

AUSTRALIAN GOVERNMENT  
DEPARTMENT OF VETERANS' AFFAIRS



INVESTIGATING  
GALLIPOLI

A RESOURCE FOR  
PRIMARY SCHOOLS



Australian Government  
Department of Veterans' Affairs

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For inquiries about reproduction or other uses of this publication contact:  
Commemorations Branch, Department of Veterans' Affairs,  
PO Box 21, Woden ACT 2606  
Tel: (02) 6289 1111  
Fax: (02) 6289 4849  
Email: [commemorations@dva.gov.au](mailto:commemorations@dva.gov.au).

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# Using the resource—a guide for teachers

## The resource

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

**In this resource students use evidence from the time to create their own Storybook about the Anzacs at Gallipoli.**

**It has been designed for use with primary students in years 4–6.**

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:

- is sensitive to primary students' knowledge and understanding of the nature of war and conflict;
- 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 about the campaign and the experiences of the Anzacs (Australians and New Zealanders) at Gallipoli in 1915.

The resource assists students to discover:

- the main features of the campaign;
- the experiences of the men and women involved; and
- some ways in which Gallipoli has been, and continues to be, commemorated in Australia.

It provides a rich collection of 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 Turkish soldiers, and the nurses dealing with the casualties of war, and the families affected.

## 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 the 2002 documentary film *Australians at War* Episode 2, 'Who'll come a fighting the Kaiser with me'.

## Teachers' Guidebook

The **Teachers' Guidebook** contains:

- a set of **photocopiable Storybook pages** about Gallipoli. Students use these to create their own story of the conflict;
- a set of **photocopiable evidence worksheets** that students or teachers use to present the information and ideas for inclusion in the Storybook;
- a set of suggestions for teachers about using these resources effectively in the classroom.

## DVD-ROM

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

- a set of **ten interactive learning activities** that enhance students' knowledge and understanding of aspects of the Australian experience at Gallipoli. Five of these interactive activities are pitched at a middle-upper primary level, and others at a secondary level. There are suggestions on pages 6–11 about where these interactives can be used with the Storybook and Worksheet pages. There is also a Teacher's Guide with suggestions for using the interactives in the classroom that can be accessed on the DVD-ROM home page. These suggestions can also be found by clicking the **Help** button in the menu for each interactive; and
- 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 about 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 contains the documentary film *Australians at War* Episode 2 (2002) 'Who'll come a fighting the Kaiser with me'. This documentary was created for a more mature audience but there are suggestions about parts that can be shown to students to help them gain some knowledge, understanding of, and empathy with, the soldiers' experiences at Gallipoli through visual exploration. The time code guide on pages 6–11 indicates which chapter numbers of the DVD-VIDEO to select to take you straight to the relevant part of the film for each different aspect of the Storybook.

## How do you teach about war in a primary classroom?

This resource has been designed to allow students to develop a basic knowledge of the story of Gallipoli and an understanding of the events of the time. The main focus is on the 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 (Turkey).

War is a sensitive topic to deal with in the middle-primary classroom. It is a terrible and destructive thing, yet remains a significant part of our history and heritage. We do not want to expose students to the brutality of war in a way that harms them, but nor do we want to trivialise it. We do not want to 'wave the flag' in a jingoistic way, nor do we want to disparage and undermine the significance of this part of Australia's national heritage. Students can make their own informed judgements about all this when they are older. In the meantime we have tried to walk the middle path of informing without sensationalising, and developing some knowledge, understanding and empathy of the events without being either a supporter of, or critic of, those events.

They are also encouraged to consider ways in which Gallipoli is commemorated in our society.

To achieve this the resource adopts a basic inquiry approach — students are provided with a variety of evidence and information, which they use to form their own ideas about what to include in their story. Teachers are encouraged to choose those elements in the resource that are most appropriate for their students'

circumstances, and to present them in the way that best suits their needs. The resource is self-contained if teachers want to use it that way, or they can select, adapt and create their own version of it for most effective use in the classroom.

## Disclaimer

The inquiry approach which is the guiding methodology of this resource requires students to be presented with a range and variety of information that reflects the values and attitudes of the time. 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.

## Curriculum outcomes

The materials have been shaped around the primary level 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 below.

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 for use in this new curriculum at the Year 4 level.

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

State/ Territory	Major area	Level	Emphases
<b>ACT</b>	SOSE	4/5–6/7	Historical commemorations
<b>NSW</b>	HSIE	4/5–6/7	Change and continuity, Significant people in Australian identity
<b>NT</b>	SOSE	7–8	Significant events in the past
<b>QLD</b>	SOSE	4/5–6/7	Effects of change or continuity on different groups
<b>SA</b>	SOSE	4/5–6/7	Australian History 1788-1918
<b>TAS</b>	Society and History	3–4	Historical inquiry Stages 5–9
		5–6	Stages 7–11
<b>VIC</b>	SOSE	5–6	Australian History 1788-1918
<b>WA</b>	S & E	4/5–6/7	Importance of people, ideas and events Causes of major changes and continuities in the local area over time
<b>National Curriculum</b>	History	4	The history of the state or territory — significant events or periods and their legacy; the contributions of significant people in Australian history.

# Using the resource—a guide for teachers

## Suggested classroom strategies

### In this resource students use evidence to create their own Storybook about the Anzacs at Gallipoli.

Students should be given their own copy of the Storybook pages. They will learn about the Anzac experience in the associated Worksheets, DVD-ROM interactives and DVD-VIDEO, then use this information and understanding to create their own Storybooks. As the teacher, you will be able to assess the capabilities of your students to work independently or assist them by reading some of the background information to them. Small group work is another strategy which can be used for the Storybook. Ultimately, students create their own story (a mixture of fact and imagination) based on the evidence from the Worksheets.

