates and to officers who had proved themselves, and a bit undisciplined when not fighting. He was chivalrous, gallant, a good fighter but not a good parade-ground soldier. He was brave, able to endure discomfort with a grin, casual about dangers, accepting of the probable consequences of combat, good-natured, humorous, irreverent towards officers who insisted on military discipline. He thought himself better than the soldiers of most other nations, and was democratic and egalitarian.

### **The Anzac Book**

*The Anzac Book* was a popular publication by which people learnt more about Gallipoli. It was a collection of stories, photographs, reports, cartoons, poems, jokes and sketches produced by soldiers at Gallipoli in late 1915. It sold in large numbers among troops, and among the general public in Australia. By 1916, it had sold 100,000 copies (in a population of five million).

The soldiers' contributions were organised by CEW Bean, who also edited the book. Bean was the Australian war correspondent at Gallipoli, and later became the official war historian.

The book did not appear until after the evacuation of Gallipoli, but it still provided people in Australia with an image of the soldiers and the campaign. What was the image that it provided? And does the image that you identify in *The Anzac Book* fit the general outline of the Anzac legend provided above?

**Your task is to look at some of the images of the Anzac that they presented of themselves, and compare them to the legend.**

**2.1** Look at the images on the next three pages and identify what they present as the qualities and characteristics of a typical Australian and New Zealand soldier.

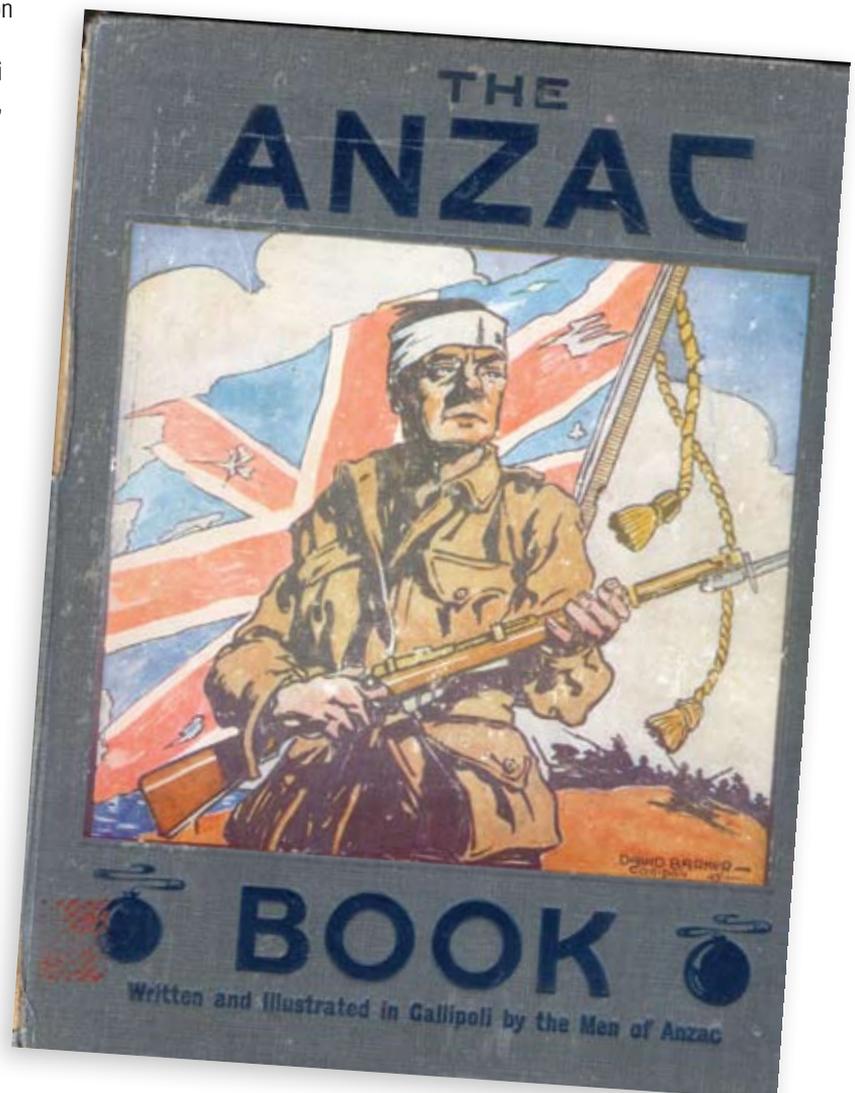
For each of these images of the Australian soldier presented in *The Anzac Book* decide:

- what it shows; and
- what message about the Anzacs it presents to the reader.

You will find that some images provide more information and ideas than others. Write the key words you identify beside the image. For example, you might write that image A represents loyalty, patriotism, nobility, dedication, achievement, pride and commitment.

**2.2** After you have looked at the images, decide what image of the Anzacs you think readers of *The Anzac Book* would have received from these sketches, and how that fits (or does not fit) the Anzac legend.

**Image A** Cover of *The Anzac Book* 1915



How did an Anzac legend develop during the Gallipoli campaign?