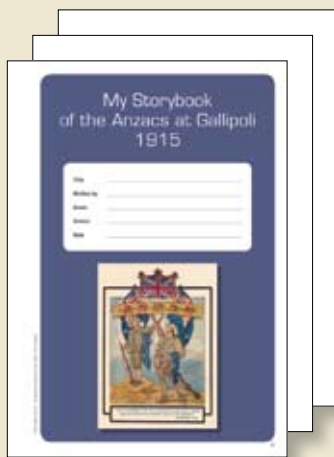
Suggested approaches to using :

- the **DVD-ROM interactives**;
- the **DVD-ROM copy of the ABC website *Gallipoli: The First Day***;
- the ***Gallipoli and Anzac website* [www.visitgallipoli.gov.au](http://www.visitgallipoli.gov.au)**; and
- the **DVD-VIDEO with *Australians at War Episode 2 'Who'll come a fighting the Kaiser with me'***

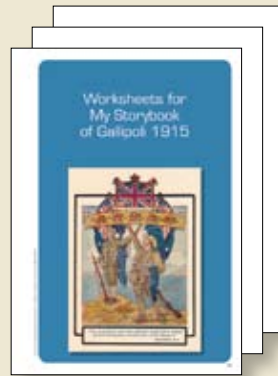
are provided on pages 7–11.

### STORYBOOK

Students write their own story of the Anzacs at Gallipoli based on the Worksheets, DVD-ROM activities, DVD-VIDEO film and Gallipoli and the Anzacs website [www.anzacsite.gov.au](http://www.anzacsite.gov.au)



See pages 17–48



### WORKSHEETS

Provide evidence  
See pages 49–80



### DVD-ROM

Ten interactives  
+  
ABC website *Gallipoli: The First Day*



### DVD-VIDEO

Episode 2 of *Australians at War*,  
'Who'll come a fighting the Kaiser with me', arranged in Chapters



### Gallipoli and the Anzacs WEBSITE REFERENCES

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

Storybook	Worksheet	Theme & Comments	DVD-ROM	DVD-VIDEO SELECTED SCENES	GALLIPOLI AND ANZAC WEBSITE <a href="http://www.anzacsite.gov.au">www.anzacsite.gov.au</a>
1A-1B (pages 18-19)	1 (page 50)	<p><b>Creating a timeline</b></p> <p>The aim of this activity is to help students develop some sense of when the events at Gallipoli occurred, by referencing some key events in their own lives. This might be done as homework with their family. Teachers will need to decide how sensitive some of the 'events' are, and to make decisions based on their own circumstances about which of the events suggested in the Worksheet they will emphasise. Teachers may also suggest other events that are appropriate for students to add to the timeline.</p>			
2 (20)	2 (51)	<p><b>Aspects of life in 1915</b></p> <p>This activity is designed to help students realise that things were different in 1915 compared to today. This is done visually by having students cut out the five images of aspects of everyday life in 1915 shown in the Worksheet, and pasting them into the appropriate column in the Story book. They then need to find their own images of the same objects today from magazines and newspapers or from the internet.</p>		Students can view from 00:00-01:10 and 02:04-05:35 (Chapter 1) and see relevant images and footage that will help them empathise with the experience of the soldiers and nurses.	
3A-3B (21-23)	3A-3B (52-53)	<p><b>Where the war was fought</b></p> <p>This map exercise will help students understand who was involved in the First World War, and where the key events took place. Students find out this information from the Worksheet map, then transfer it to their Storybook. Teachers may need to explain that while by 1915 Australia was a nation, it was still part of the British Empire — and the British government influenced its foreign policy. Australians were loyal supporters of Britain and saw her as the 'mother country'.</p>		Students can view from 05:35-06:26 (Chapter 1) and see relevant images and footage that will help them empathise with the experience of the soldiers and nurses.	
4A-4B (23-24)	4 (54)	<p><b>Soldiers and nurses</b></p> <p>In this activity students choose photographs of soldiers and nurses from the Australian War Memorial website. They are real people, but students are not expected to use the real details of these people — they can make up their own characters. However, if students have a family member who served during the Gallipoli campaign they might want to create their story based on this person.</p>			