**Image B** The ideal and the real



The Anzac Book, Cassell & Co, London, 1916, page xv

**Image C** At the landing and here ever since



The Anzac Book, page 23

**Image D** 'Kitch'



The Anzac Book, page 33

**Image E**

Portrait of an Australian soldier returning from the field of glory at Helles



The Anzac Book, page 40

**Image F** Alternative cover for *The Anzac Book*

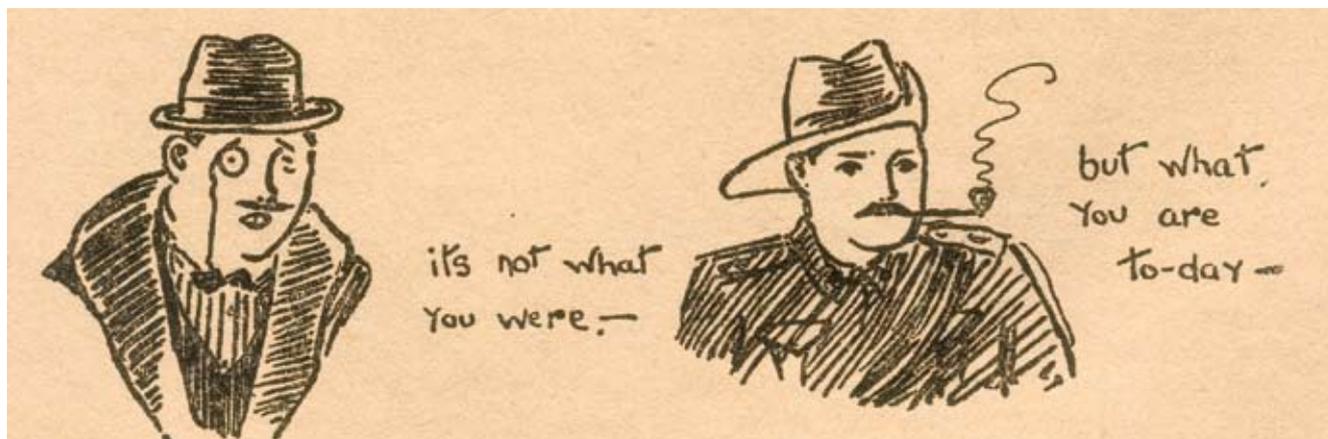


The Anzac Book, frontispiece

**Image G** The never-ending chase



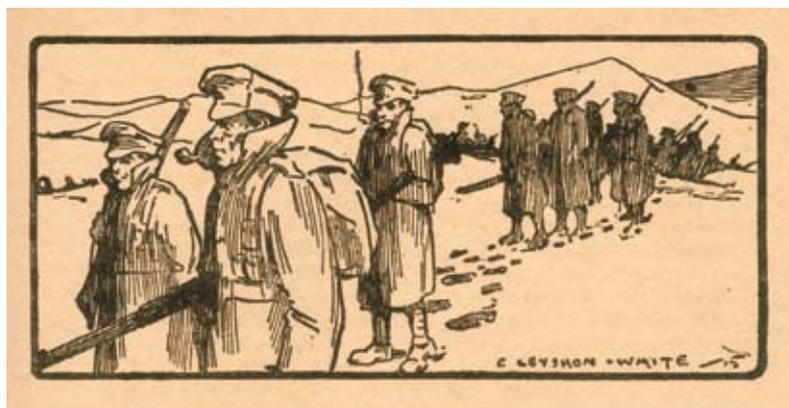
The Anzac Book, page 30

**Image H** 'It's not what you were — but what you are today'

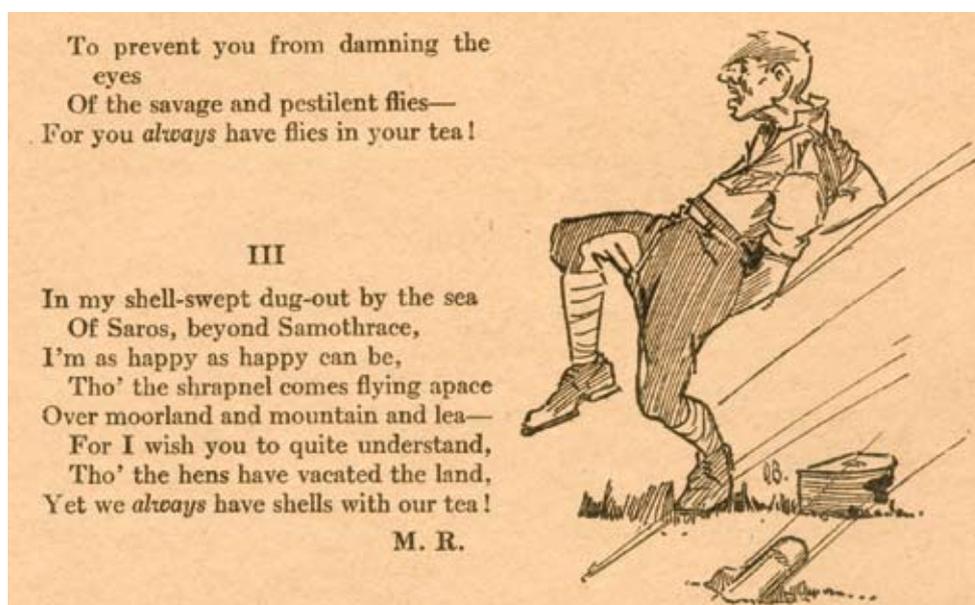
The Anzac Book, page 42

**Image I** The new star

The Anzac Book, page 96

**Image J** Anzac Types — Wallaby Joe

The Anzac Book, page 45

**Image K** The Happy Warrior

The Anzac Book, page 34

# Connections



## DVD-VIDEO connections

### ***Australians At War***

#### **Episode 2**

#### **'Who'll come a fighting the Kaiser with me'**

There are several segments where the film shows the reactions in Australia to the Gallipoli campaign:

- 24:30-26:20 (Chapter 5)
- 30:55-32:35 (Chapter 7)
- 44:10-46:18 (Chapter 9)
- 48:40-49:30 (Chapter 11)
- 52:15-52:40 (Chapter 12)

Look at these segments and as a class discuss:

- How did people react to the deaths?
- Was it a shared reaction, or confined to those who suffered a personal loss?
- Did casualties change the reactions of people to the Gallipoli campaign?
- Was the nation as a whole affected by the Gallipoli campaign?
- Did the Gallipoli campaign change Australians' view of themselves?

## DVD-ROM interactives connection

- *The Anzac Legend over time* — How has its popularity changed over time?
- *Community memorial board* — How do you commemorate and represent the campaign?
- *Listening to the headstones* — What do epitaphs at Anzac tell us about people's attitudes and responses to the death of their family members?

## Website connections

### ***Gallipoli and the Anzacs website***

[www.anzacsite.gov.au](http://www.anzacsite.gov.au)

- War Correspondents Ellis Ashmead-Bartlett and Charles Bean  
[www.anzacsite.gov.au/1landing/- Anzac: A National Heirloom](http://www.anzacsite.gov.au/1landing/-Anzac:A%20National%20Heirloom)  
[www.anzacsite.gov.au/5environment/anzac/anzac.html](http://www.anzacsite.gov.au/5environment/anzac/anzac.html)
- Gallipoli and a Country Town: Yass  
[www.anzacsite.gov.au/5environment/homefront.html](http://www.anzacsite.gov.au/5environment/homefront.html)

# Unit

# Understanding Anzac Day — past, present, future

## OVERVIEW

### Focus questions

- 1 How have we commemorated Gallipoli and Anzac Day in the past?
- 2 How do we commemorate Anzac Day today?
- 3 What do Gallipoli and Anzac Day mean to you today?

### DVD-ROM interactives connection

*The Anzac Legend over time*  
*Community memorial board*  
*Analyse a museum display*

Every year Australia commemorates Anzac Day — that day, 25 April, when in 1915 Australian and New Zealand forces landed as part of an Allied invasion of Gallipoli.

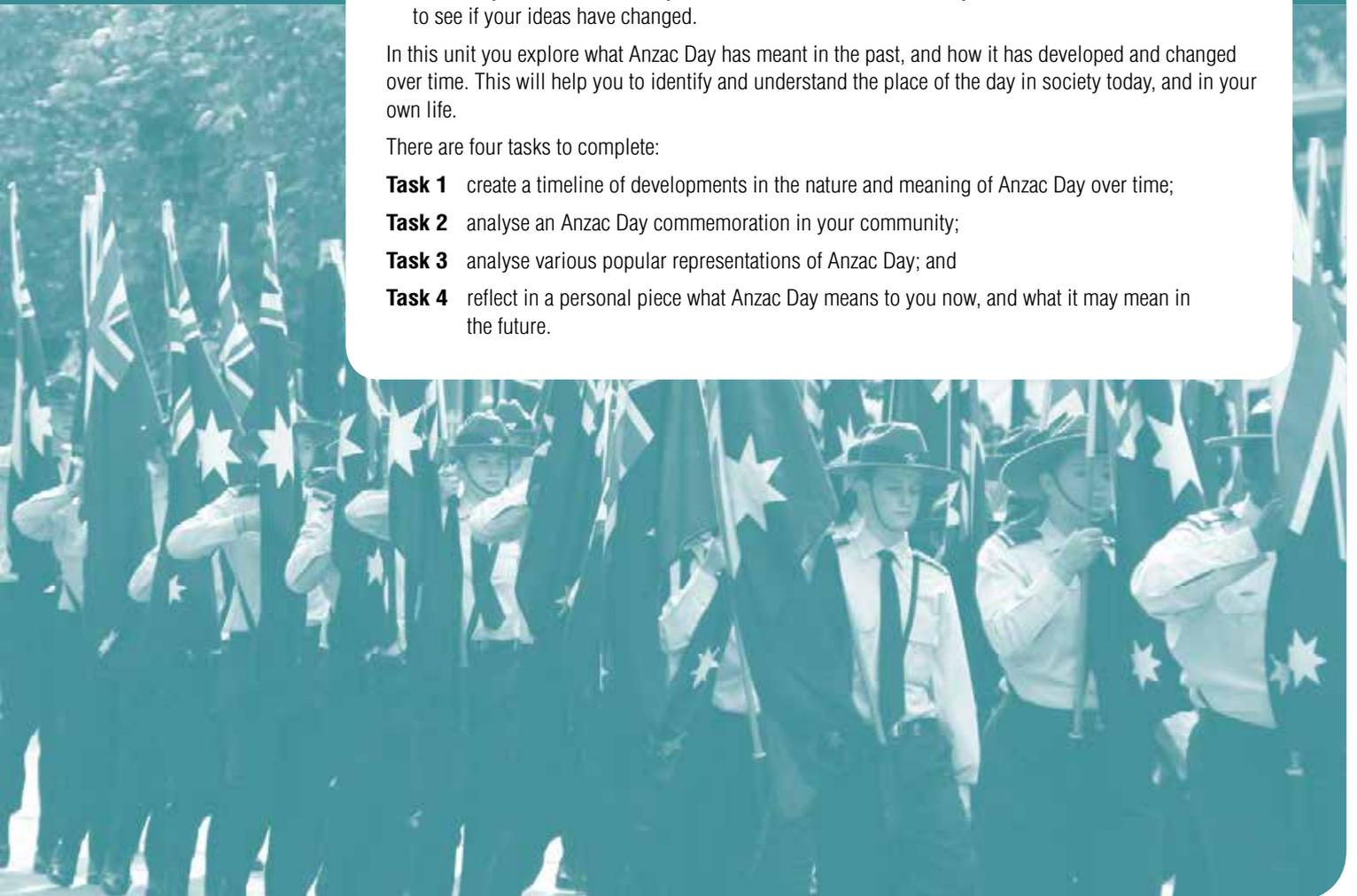
But that was nearly one hundred years ago. Why do we still commemorate that day now?

- 1 Write down what Anzac Day means to you. You may consider it important; you may consider it meaningless in your life; you may have mixed or uncertain feelings about it. Record as clearly as you can what you feel about the day. You will be able to come back to your answers at the end of this unit to see if your ideas have changed.

In this unit you explore what Anzac Day has meant in the past, and how it has developed and changed over time. This will help you to identify and understand the place of the day in society today, and in your own life.

There are four tasks to complete:

- Task 1** create a timeline of developments in the nature and meaning of Anzac Day over time;
- Task 2** analyse an Anzac Day commemoration in your community;
- Task 3** analyse various popular representations of Anzac Day; and
- Task 4** reflect in a personal piece what Anzac Day means to you now, and what it may mean in the future.



# How have we commemorated Gallipoli and Anzac Day in the past?

## Task 1 Create a timeline

Anzac Day is the anniversary of the landing of the Anzacs as part of an Allied force at Gallipoli in 1915.

How has Anzac Day developed over time?

Look at the following collection of information, evidence and opinion on pages 105–112.

Your task is to read the material, decide where on the timeline it best fits, and what it tells you about how Australians perceive Anzac Day. For example, you may decide that the publication of the play *The One Day of the Year* in 1960 showed a decline in respect for Anzac Day, whereas the release of Peter Weir's popular film *Gallipoli* in 1981 shows that there was increasing interest in the

story of Gallipoli and its relevance to Australians' sense of national identity. You should enter these key events and your commentary on them in the relevant decade.

Divide the following **Resource pages** among groups in your class. Each group is responsible for summarising one or two of the Resource pages and reporting back to the whole class. In that way every member of the class will be able to gain information and insight from all the evidence, without having to work through it all in detail.

An alternative approach to this activity is on the DVD-ROM included with this resource, *The Anzac legend over time*.

### A timeline of Anzac Day commemoration

Period	Source	What it tells you about the Australian perception of Anzac Day in this period
1915–1919		
1920s		
1930s		
1940s		
1950s		
1960s		
1970s		
1980s		
1990s		
2000s		

## Resource Page 1

For each of these sources identify:

- 1 What period of the timeline it fits.
- 2 What it tells you about the way Gallipoli and Anzac Day were regarded at this time.

**Source 1** South Australian Governor Sir Henry Galway, 2 July 1915

*If any day is to be chosen for Australia's day I think it should be April 25 ... Those heroes will hand down the finest traditions to their sons and their sons' sons, and still further on ... today we not only honour the dead, but our hearts go out with the deepest respect and sympathy to those who are mourning the loss of their nearest and dearest. The British Empire will never be able to repay the debt owed to the women for their calm self-sacrifice in this great struggle.'*

JG Pavils, *Anzac Day: The Undying Debt*, Lythrum Press, Adelaide, 2007, page 5

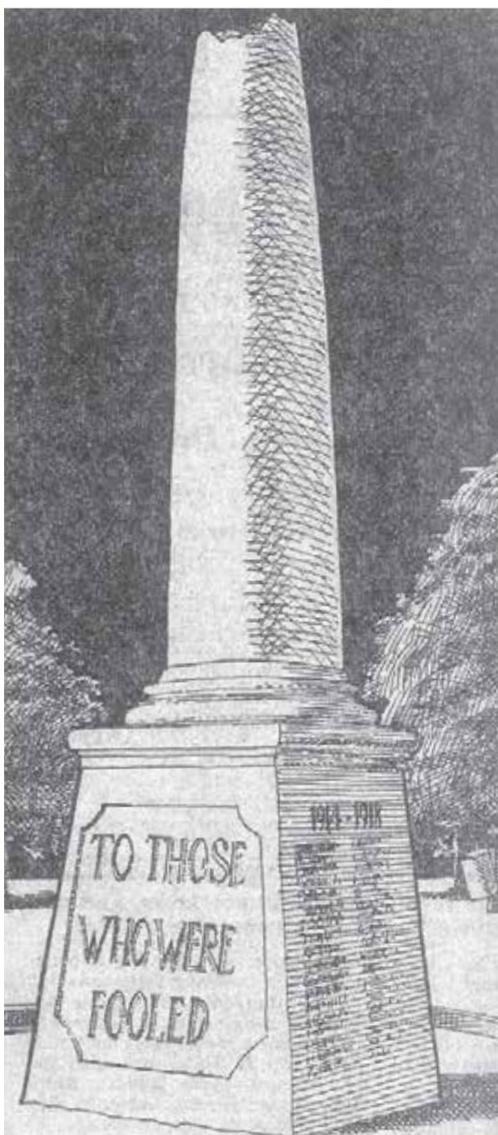
**Source 3** The Last First World War Anzacs

In the last decade there was great publicity and great respect shown towards the last of the Australian First World War veterans who died:

- 2002 — Alec Campbell, the last Australian Gallipoli veteran,
- 2005 — William Evan Allen, the last Australian to see active service in First World War (in the navy),
- 2009 — Jack Ross, the last Australian to be in the services during the First World War, although he did not see active service.

See *The Australian* 4 June 2009 (Ross), *The Age* 18 October 2005 (Allen), *ABC 7.30 Report* 16 May 2002 (Campbell)

**Source 2** A cartoon comment 1984



*Sydney Morning Herald* 15 December 1984

**Source 4** Protection of the word 'Anzac'

*Commonwealth laws were passed in 1921 to protect the word 'Anzac', and any word which resembles it, from inappropriate use. Under the Regulations no person may use the word 'Anzac', or any word resembling it, in connection with '... any trade, business, calling or profession or in connexion with any entertainment or any lottery or art union or as the name or part of a name of any private residence, boat, vehicle of charitable or other institution, or other institution, or any building ...'*

[www.dva.gov.au/commems\\_oawg/commemorations/protection\\_of\\_Anzac/Pages/index.aspx](http://www.dva.gov.au/commems_oawg/commemorations/protection_of_Anzac/Pages/index.aspx)

**Source 5** Pilgrimages to Gallipoli

During the 1980s, 1990s and into the 2000s there has been a huge increase in the numbers of young 'pilgrims', men and women, gathering at Anzac Cove in Turkey for the Anzac Day ceremony. Even though only 8000 of the 60,000 Australians who died in the First World War died there, Gallipoli has a much stronger place in the Australian consciousness than the Western Front.

In his book *Return to Gallipoli* Historian Bruce Scates has analysed the reasons why young people came to Gallipoli for Anzac Day. He believes that for a few it is a connection with old family stories, for some it is a compulsory place on the international backpacker itinerary, for many it is a celebration of identity, part of a search to experience 'being Australian'. For whatever reason young people were there, one of the most powerful outcomes is that for these young people history gained faces and names, gained reality, and that gave Anzac Day great power in their minds.

Bruce Scates, *Return to Gallipoli*, Cambridge University Press, New York, 2006, passim

**Source 6** Anzac Day marches 1916

In 1916 Australian troops in France, Egypt and Britain held services commemorating the landing, with over 2000 Australian troops marching along Whitehall to Westminster Abbey in London. The service included King George V, Australian Prime Minister Billy Hughes, and British and Australian military leaders.

[www.awm.gov.au/commemoration/anzac.anzac\\_traditions.asp](http://www.awm.gov.au/commemoration/anzac.anzac_traditions.asp)

For each of these sources identify:

- 1 What period of the timeline it fits.
- 2 What it tells you about the way Gallipoli and Anzac Day were regarded at this time.