# Using the resource—a guide for teachers

Storybook	Worksheet	Theme & Comments	DVD-ROM	DVD-VIDEO SELECTED SCENES	GALLIPOLI AND ANZAC WEBSITE <a href="http://www.anzacsite.gov.au">www.anzacsite.gov.au</a>
5 (25)	5 (55)	<p><b>Why people volunteered</b></p> <p>This Worksheet provides students with a variety of commonly-expressed reasons why men and women joined the Australian Imperial Force (AIF) and the Australian Army Nursing Service (AANS) at the time. Once students have matched the motivation with its description, they can choose whichever ones they want for their own characters. Students can also discuss the recruitment posters in their Storybook, and identify the motive they appeal to. When students have 'enlisted' they can fill in the details for their imaginary characters. These are the questions that had to be answered in 1915 on enlistment.</p>		Students can view from 06:26-09:20 (Chapter 1) and see relevant images and footage that will help them empathise with the experience of the soldiers and nurses.	
6 (26)	6A-6B (56-57)	<p><b>Voyage to Egypt</b></p> <p>In this activity students need to:</p> <ol style="list-style-type: none"> <li>1 Identify on the Worksheet map the places mentioned in the imaginary diary account</li> <li>2 Draw a line to show the voyage between those places</li> <li>3 Transfer this information to the Storybook map</li> <li>4 Complete the box with things the Anzacs might have seen and done. Teachers might also encourage students to add words to the box that describe their feelings.</li> </ol>	Activity 1 <i>Can you help the troops get to the battlefield?</i>	Students can view from 09:20-12:57 (Chapter 2) and see relevant images and footage that will help them empathise with the experience of the soldiers and nurses.	
7 (27)	7A-7B (58-59)	<p><b>Training in Egypt</b></p> <p>Students should discuss these photographs, which will provide the basis for their humorous letter. The key discussion points would be 'What does it show?' and 'What would it be like for these soldiers and nurses to be in this different place?'</p>		Students can view from 14:07-16:06 (Chapter 2) and see relevant images and footage that will help them empathise with the experience of the soldiers and nurses. Note that the footage from 16:06-17:20 includes an extract from the film <i>Gallipoli</i> , and is set in the brothel district of Cairo. It is likely to be considered unsuitable for primary students.	
8A-8B (28-29)	8A-8B (60-61)	<p><b>The soldiers at Gallipoli</b></p> <p>Students copy the place names from the Worksheet map to their Storybook. They cut out the aerial sketch from the Worksheet and paste it in their Storybook. They then cut out the pictures of the soldiers and nurse and paste them into the matching box in their Storybook.</p>	Activity 2 <i>Gallipoli: who, where and why?</i>	Students can view from 17:36-19:50 (Chapter 3) and see relevant images and footage that will help them empathise with the experience of the soldiers and nurses.	



Storybook	Worksheet	Theme & Comments	DVD-ROM	DVD-VIDEO SELECTED SCENES	GALLIPOLI AND ANZAC WEBSITE <a href="http://www.anzacsite.gov.au">www.anzacsite.gov.au</a>
9A-9B (30-31)	9A-9B (62-63)	<p><b>The landing at Anzac 25 April 1915</b></p> <p>The two images in the Storybook will help students identify what the place where the landing occurred was like, and what problems this created. These can be written on the images. Appropriate words to describe the first image might be Steep, Rough, No protection. Words for the second image might be Soldiers, Boats, Sailors, Ships, Explosions, Dead or Wounded, Steep cliffs.</p> <p>The edited extracts from the soldiers' diaries and letters could be read to the class and discussed to help students understand their messages and decide on descriptive sensory words to include. Note that there is no specific mention of 'smells' — teachers can ask students to talk about the smell of the sea, and of exploding shells (like firecrackers). They could also bring some rosemary into class — rosemary grew wild at Gallipoli and some soldiers associated its smell with the landing as they flung themselves down and crushed the plants.</p>	<i>Can you plan the landing at Anzac?</i> (Secondary level)	Students can view from 19:50-24:30 (Chapter 4) and see relevant images and footage that will help them empathise with the experience of the soldiers and nurses.	<p><a href="http://www.anzacsite.gov.au/1landing/why.html">www.anzacsite.gov.au/1landing/why.html</a> for a map of the area .</p> <p><a href="http://www.anzacsite.gov.au/1landing/s_crusading/crusading.html">www.anzacsite.gov.au/1landing/s_crusading/crusading.html</a> for the sketches of Signaller Silas.</p> <p><a href="http://www.anzacsite.gov.au/5environment/images.html">www.anzacsite.gov.au/5environment/images.html</a> for the photographs of the area.</p>
10 (32)	10A-10B (64-65)	<p><b>Simpson and his donkey</b></p> <p>John Simpson Kirkpatrick is the iconic Australian figure of Gallipoli, but students often have a very inaccurate knowledge about him. For example, he was not Australian, he had jumped ship illegally in Australia, and he was a very rough labourer — not at all the image of the saintly humanitarian usually depicted in images of him with his donkey! Teachers may need to read through the documents with students so that they understand the key ideas. They should discuss how different pictures can give different messages, and how to select the one that best illustrates the idea that they want to get across in their Storybook.</p>			
11 (33)	11A-11B (66-67)	<p><b>Nurses at Gallipoli</b></p> <p>In this activity students identify the roles that nurses played and how difficult their jobs were. Nurses did not land at Gallipoli, but were in hospital ships moored offshore, in hospitals on the island of Lemnos, and in Egypt receiving the wounded. Teachers may need to read through these documents with students to help them understand the main concepts.</p>	Activity 5 <i>Who were the nurses in the Gallipoli campaign?</i> (Secondary level)	Add: 17:36-19:50 (Chapter 3) and see relevant images and footage that will help them empathise with the experience of the soldiers and nurses.	<p><a href="http://www.anzacsite.gov.au/5environment/nurses.html">www.anzacsite.gov.au/5environment/nurses.html</a> and</p> <p><a href="http://anzacsite.gov.au/5environment/nursephoto.html">anzacsite.gov.au/5environment/nursephoto.html</a> and</p> <p><a href="http://anzacsite.gov.au/5environment/nurses/third-agh.html">anzacsite.gov.au/5environment/nurses/third-agh.html</a> for photographs and information on the nurses.</p>