### Source 7 Australia Remembers 1995

*In 1995, we honoured our veterans through Australia Remembers 1945-1995 — a pageant of events commemorating the end of Second World War.*

*All Australians were given an opportunity to remember those who served in the armed forces, those who died and those who worked so hard at home to fuel the war effort. Australia Remembers celebrated the heroism and sacrifice of Australian servicemen and women in their battle for peace.*

*A total of \$9 million was allocated for commemorative events in cities, suburbs and country towns across Australia.*

*The Prime Minister, The Hon Paul Keating MP said at the launch of the program:*

*'The generation we will commemorate and thank was a heroic one. Our freedom was their legacy: the robust democracy we enjoy, the security, the marvellous continent which is ours, the unequalled personal freedoms.*

*But they left us more than that. They passed on a tradition and a faith for us to live by. By their example they taught us about the ties that bind us, and our common cause.*

*And by the same example they compel us now, not just to remember them, but to pass on the lesson to our children.'*

*The Australia Remembers 50th Anniversary Commemorative activities, to celebrate the end of the Second World War in the Pacific, provided the Australian people with the opportunity to learn about the history of their country and the impact that the war had upon Australia and South East Asia.*

[www.diggerhistory.info/pages-conflicts-periods/ww2/aus-remembers.htm](http://www.diggerhistory.info/pages-conflicts-periods/ww2/aus-remembers.htm)

### Source 8 Memoriam Notice 1923

*FOTHERGILL In loving memory of our darling son and brother (Jack) who was killed in action in Gallipoli, 25th April 1915. Eight long years since you were laid in your lonely grave, darling Jack. The world has never been the same. No one knows how much I miss you, plucked like a flower in bloom, so bright, so young, so loving. It's sad but true, the best are the first to die. Darling Jack, if only I could see your grave, I would die happy (inserted by your sorrowing parents, brother and sisters, R & I Fothergill).*

*The Argus (Melbourne) 25 April 1923*

### Source 9 Extract from a Victorian Primary School Reader, 1932

#### ANZAC DAY

- 1 *The boys and girls of to-day live in a time of peace. There is no great war to call their fathers and brothers far across the seas. Are you not glad?*
- 2 *It was not always so. Years ago many of our finest men sailed far away to take part in the greatest war the world has ever known.*
- 3 *They did not go because they like fighting other men, it was not easy for them to leave Australia, and it was not easy for their own fold to let them go. They went because they thought it was their duty to go.*
- 4 *In those days the British Empire was at war with Germany and Turkey. Our men were sent to land on a peninsula called Gallipoli, on the shores of Turkey.*
- 5 *They were taken there in ships and just before the dawn on the 25th April, 1915, they climbed over the ships' sides into little boats. These little boats were towed towards the shore by launches.*
- 6 *It was a terrible time. The Turks were waiting for our men on the beach. Great guns began to fire, and bullets hit the boats, many of our men were killed and wounded before the boats reached the shores.*
- 7 *Yet, in spite of all, those who were untouched sprang ashore, and fought their way up the cliffs. They won a strip of land, which was held by them for eight months. It was called Anzac Cove. This name was formed from the first letters of the words, Australian and New Zealand Army Corps.*
- 8 *So, on every Anzac Day, we remember the men who made that landing. Some of them are still living amongst us, but many of them lie in graves in far Gallipoli. They were all brave men.*
- 9 *They died that we might live in peace. Surely, then, we must work to keep peace among the nations.*

*Victorian School Paper, 1932*

## Resource Page 3

For each of these sources identify:

- 1 What period of the timeline it fits.
- 2 What it tells you about the way Gallipoli and Anzac Day were regarded at this time.

**Source 10** A comparison of three Anzac Days

*A film comparison of three ceremonies suggests these changes:*

- *The unveiling of a war memorial in Sydney in 1916 shows mainly women in black for mourning*
- *The 1926 Anzac Day march in Melbourne shows women laying wreaths, returned men marching, and crippled and wounded men in carriages and cars*
- *The 1930s Sydney Anzac Days show men marching, and only a few elderly women laying wreaths.*

Tanja Luckins, *The Gates of Memory. Australian People's Experiences and Memories of Loss and the Great War*, Curtin University Books, Fremantle, 2004, page 199

**Source 11** *The One Day of the Year*

*The One Day of the Year, was first performed by an amateur organisation, the Adelaide Theatre Group. The play had been rejected by the Adelaide Festival's Board of Governors on the basis that it might cause offence to former armed forces personnel for its treatment of Anzac Day commemorations. In 1961 the play was performed professionally with great success in Sydney with the support of the Australian Elizabethan Theatre Trust. It was also performed in London ... A play which contains the once-heretical perspective that Anzac Day – the proud emblem of Australia's military sacrifice – was founded on confused ideals and often degenerated into a squalid orgy of drunkenness and street brawls ... The One Day of the Year was inspired by an article in the University of Sydney newspaper Honi Soit lambasting Anzac Day. The article, says Seymour, was considerably more strident than the photo essay about drunken diggers concocted by the play's young characters: a university student, Hughie Cook, and his North Shore girlfriend Jan Castle. Seymour saw the Honi Soit article as an emblem of a generational shift, the chasm between an older Australia that venerated the Anzacs and a younger voice disgusted by war and ready to question the past. His own impressions of the commemoration were shaped in the 1950s when he ventured into Sydney on an Anzac Day morning from his home in the city's inner-west. He returned to a frightening scene – drunken men brawling and vomiting in the street.*

*This alcohol-fuelled debasement is represented in the play by the working-class father Alf Cook. Belligerent and resentful of foreigners and anyone with an education, Alf clings to Anzac Day like a drowning sailor clings to a life raft. Boozing is just part of a noble tradition.*

*"I'm a bloody Australian, mate, and it's because I'm a bloody Australian that I'm gettin' on the grog. It's Anzac Day this week, that's my day, that's the old digger's day."*

*Seymour, who was born in Fremantle, says Alf's salty language and prejudices were inspired by his late brother-in-law Alfred Chester Cruthers. It was Cruthers and Seymour's sister, May, who raised the playwright from the age of nine after his father was killed in an accident on Fremantle's wharves.*

*"He [Cruthers] had all the same qualities," says Seymour. "He resented his lack of education and he was quite nasty about anyone that had a better deal than him." Years later, Cruthers wrote to Seymour after seeing The One Day of the Year and asked him if Alf was indeed based on himself. The playwright was unable to reply. The play's perspective on Anzac Day earned it instant notoriety when it was unleashed on conservative, Menzies-era Australia. On the first night of the 1960 Adelaide production a policeman was stationed at the stage door. In 1961, at the first professional season in Sydney, a bomb scare during a dress rehearsal forced police to clear the theatre.*

[www.smh.com.au/articles/2003/04/01/1048962752382.html](http://www.smh.com.au/articles/2003/04/01/1048962752382.html)

For each of these sources identify:

- 1 What period of the timeline it fits.
- 2 What it tells you about the way Gallipoli and Anzac Day were regarded at this time.

**Source 12** The impact of the Vietnam War

Between 1965 and 1972 Australian troops, including conscripts, were sent to fight in Vietnam. Five hundred and twenty-one of them died during their service. Some people in Australia were against this involvement, and there were some large and violent protests. On their return some soldiers felt that their efforts were not appreciated by the Australian people, and they felt that they were not being included as part of the Anzac tradition. A number of veterans continued to suffer the physical and mental effects of their service. Some Vietnam veterans chose not to march in Anzac Day ceremonies in the years following their service.

DVA Australia and the Vietnam War 2007  
[www.dva.gov.au/commems\\_oawg/commemorations/education/Documents/Aus\\_and\\_the\\_Vietnam\\_war.pdf](http://www.dva.gov.au/commems_oawg/commemorations/education/Documents/Aus_and_the_Vietnam_war.pdf)

**Source 14** Eric Bogle's *And the Band Played Waltzing Matilda* 1971

*This popular folk song about an Australian who fought and was badly wounded at Gallipoli, losing his legs, included the final verse:*

*And so now every April, I sit on me porch  
 And I watch the parades pass before me  
 And I see my old comrades, how proudly they march,  
 Reviving old dreams of past glories  
 And the old men march slowly, old bones stiff and sore  
 They're tired old heroes from a forgotten war  
 And the young people ask 'What are they marching for?'  
 And I ask myself the same question  
 But the band plays Waltzing Matilda, and the old men still answer the call  
 But as year follows year, more old men disappear.  
 Someday no one will march there at all.*

*And the Band Played Waltzing Matilda*  
 Words and music by Eric Bogle  
 © Larrikin Music Publishing Pty Ltd  
 All rights reserved. International copyright secured.  
 Reproduced with permission.

**Source 13** Peter Weir's *Gallipoli*

*Gallipoli is a 1981 Australian film, directed by Peter Weir and starring Mel Gibson and Mark Lee, about several young men from rural Western Australia who enlist in the Australian Army during the First World War. They are sent to Turkey, where they take part in the Gallipoli Campaign. During the course of the movie, the young men slowly lose their innocence about the purpose of war. The climax of the movie occurs on the Anzac battlefield at Gallipoli and depicts the futile attack at the Battle of The Nek on 7 August 1915.*

*Gallipoli provides a faithful portrayal of life in Australia in the 1910s . . . and captures the ideals and character of the Australians who joined up to fight, and the conditions they endured on the battlefield. It does, however, modify events for dramatic purposes and contains a number of significant historical inaccuracies. In particular the officers responsible for Entente replace with 'Allied' command of the attack are depicted in the film as being British, when in fact most British historians agree that the blame for the failure falls at the feet of the two Australian Commanding Officers.*

*It followed the Australian New Wave war film Breaker Morant (1980) and preceded the 5-part TV series ANZACs (1985), and The Lighthorsemen (1987). Recurring themes of these films include the Australian identity, such as mateship and larrikinism, the loss of innocence in war, and also the continued coming of age of the Australian nation and its soldiers (later called the ANZAC spirit).*

[http://en.wikipedia.org/wiki/Gallipoli\\_\(1981\\_film\)](http://en.wikipedia.org/wiki/Gallipoli_(1981_film))

**Source 15** Some anniversary 'in memoriam' notices 1916

*CLARK In loving memory of our Jack (Pte John Wasford Clark) who laid down his life at Gaba Tepe on 25th April 1915 (inserted by his mother).*

*CROWL In loving memory of my dear friend Claud who was killed on Gallipoli on 25th April 1915.*

*EHRENBERG In loving memory of our dear cousin Morris (Sgt S.M. Ehrenberg) who was killed in action at Gallipoli. Deeply missed by Doris and Eric.*

*FOTHERGILL In sad memory of our dear son Jack who was last seen on 25th April 1915 at the Dardanelles:*

*"Far and oft our thoughts do wander  
 To a grave so far away  
 Where our boy gave his life, so noble and brave.  
 The dear face we love to see.  
 And in the hearts of those that love it,  
 Ever dear shall be"*

Melbourne *Argus* 25 April 1916

For each of these sources identify:

- 1 What period of the timeline it fits.
- 2 What it tells you about the way Gallipoli and Anzac Day were regarded at this time.

**Source 16** Some Vietnam veterans comment on the significance of the Welcome Home parade 1987

*On 3 October 1987, 25 000 Australian ex-servicemen and women who had served in Vietnam gathered in the Sydney Domain. They set off behind 500 Australian flags – each one representing one of the Australian dead in the Vietnam War. They were cheered by the huge crowd. Many of them wept at the reception and recognition they received.*

*We met mates again, we were welcomed by the Australian people, we no longer had to feel almost unclean about what we had done and where we had been. At last Australia was recognising those men and women it had shunned for so many years. Call it an emotional healing. Call it a Welcome Home. The fact is that many of us are now able to stand up and say with pride 'I'm a Vietnam veteran'. And people are listening.*

Noel Giblett, *Homecomings*, Australian Government Publishing Service, Canberra, 1990

**Source 18** An Anzac Day protest 1984



Ken Inglis, *Sacred Places*, Melbourne University Press, Melbourne, 2008, page 441

**Source 17** A changing focus of Anzac Day

*During the 1930s the focus of Anzac Day shifted from a day of mourning to a day on which servicemen celebrated their own war service and sacrifices. This was an era in which the Returned and Services League (RSL) called for greater acknowledgement of the living returned servicemen.*

Marina Larsson, *Shattered Anzacs. Living with the scars of war*, UNSW Press, Sydney, 2009 page 248

**Source 19**  
A cartoon comment on Gallipoli 1915



'Well dad?'

*The Bulletin* 13 May 1915

For each of these sources identify:

- 1 What period of the timeline it fits.
- 2 What it tells you about the way Gallipoli and Anzac Day were regarded at this time.

### Source 20 75th Anniversary of Gallipoli 1990

*The 75th anniversary pilgrimage could not have been more different from the fiftieth. Any questioning of the role of Anzac Day in the Australian calendar seemed irrelevant as the Australian nation, led by its government and the media, embarked on what seemed akin to a love affair with the remaining Gallipoli veterans, now numbering just over a hundred. Fifty-eight original Anzacs were deemed fit enough to make the journey — or pilgrimage as it was called — back to Gallipoli for a Dawn Service at Anzac Cove, and to other ceremonies at the Lone Pine and Chunuk Bair war cemeteries and the Abide Turkish Memorial throughout the day ... The Australian Government reportedly spent \$10 million on the project.*

Harvey Broadbent *Gallipoli The Fatal Shore*, Penguin, Melbourne, 2005, page 318

### Source 21 The interment of the Unknown Soldier 1993

*The Unknown Australian Soldier whom we are interring today was one of those who, by his deeds, proved that real nobility and grandeur belongs, not to empires and nations, but to the people on whom they, in the last resort, always depend.*

*That is surely at the heart of the Anzac story, the Australian legend which emerged from the war. It is a legend not of sweeping military victories so much as triumphs against the odds, of courage and ingenuity in adversity. It is a legend of free and independent spirits whose discipline derived less from military formalities and customs than from the bonds of mateship and the demands of necessity. It is a democratic tradition, the tradition in which Australians have gone to war ever since.*

*This Unknown Australian is not interred here to glorify war over peace; or to assert a soldier's character above a civilian's; or one race or one nation or one religion above another; or men above women; or the war in which he fought and died above any other war; or one generation above any that has been or will come later.*

*The Unknown Soldier honours the memory of all those men and women who laid down their lives for Australia. His tomb is a reminder of what we have lost in war and what we have gained.*

*We have lost more than 100,000 lives, and with them all their love of this country and all their hope and energy.*

*We have gained a legend: a story of bravery and sacrifice and, with it, a deeper faith in ourselves and our democracy, and a deeper understanding of what it means to be Australian.*

*It is not too much to hope, therefore, that this Unknown Australian Soldier might continue to serve his country - he might enshrine a nation's love of peace and remind us that, in the sacrifice of the men and women whose names are recorded here, there is faith enough for all of us.*

The Hon. P. J. Keating MP Prime Minister of Australia  
[www.awm.gov.au/commemoration/keating.asp](http://www.awm.gov.au/commemoration/keating.asp)

### Source 22 Anzac Day — The Birth of a Nation

*The price of nationhood must be paid in blood and tears ... It is the fortunes of Australia to find her true soul in a great and glorious struggle to preserve the liberties of the smaller nations, to crush a despotic militarism which would awe and subjugate the rest of the world. Anzac Day, which we have celebrated for the first time, and celebrated, we hope, in a solemn and thoughtful mood, means more to us than an immortal charge up the cliffs of Gallipoli. Whilst it reminds us of the valour of our dead heroes ... it reminds us, too, in a much greater degree, of the day Australians really knew themselves. Before the Anzacs astonished the watching nations, our national sentiment was of a flabby and sprawling character. We were Australian in name, and we had a flag, but we ... were nothing better than a joint in the tail of great Empire, and the Empire Day orators had a better hearing that the faithful souls who clung to Australia Day and gave special honour to their won starry banner.*

*Anzac Day has changed all that. The Australian flag has been brought from the garret and has been hoisted on a lofty tower in the full sight of its own people. No matter how the war may end — and it can only end one way — we are at last a nation, with one heart, one soul, and one thrilling aspiration. There is mourning in our homes and grief in our hearts and the flower of our youth will not return to us; but there runs through the Commonwealth a lifting spirit such as it never knew before.*

Freeman's Journal, Sydney, 27 April 1916

## Resource Page 7

For each of these sources identify:

- 1 What period of the timeline it fits.
- 2 What it tells you about the way Gallipoli and Anzac Day were regarded at this time.