# Using the resource—a guide for teachers

Storybook	Worksheet	Theme & Comments	DVD-ROM	DVD-VIDEO SELECTED SCENES	GALLIPOLI AND ANZAC WEBSITE <a href="http://www.anzacsite.gov.au">www.anzacsite.gov.au</a>
12 (34)	12A-12B-12C (68-70)	<p><b>Jim Martin, boy soldier</b></p> <p>In this activity students meet three different people at Gallipoli.</p> <p>The story of Jim Martin is a tragic one — a 14-year-old boy who dies at Gallipoli. It is not a typical story, but is a dramatic one. Teachers may need to read through the documents with students and discuss their meaning. Above all they raise the question — why would a young person be so keen to go to war? Teachers should also note that students may want to discuss why Jim lied about his age, and why the recruiting authorities accepted this 14-year-old into the Army.</p>	Activity 4 <i>The story of Private Jim Martin</i>		
13 (35)	13A-13B-13C (71-73)	<p><b>Characters at Gallipoli</b></p> <p>Students can choose one of these three characters to include in their Storybook. These documents do not provide a lot of information about them, but students will be able to find some more information from the internet links provided.</p>			<a href="http://www.anzacsite.gov.au/5environment/vc/jakka.html">www.anzacsite.gov.au/5environment/vc/jakka.html</a> for information on Albert Jacka.
14A-14B (36-37)	14A-14B-14C-14D (74-77)	<p><b>Daily life at Gallipoli</b></p> <p>This activity is designed to help students understand what daily life was like at Gallipoli for the Anzacs and the other soldiers. Teachers may need to discuss the images and extracts with students, always focusing on the key questions. 'What does this tell us?' and 'What would it have been like for the men there?'. Teachers can choose to what extent they emphasise or minimise the descriptions and images of death and destruction for their own classroom circumstances. After the discussion students choose the six images and comment on them in their Storybook.</p>	Activity 6 <i>The Gallipoli Times</i>	Students can view from 26:16-30:51 (Chapter 6) and 35:30-37:04 (Chapter 7) and see relevant images and footage that will help them empathise with the experience of the soldiers and nurses.	<a href="http://www.anzacsite.gov.au/5environment/hore/hore.html">www.anzacsite.gov.au/5environment/hore/hore.html</a> and <a href="http://www.anzacsite.gov.au/1landing/s_crusading/crusading.html">www.anzacsite.gov.au/1landing/s_crusading/crusading.html</a> for drawings of life on Gallipoli.
15 (38)	15A-15B (78-79)	<p><b>Meeting the Turkish soldiers</b></p> <p>This activity is designed to help students understand that the Turkish 'enemy' were defending the Ottoman Empire. They were real people, and very similar to the Anzacs, the British, the French and the others at Gallipoli. The poem may be difficult for young students, and teachers can decide whether or not to include it.</p> <p>Empathy and explanation of the term "enemy" will be important for teachers to discuss with students so as not to perpetuate any stereotyping.</p>		Students can view from 32:26-35:10 (Chapter 8) and see relevant images and footage that will help them empathise with the experience of the soldiers and nurses.	

Storybook	Worksheet	Theme & Comments	DVD-ROM	DVD-VIDEO SELECTED SCENES	GALLIPOLI AND ANZAC WEBSITE <a href="http://www.anzacsite.gov.au">www.anzacsite.gov.au</a>
16 (39)	16 (80)	<p><b>Withdrawal from Gallipoli</b></p> <p>In this activity students learn that the Allies failed to achieve their objectives at Anzac and at Cape Helles. They withdrew after eight months — a very successful and well-planned withdrawal that resulted in virtually no casualties. This was achieved partly because of the plan used to fool the enemy into believing the Anzacs were still there — including the setting up of self-firing rifles. However, the losses in the campaign were enormous, as the figures show.</p>	Activity 10 <i>Listening to the headstones</i> (Secondary level)	Students can view from 44:00-46:20 (Chapter 9) and 50:10-52:40 (Chapter 11) and see relevant images and footage that will help them empathise with the experience of the soldiers and nurses.	
17-21 (40-47)	N/A	<p><b>That was then. Now we remember</b></p> <p>These final five activities are all self-contained within the Storybook. They do not have Worksheets but can be supplemented by further research. They show some of the different ways Gallipoli is commemorated in Australia and in Turkey. They can be a starting point for developing a class or school service or commemorative ceremony for Anzac Day, with students being able to draw on their own stories developed in the Storybook.</p>	Activity 9 <i>Create a Community memorial board</i> Activity 7 <i>Analyse a museum display</i> (Secondary level)		<p>Commemorations in the past and today <a href="http://www.anzacsite.gov.au/2visiting/">www.anzacsite.gov.au/2visiting/</a> and look at: Anzac Walk Gallipoli Tour Turkish memorials.</p> <p><a href="http://www.dva.gov.au/commems_oawg/Commemorations/Commemorative_Events/Pages/index.aspx">www.dva.gov.au/commems_oawg/Commemorations/Commemorative_Events/Pages/index.aspx</a> For information of Anzac Day traditions and cemeteries.</p>
22 (48)	N/A	<p><b>Reflection</b></p> <p>Students can now reflect on what they have learned about the experiences of the soldiers and nurses at Gallipoli through the activities. This may be in the form of statements, a poem, a drawing, or any other form that students decide will best communicate what they want to say.</p>			

# Using the resource—a guide for teachers

## Background briefing on Gallipoli for teachers

On 25 April 1915 soldiers of the Australian and New Zealand Army Corps ('Anzacs') landed in the Ari Burnu area on the Gallipoli peninsula as part of an Allied invasion designed to help Russia and take the Ottoman Empire (Turkey) out of the war. This landing area soon became known as Anzac Cove.

Britain, France and their allies were engaged in a war against Germany and Austria-Hungary and their allies (including Turkey). The main fighting was on two fronts. On the Western Front (which ran through Belgium and France from the North Sea to Switzerland) the fighting was at a stalemate. On the Eastern Front (in the country to the east of Germany and the Austro-Hungarian Empire) the Russians were in trouble.

They called on Britain and France for help.

The British and French wanted to send supplies to Russia via its Black Sea ports. The Allies, suffering shortages because of German sea blockades, would also then be able to export grain back to their own countries.