**Source 23** A Prime Minister apologises to Vietnam veterans

*The sad fact is that those who served in Vietnam were not welcomed back as they should have been. Whatever our views may have been — and I include those who supported the war as well as those who opposed it — the nation collectively failed those men. They are owed our apologies and our regrets for that failure. The very least that we can do on this 40th anniversary is to acknowledge that fact, to acknowledge the difficulties that so many of them have had in coping with the postwar trauma and to acknowledge the magnificent contribution that they have continued to make to our nation.*

Extract from a statement by the Hon John Howard, Prime Minister, to the House of Representatives on Thursday, 17 August 2006 re Vietnam Veterans Day and the 40th anniversary of the Battle of Long Tan

**Source 24** A cartoon comment on the changing world 1984



Sydney Morning Herald 25 April 1973

**Source 25** Some critics of Anzac Day

Ever since 1915 the message embodied in Anzac Day and Anzac monuments has been challenged by different individuals.

- Victoria Cross winner Hugo Throssel, at the dedication of a war memorial in Northam, WA, reminded the crowd that in 1914 he had ridden through the town at the head of 18 men, seven of them, including his brother, had been killed. He had 'seen enough of the horrors of war and wanted peace'.
- In 1975 a message was painted on the wall of Sydney's Anzac Memorial, WOMEN MARCH FOR LIBERATION.
- On the eve of Anzac Day in 1971 the pillars of the Melbourne Shrine of Remembrance had the word PEACE painted on them.
- In 1983 the words DEAD MEN DON'T RAPE were sprayed on the Cenotaph in Sydney.
- In 1994 historian Marilyn Lake criticised the notion that only men could give birth to the 'imperishable identity of the nation' and has argued instead that those who won democratic developments in Australia such as the secret ballot, women's suffrage and the principle of the living wage, should be the focus of national attention. She has also criticised what she sees as the deliberate and government-sponsored 'militarisation' of Australian history to serve the purposes of the government of the day.
- Some have argued that as Anzac was a misguided campaign in support of 'other people's wars it is unworthy of national commemoration'.
- Historian Mark McKenna has expressed dismay at the popularity of books about the Australian war experience, and that war memorials are presenting the idea that 'war is beyond human control, that it is the will of God, the course of history, our cruel and bitter fate'. Anzac Day has become 'an article of faith ... a sacred parable we dare not question'. With politicians 'tripping over one another to praise the fallen heroes, [and] media outlets whipping up patriotic fervour', Anzac Day has become more holy than December 25.

Adapted from KS Inglis, *Sacred Places*, Melbourne University Press, Melbourne, 2009, passim

For each of these sources identify:

- 1 What period of the timeline it fits.
- 2 What it tells you about the way Gallipoli and Anzac Day were regarded at this time.

**Source 26** The popularity of Anzac Day

*Anzac Day continues to draw increasing crowds to both the Dawn Service and the March. Canberra's Dawn Service drew about 15,000 or 20,000 in 2003, 27,000 in 2005 and 28,000 in 2007. At the Sydney Cenotaph — 15,000 in 2003 and 20,000 plus in 2007. At the Melbourne Shrine more than 30,000 in 2007, with 5000 in Hobart and more than 30,000 in Perth.*

KS Inglis *Sacred Places*, MUP, Melbourne 2008, page 547

**Source 27** The 50th anniversary pilgrimage 1965

*In 1965, on the 50th anniversary of Gallipoli, the Sydney Morning Herald ran the headline: Can Anzac Day survive?, and included the comment: 'To most children, Anzac Day is quietly dying out ... It's very strange how you go to great lengths to commemorate what was after all a defeat ... It is meant not to commemorate a type of warfare, but a type of spirit, a sort of selflessness ...'*

Harvey Broadbent, *Gallipoli. The Fatal Shore*, Penguin, Melbourne, 2009 page 315

**Source 28** Bicentennial Anzac Day March (1988)



M Beilby, *Bicentennial Anzac Day march*, 1988, oil on canvas, 149 x 241.7 cm, AWM ART29417

**Source 29** Department of Veterans' Affairs education programs

*The role of the Commemorations Group of DVA is to acknowledge and commemorate the service and sacrifice of all those who served Australia and its allies in wars, conflicts and peace operations.*

*Since 1995 it has provided primary and secondary schools with resources for the study and commemoration of Australia's wartime history.*

[www.dva.gov.au/commems\\_oawg/commemorations/education/Pages/index.aspx](http://www.dva.gov.au/commems_oawg/commemorations/education/Pages/index.aspx)

**Source 30** A young man's visit to Gallipoli

*I will never forget Gallipoli. I will never forget the sacrifice — and that it might have been me. I think I understand now an historic point in Australia's development. In my fellow pilgrims I saw the Anzac spirit. The camaraderie, the respect for the fallen men, be they Anzac or Turkish, made me proud. There was no glorification of war but a deep understanding of how important it is that this should never happen again.*

Nigel Adnum, 'Back to Gallipoli', *The Bulletin*, 27 April 1993, page 41

## How do we commemorate Anzac Day today?

### Task 2 Analysing an Anzac Day commemoration

How is Anzac Day commemorated in your community today?

Look at the record sheet on the next page. Use it to observe, research, record and analyse an Anzac Day commemoration in your local community or school.

Record information about what happens on the day, and then comment on what it means, and the messages and ideas that the ceremony is delivering. You will need to research some of the elements further, and also talk to people about what their ideas and understandings of the day are.

When you have completed your investigation you should be able to answer the question:

#### How do Australians see Anzac Day today?

Present your information in the form of a report in one of the following formats:

- a photo montage, display or photo essay;
- a report for the local newspaper or a school magazine; or
- a storyboard for a TV documentary (outlining what you would show and say in each scene of your report).

Here are some of the elements of the ceremony you can research and include in your analysis. Include details about their origin, meanings and significance:

- Slouch hat
- Medals
- The Last Post
- Lest We Forget
- Banners
- Riderless horse
- Wreaths
- Rosemary
- Digger image
- Emu plumes
- Dawn ceremony
- Unit colours
- One minute's Silence
- Regimental badges
- Red poppies
- Flame of remembrance

Information about aspects of Anzac Day can be found on these sites:

- Department of Veterans' Affairs site [www.dva.gov.au](http://www.dva.gov.au)
- Australian War Memorial site [www.awm.gov.au](http://www.awm.gov.au)
- ANZAC Day Commemoration Committee (Qld) [www.anzacday.org.au](http://www.anzacday.org.au)



**Analysing Anzac Day – Record Sheet**

Aspect	Observation	Your comments on, and interpretation of, this information
Date		
Who is involved		
Who is not involved		
Ceremonies		
Words spoken		
What participants say		
Special messages / addresses		
Symbols		
Special clothing		
Special places		
Special times		
Special music		
Any opposition / criticisms		
How it is reported by the media		

### Task 3 Analysing popular representations of Anzac Day

How is Anzac Day presented in popular media — such as in songs, films, statues, memorials and even museums? Do these popular representations provide a fair and accurate and balanced view — or are they accidentally or even deliberately distorted in some way, to influence the viewer to accept a particular point of view?

Here are some popular representations of Gallipoli and Anzac Day. You will need to research them further to investigate how well they present aspects of Gallipoli and Anzac Day.

- The **song** *And the Band Played Waltzing Matilda*;
- *Gallipoli*, the **film** by Peter Weir;
- **Statues** such as that of Simpson and his donkey at the Australian War Memorial;
- **Memorials** such as the Shrine of Remembrance in Melbourne and the Cenotaph in Sydney;
- **Websites** such as the Queensland Anzac Day Committee, Department of Veterans' Affairs, Australian War Memorial; and
- **Museums** such as the Australian War Memorial's Gallipoli Gallery.

Choose one of these to analyse. Answer each of the following questions:

- What is it about/what does it show?
- What is its perspective of Gallipoli and Anzac Day?
- What is the attitude of the creator to Gallipoli and Anzac Day? What evidence do you have for this?
- What is its message or meaning?
- Is it accurate?
- Is it fair and balanced?
- Is a particular viewpoint represented?
- Is it popular and influential?

Once all members of your class have reported on their investigation you will have a very detailed understanding of how Anzac Day is popularly represented today.

*The Shrine of Remembrance,  
Melbourne*



## What do Gallipoli and Anzac Day mean to you today?

### Task 4 Creating a personal reflection of what Anzac Day means

What does Anzac Day and the history created at Gallipoli mean to you? What are your own responses and attitudes to Anzac Day and the Anzac tradition? Do you agree that it provides us with a set of qualities that are worth trying to live up to, and that set a standard that we should try to maintain? Do you agree with the critics that it is excessively patriotic, or non-inclusive of some groups in society, or militaristic? Look back at the first question you were asked in this unit. Have you changed or developed your views?

Your task now is to create a personal statement about Anzac Day and what it means to you today. Your reflection can be in the form of a statement, a poem, a song, a painting or sketch, a photograph montage, a video or audio piece, or any other way that best expresses your ideas.

The following comments from historians, journalist and others about Anzac Day will provide insights to assist your reflections.

#### Source 1 Historian Ken Inglis' comments on Anzac Day

*Australian history before 1915 could not supply that theme of divine national purpose ... The first settlers were no chosen people, except in the ... jest that they were chosen by the best judges in England. The Great War delivered ordeal, achievement and loss comparable with the [identity-forming] Americans' Civil War. From Gallipoli to Villers-Bretonneux and Beersheba, the fighting and dying of men in the AIF yielded a solemn new theme in their country's rhetoric. The word 'Anzac', immediately and permanently protected by law from profane use, encapsulated the theme. Five elements had converged to create it. Three of them were shared with all other participant nations: the special place of military endeavour for European minds in an age when the spirit of nationalism was at its height; the unnaturally early death of so many men; and the inability of suddenly bereaved people to draw adequate comfort from their traditional Christian faith. For Australians there were two other elements. First, men from colonies had proved to be at least as valorous and proficient on battlefields as men from the imperial heartland ... [and] the squalid peculiarity of their nation's origin made the performance of the AIF especially precious. Secondly, theirs alone among the contending armies was composed entirely of volunteers, men who could be celebrated for having freely offered their lives in the service of their country.*

KS Inglis, *Sacred Places*, Melbourne University Press, Melbourne, 2008 page 436

Anzac Day 2009



### Source 2 Journalist Mark McKenna comments on Anzac Day

*Whether it is the Coalition or the Labor Party in power in Canberra, the uncritical embrace of the Anzac legend is likely to continue, a scenario that suggests some disturbing consequences for Australia's future. The more all-consuming the Anzac myth becomes, the less public space exists for understanding the non-military aspects of Australia's history, be it our democratic history, our indigenous history or our intellectual and cultural history.*

*The new love of Anzac is not about Australians paying more attention to their history, as is often claimed; rather, it is about the making of historical myth as a source of national pride and independence, the foundation stone of a new sentimental nationalism. This is not what the Anzacs fought for. It is what an increasing number of Australians would like to think they had fought for. The Anzacs were not like us. So many aspects of the world in which they lived are fundamentally foreign to our world today.*

*Late in 2006, I attended a conference on Anzac Day, held at Deakin University in Geelong. There, Andrew Hamilton, who teaches at the United Faculty of Theology in Melbourne, gave one of the most penetrating critiques of Anzac Day I have encountered: When we say that people sacrificed their lives for an abstract cause like victory or nationhood, we easily imply that their lives and deaths are given value only by the cause they serve. We lose sight of the preciousness of each human life and equate human value with usefulness. Rhetoric about war is particularly vulnerable to this instrumentalising of human beings because its core business implies that human lives are expendable ... I find more ambiguous the recent nationalist emphases in the celebration of Anzac Day: the proliferation of flags, the singing of national anthems and the desire to make Anzac Day emblematic of Australian values. These things diminish the real humanity of those who have died in order to allow another generation to inflate its image of itself.*

*The Anzacs did not sacrifice their lives for the Australian nation. The nation has created their deaths as sacrifice to serve its own ends. On May 18, 1915, less than four weeks after the first landing at Anzac Cove, the NSW Department of Education released a pamphlet for distribution in the state's schools. Its title, *Australians in Action: The Story of Gallipoli*, revealed the desperate need for deaths on the battlefield upon which the new nation could at last stand proud. This ideal of blood sacrifice was precisely the sense of nationalism that existed at the time. But after the horrors of the 20th century, should it be ours today? Do we still need to prove ourselves in this way, to continue to accept the myth that our nation was only truly born on the beaches of Anzac Cove, not when the colonies became self-governing, not at Federation? Are our national values defined only when we have to fight for them? When we have an enemy? By [making a sacred rite of] the blood of the Anzacs, do we not forget the blood of Aborigines and settlers spilled in the frontier wars? Do we still prefer our history to be made elsewhere?*

Associate Professor Mark McKenna, Department of History, University of Sydney, 'Patriot Act', *The Australian* 6 June 2007  
[www.theaustralian.news.com.au/story/0,20867,21813244-25132,00.html](http://www.theaustralian.news.com.au/story/0,20867,21813244-25132,00.html)



### Source 3 A Victorian parliamentary committee comments

*The importance of the ANZAC spirit was a common theme of submissions to the Committee. The RSL (Victorian Branch) observed that: "ANZAC Day should be continued to be honoured as the principal National day of commemoration in relation to patriotic and like activities for the indefinite future."*

*The Committee found there is overwhelming support of Anzac Day as a day of national commemoration. This support manifested itself in submissions made to the Committee, the high level of media coverage of Anzac Day, the volume and success of literature about the Anzac spirit and the growing popularity of "pilgrimages" to Gallipoli, particularly by young Australians. It is apparent that this response of support reflects the community's recognition that there are worthwhile principles and values that derive from the Anzac spirit. The RSL (National Headquarters) submission stressed the importance of Anzac values as follows:*

*"Anzac Day commemorates the contribution of all who served Australia, but the RSL also sees Anzac Day as important in preserving Anzac values and promoting them as shared values in the Australian community.*

*Anzac values include such human qualities as courage, mateship, fairness, persistence, integrity, humour, initiative, endurance, determination, ingenuity, respect, and the 'selfless spirit of Anzac'.*

*The best way to help preserve Anzac values is to involve young people in Anzac Day ceremonies in a managed way that brings these values to them meaningfully."*

*The Committee concluded that the commemoration of Anzac Day should be further enhanced by greater emphasis on education activities. The Committee considers that education in this sense includes not only educating our children, but also catering for the increasing interest of Victorians in the significance of Anzac Day.*

Victorian Scrutiny of Acts and Regulations Committee, Parliamentary Review of Anzac Day Laws, Chapter 2 – The Anzac Spirit, October 2002  
[www.parliament.vic.gov.au/sarc/Anzac/Anzac%20Report%20Ch2.htm](http://www.parliament.vic.gov.au/sarc/Anzac/Anzac%20Report%20Ch2.htm)

**Source 4** The *Oxford Companion to Australian Military History* entry for Anzac Day

ANZAC DAY, 25 April, is Australia's most important public festival and has become over time the country's de facto national day, eclipsing the more manufactured Australia Day, 26 January. It commemorates the landing at Gallipoli of Anzac forces on that day in 1915; it is the day on which Australians remember the nation's war dead and all of those who have served and suffered in war; and it is also the day on which Australians remember what it is to be an Australian. It is a day both of solemn ritual and of boisterous celebration ...