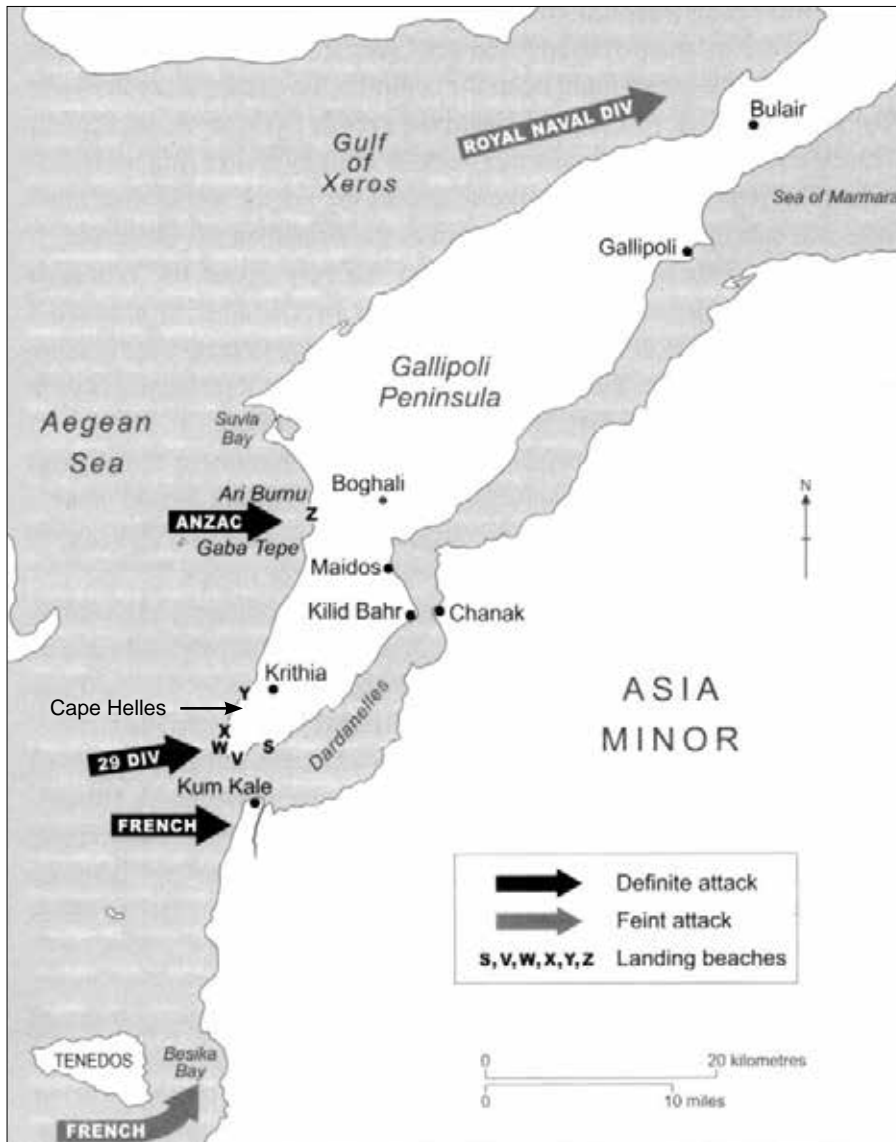
To do this they had to get through the Dardanelles Strait — Turkish territory that was heavily protected. Several attempts by the British and French to force their way through the Strait using warships had failed. An alternative plan was developed — a sea-borne invasion of the Gallipoli peninsula by troops who would quickly move overland and destroy the Turkish forts and mobile artillery batteries. This would open the Strait to an invading Allied fleet which would threaten Constantinople, and Turkey would surrender. Or so it was hoped.

At dawn on 25 April, warships and transport ships carried troops to the Gallipoli peninsula. The soldiers climbed into small boats which were towed to the beaches in two main areas — Anzac troops to what became known as Anzac Cove, and British (and later French) troops to various points on Cape Helles. There were also several diversionary landings that were designed to confuse the Turkish leaders about where the actual invasions were taking place.

## Europe in 1914



## The landings of 25 April 1915



Robin Prior, *Gallipoli: The End of the Myth*, UNSW Press, Sydney, 2009, page 83

The Anzac landing was at a place where there were steep and rugged cliffs. The soldiers fought their way into the area, but Turkish resistance stopped them from reaching their objectives, and the plan to sweep across the peninsula and destroy the Strait's defences ground to a halt.

At various times over the next eight months the Allies tried to press forward, and the Turks tried to push them back into the sea. All of the offensives failed.

The soldiers lived through a harsh, disease-ridden summer, and the beginning of a freezing winter.

The Allied leaders finally conceded defeat and secretly withdrew all their forces from the Anzac area in late December, and from the Cape Helles area in early January.

Gallipoli was a military defeat, but the anniversary of the landing lives on for most Australians as a significant national day worthy of special commemoration.

# Using the resource—a guide for teachers

## An explanation of important terms

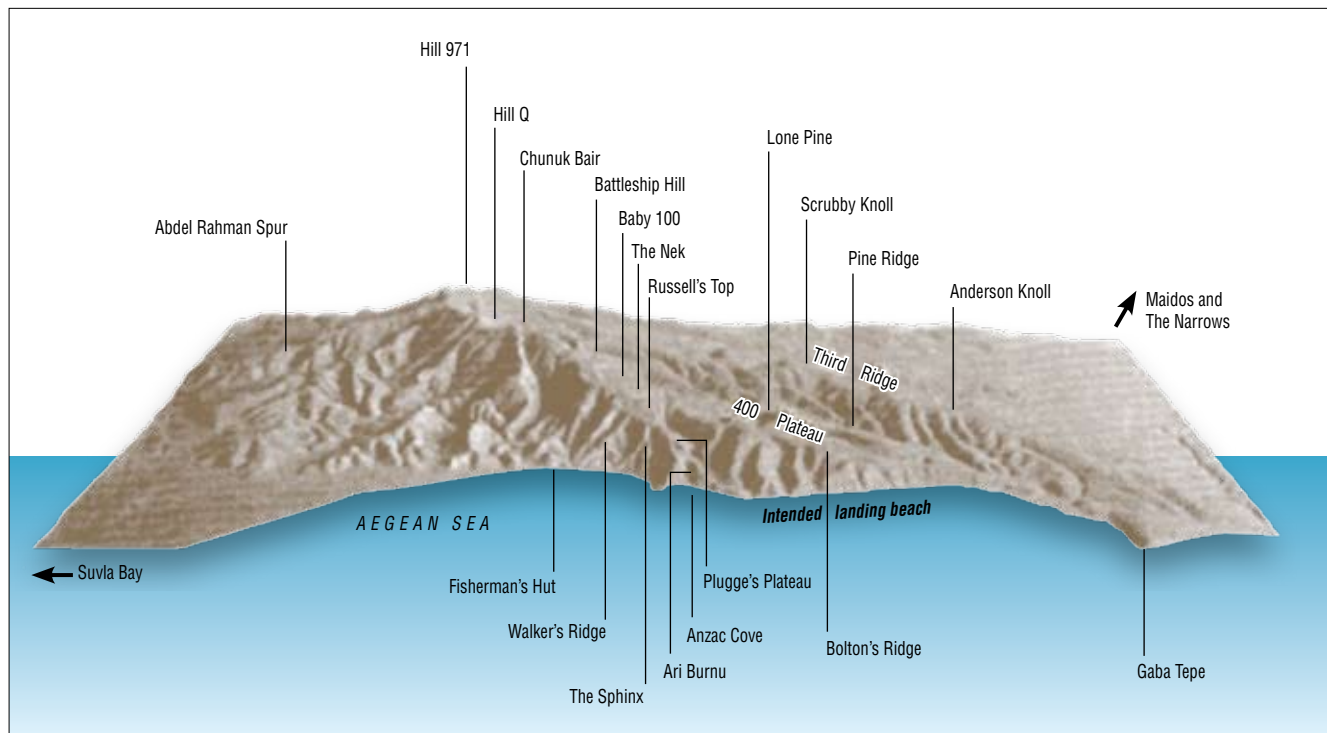
### Anzac

'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.
- 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.

### Anzac terrain



Les Carlyon, *Gallipoli*, Macmillan, Melbourne, 2000, 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'. Generally we have referred in this resource to the country 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

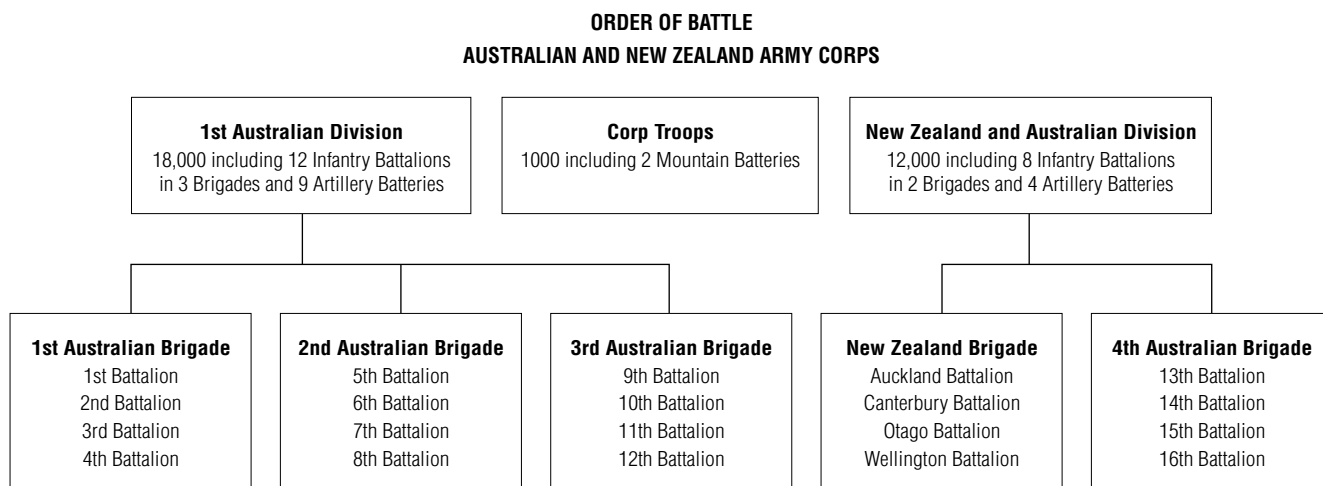
The military organisation of combat forces was:

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, 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



# Using the resource—a guide for teachers

## Recommended resources

### Books

#### Reference

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, Melbourne, 2002

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, *Gallipoli. The New Zealand Story*, Raupo (Penguin), Auckland, 2008

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, Loftus, Australia, 2007

Denis Winter, *25 April 1915*, University of Queensland Press, St Lucia, 1994

#### For younger students

Matt Anderson, *A is for Anzac*, Australian Army/Department of Veterans' Affairs/Australian War Memorial, Canberra, no date