In 1918 the RSL called for Anzac Day to be made a national holiday. The next year Western Australia led the way by making it a public service and bank holiday, and from 1920 closed shops as well. The Day fell on a Sunday in 1920, but from 1921 all states bar New South Wales declared a public holiday ... and in 1924 New South Wales finally fell into line ... Though ... some in government would have preferred the anniversary of a battle of more significance than the Gallipoli landing, such as Pozières where in 1916 more Australian blood was spilled than anywhere else, and though Armistice Day, 11 November, or the nearby Remembrance Sunday, was preferred in Britain and elsewhere, Anzac Day won popular support in Australia and governments were eventually forced to acknowledge it.

Anzac Day has a number of factors in its favour. It marks the first significant action by clearly identifiable Australian national troops, thus showing the country's 'coming of age' ... One can only pass this rite of passage once, so later more militarily important battles, like Villers-Bretonneux or Kokoda, do not signify, but rather are absorbed. Anzac Day falls around Easter, which in Australia puts it at a pleasant time of year in mid-autumn. Easter also helps give its language of sacrifice, birth and rebirth deep sacerdotal undertones ... And it falls close to the start of the football season, so the afternoon produces a heady brew of sport and patriotism ...

The march has always had more than diggers present. Many more watch than march ... In the march itself, the bands are supplied by municipalities, schools, service organisations, and the Salvation Army (always a favourite with the diggers); and Boy Scouts, Girl Guides and St John Ambulance Brigade are on hand to carry signs and banners and assist with the marshalling and first aid. It always has been a communal event ... From its beginnings Anzac Day has been contested by various minority groupings and has changed to accommodate some criticisms or has simply outlasted others. In 1916 some criticised the appropriateness of holding 'a picnic o'er Australia's dead'. This view was never put more sharply and unsympathetically than by the character Hughie in Alan Seymour's satirical and at the time controversial Anzac Day play, *The One Day of the Year* (1960):

*Yeah, it's a lot of old has-beens getting up in the local RSL and saying, 'Well, boys, you all know what we're here for, we're here to honour our mates who didn't come back.' And they all feel sad and have another six or seven beers.*

*But the public has always been more tolerant than the wowsers and the cynics on 'the one day of the year' ...*

Feminists have criticised Anzac Day for being only men's business and for marginalising women. This has always been open to argument and is becoming more so. While warfare was gendered, women had the role of nurturing and nursing the warriors rather than being warriors themselves. Hence women have always been very prominent in their attention to the personal memory side of Anzac Day. For many years few women marched, though some did as nurses and others wearing the medals of dead or stricken relatives, but many watched, in every sense of that word, and in so doing participated. After the Second World War, in which thousands of women served in all services, it became much more common for women to march in their own right. Since the 1980s, with women serving in increasingly more active military capacities, the gender distinction has blurred even more.

Radical socialists and pacifists have condemned Anzac Day since its inception as a day glorifying war and held counter raffles and meetings on the day. Their sentiments might be encapsulated in this couplet from an Anzac Day poem published in *Labor Call* in 1927 railing against those who tell

*'The strange insidious lie,  
That nationhood is born where men  
In bitter warfare die.'*

continued >



However, as the Day has always been about memory, comradeship and civic virtue, that criticism has missed the mark. There have been occasional attempts to hijack the march for sectional propaganda purposes. In 1926 the Unemployed Soldiers' Association was banned from participating as a distinct group in the Melbourne march. Between 1932 and 1940, Italian immigrant ex-servicemen, marching as former Allies, gave the fascist salute at the cenotaph in Sydney and elsewhere, from 1966 to 1971 the women of the 'Save Our Sons' movement demonstrated against conscription for the Vietnam war; and from the late 1970s to the mid-1980s the radical feminists of the 'Women Against Rape in War' organisation disrupted Anzac Day in attention getting ways, such as splashing blood-red paint on memorials and laying wreaths of barbed-wire. It seems they realised their behaviour was counterproductive after the President of the Vietnam Veterans Association of Australia pointed out that the women protesters were committing 'an act of symbolic rape' on Anzac Day itself. In 1987, some of Melbourne's Aboriginal and Torres Strait Islander diggers staged their own march in the suburb of Thornbury when their request to march as a group was denied. None of these protests attracted mass popular support.

It is a great paradox of Anzac Day since the late 1980s that as the initial gatekeepers of the exclusive 'returned-men only' version of the tradition have begun to die out (the last survivor of the Gallipoli landing died in 1997; the last Great War digger in 2005), and as Second World War veterans have become increasingly thin on the ground, Anzac Day itself has undergone a remarkable revival ... [such as] the practice of youngsters wearing their parents' medals and marching ... there have been many other signs of the Day becoming more inclusive, many with the RSL's active encouragement. The civilians of the Women's Land Army first marched in Melbourne in 1937, and earlier elsewhere. Aboriginal diggers and families first marched as a group on the Gold Coast in 1993, and led the march in Perth in 1995. Allies from the Vietnamese (first in Melbourne in 1987), Greek, Polish, Serb, Russian, Italian, French partisan and other communities have long joined in. Relatives wearing medals are now a very common sight in marches all over the country, and will soon become the majority of even 'Second World War' marchers. And this process is bound to continue for relations of veterans of the Korean and later wars. Though there are fewer returned servicemen and women to march, the size of the march has remained steady or grown, Dawn Service attendances have burgeoned, as have television audiences. Bolstered by such events as the 75th anniversary of Anzac in 1990, which was the first such event to receive government patronage, the extensive 'Australia Remembers' ceremonies of 1995, the Sydney Olympics, and several prime ministerial visits to Gallipoli, Kokoda and other sites, Anzac Day has become a touchstone for a new, inclusive nationalism, backed more strongly than ever by State authorities and the mass media.

Again, paradoxically, as the nation remembered the events more and more, in the 1990s, so the direct demography of grief, or of 'blood sacrifice', attenuated. The immediate relatives of the 60,000 dead of a nation of 5 million of the First World War were themselves dying out, as increasingly were those of the 34,000 dead of 7 million from the Second World War. And those of the 339 dead in Korea of 7.5 million, of about 500 in Vietnam of 12 million, and the handful from more recent conflicts of 20 million are absolutely and proportionately too insignificant to sustain a national day of mourning on their immediate behalf. Thus, modern, inclusive Anzac now remembers not individuals with whom a significant proportion of the population is not personally directly acquainted, but rather an idealised Anzac who exemplifies shared Australian (or indeed universal) communal values and virtues ... Fuelled by the 'New Nationalism' of the 1970s and 1980s, by the Australian history and genealogical booms, and by such influential popular 'history from below' as Bill Gammage's *The Broken Years* (1974) and its cinematic offspring, Peter Weir's *Gallipoli* (1981), the ... nationalist version of the Anzac tradition has come fully into its own, while the older imperial tradition has long gone and the tradition of personal grief is fading fast. The new inclusive Anzac spirit was epitomised by Prime Minister Paul Keating when he remarked, at the entombment of the Australian Unknown Soldier in 1993, of the 100,000 Australian war dead in twentieth-century wars and of the soldier being entombed, 'He is all of them. And he is one of us'.

Peter Dennis et al (eds), *The Oxford Companion to Australian Military History*, OUP, Melbourne, 2nd edition 2008, pages 32-37  
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# Connections



## DVD-ROM interactives connection

- *The Anzac Legend over time*
- *Community memorial board*
- *Analyse a museum display*

## Website connections

### **Gallipoli and the Anzacs website**

[www.anzacsite.gov.au](http://www.anzacsite.gov.au):

- Visiting Gallipoli Today  
[www.anzacsite.gov.au/2visiting/index.html](http://www.anzacsite.gov.au/2visiting/index.html)
- Building the Anzac Commemorative Site  
[www.anzacsite.gov.au/3building/index.html](http://www.anzacsite.gov.au/3building/index.html)
- Researching Gallipoli and Australians at War  
[www.anzacsite.gov.au/5environment/](http://www.anzacsite.gov.au/5environment/)

*Stone of Remembrance,  
Australian War Memorial*