Tom Curran, *Not Only a Hero*, ANZAC Day Commemoration Committee (Qld), Brisbane, 1998

Department of Veterans' Affairs and Australian War Memorial, *M is for Mates Animals in Wartime from Ajaz to Zep*, Commonwealth of Australia, 2009

Mark Greenwood and Frané Lessec, *Simpson and His Donkey*, Walker Books, Sydney, 2008

Catriona Hoy and Benjamin Johnson, *My Grandad Marches in Anzac Day*, Lothian, Sydney, 2005

Robert Lewis and Tim Gurry, *In Search Of the Last Voyage of the AE2*, Ryebuck Media, Melbourne, 2006

Robert Lewis and Tim Gurry, *The One Day of the Year*, Ryebuck Media, Melbourne, 2000

Mary Small, *Simpson and Duffy*, ANZAC Day Commemoration Committee (Qld), Brisbane, 2001

### 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)



# My Storybook of the Anzacs at Gallipoli 1915

**Title** \_\_\_\_\_

**Written by** \_\_\_\_\_

**Grade** \_\_\_\_\_

**School** \_\_\_\_\_

**Date** \_\_\_\_\_





# This story happened a long time ago

Storybook page 1A See Worksheet 1

This is a story about something that happened to some Australian men and women.

It happened in a country a long way from Australia.

It happened a long time ago — before I was born, or my family was born.

Here are some events in my family's history to show you when it happened.

<b>NOW</b> <b>2010s</b>	
<b>2000s</b>	
<b>1990s</b>	
<b>1980s</b>	
<b>1970s</b>	

**1960s**

**1950s**

**1940s**

1945 - the Second World War ended

**1930s**

**1920s**

**1910s**

**1900s**

**THEN**

1901 - Australia became a nation



# Australia was different then

Storybook page 2 See Worksheet 2

This story happened in 1915. Australia was very different then. Here are some of those differences.

	1915	Today
Cities		
Cars		
Public transport		
People's clothes		
Bicycles		

# 3

## In 1914 the world was at war

Storybook page 3A See Worksheets 3A & 3B

In 1914 the world was at war.

This war became known as the First World War.

People of different countries were fighting each other for many reasons.

Here is a map of the countries that were fighting each other, with their names.

Britain and its allies are coloured in \_\_\_\_\_.

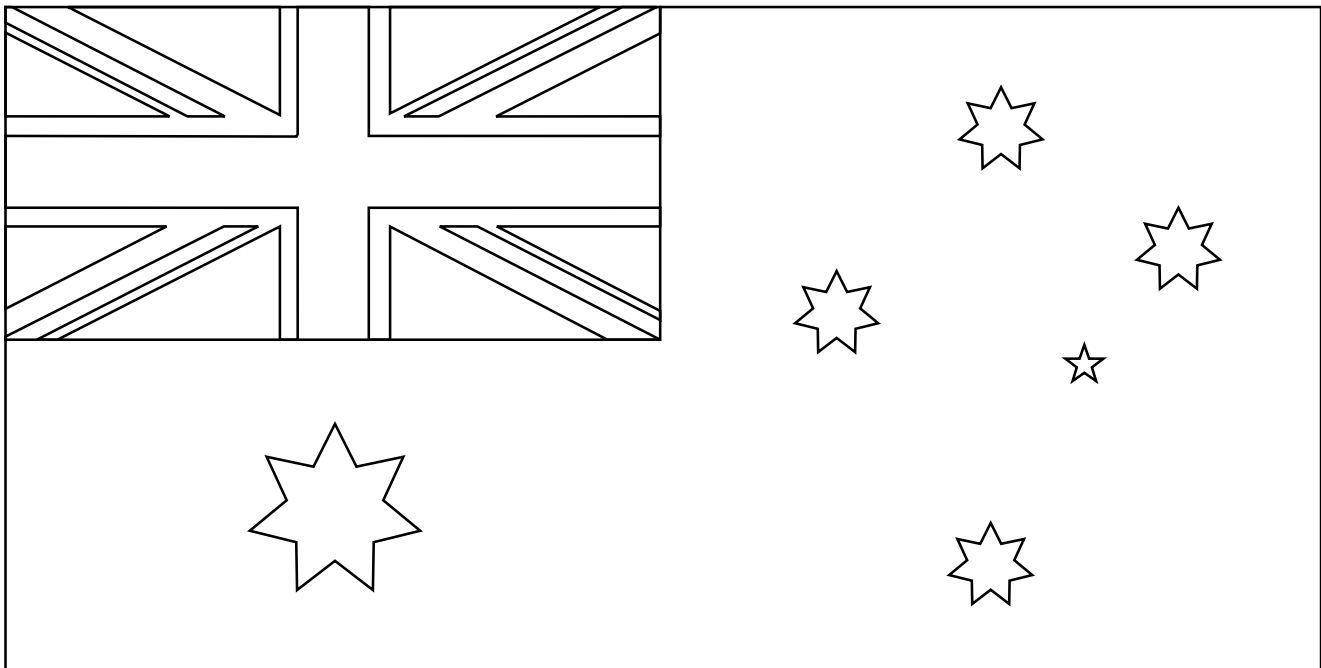
Germany and its allies are coloured in \_\_\_\_\_.



The main countries fighting each other were France, Germany, Russia, Britain and Austria-Hungary. Some countries were friends, or 'allies'. In the first box are the names of Britain's allies. In the second box is a list of Germany's allies:

Britain's friends and allies were	Germany's friends and allies were

Australia was part of the war because it was part of the British Empire. Many people who lived in Australia in 1914 had been born in Britain, and many had parents or grand-parents who had been born there. The Australian flag even had the British flag as part of its design. I have coloured it for you.



# 4 A

## These are the people in my story

Storybook page 4A See Worksheet 4

My story is about two people, a young man and a young woman.

The young man was a soldier.

The young woman was a nurse.

They were both in the Australian Army in 1915.

	Soldier	Nurse
This is what they might have looked like in 1915:		
Their names were:		
Their ages were:		
They lived in:		
Two people I know today who are the same age are:		

People had to fill in forms when they joined the Army. Here are the forms for the soldier and the nurse.

What is your full name?	What is your full name?
In what town were you born?	In what town were you born?
What is your age?	What is your age?
What is your job?	What is your job?
Are you married?	Are you married?
Who is your nearest relative?	Who is your nearest relative?
How old are you?	How old are you?
How tall are you?	How tall are you?
What is your weight?	What is your weight?
What colour are your eyes?	What colour are your eyes?
What colour is your hair?	What colour is your hair?
What is your religion (if any)?	What is your religion (if any)?
Signature	Signature



# 5

## People enlisted in the Australian Army

Storybook page 5 See Worksheet 5

Both \_\_\_\_\_ and \_\_\_\_\_ joined the Army.

Why did they do that? Here is one reason why each of them might have joined:

\_\_\_\_\_ joined because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ joined because \_\_\_\_\_

\_\_\_\_\_

Before they joined they might have seen posters like these asking men to join the Army.



Unknown, William Brooks & Co. Ltd, *There is still a place in line for you*, 1915, 76 x 50.6 cm, AWM ARTV00076



HJ Weston, NSW Recruiting Committee and Win the War League, *Which picture would your father like to show his friends?*, c.1914-1918, Lithograph, 74.4 x 50.2cm, AWM ARTV00147

The government put up these posters because

\_\_\_\_\_

\_\_\_\_\_

# 6

## The soldiers and nurses sailed to Egypt

Storybook page 6 See Worksheets 6A & 6B

Lots of men joined the Australian Army in the First World War. It was called the Australian Imperial Force, or AIF. Many women also joined. They joined the Australian Army Nursing Service or AANS.

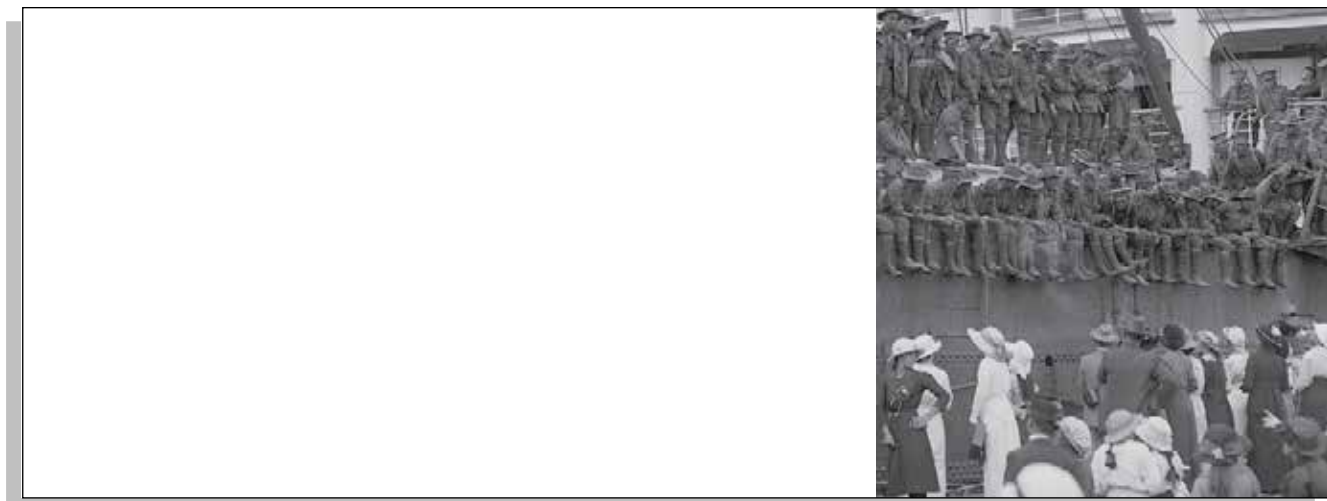
They were sent to other countries to get ready to fight. This was an adventure for many of them. Most of them had not been overseas before.

The map shows how ships got from Australia to Egypt.

### The trip from Australia to Egypt



Here are some things that they saw and did on their voyage.



# Training in Egypt

Storybook page 7 See Worksheets 7A & 7B

The soldiers trained in Egypt, near the famous city of Cairo. The nurses came ready to work in hospitals. They saw some of Egypt's famous sights. Here is a fun postcard to send home to family.

## Dear

- Mum
- Dad
- \_\_\_\_\_

## How are you? I am

- Well
- Hot
- Hungry
- \_\_\_\_\_

## We are here in

- Egypt
- Hell
- \_\_\_\_\_

## We have seen

- Pyramids
- Sphinx
- Each other
- Sand
- \_\_\_\_\_

## Our main activity has been

- Training
- Training
- Training
- \_\_\_\_\_

## On leave in Cairo we

- Spent all our money
- Dodged the traffic
- Rode camels
- \_\_\_\_\_

## I have bought you a souvenir it is a

- Camel
- Cushion cover
- \_\_\_\_\_

## Wish I was

- Not here
- Somewhere else
- \_\_\_\_\_

## Love to you all, your

- Son
- Daughter
- \_\_\_\_\_



A transport ship AWM PB0246



# 8

## To Gallipoli

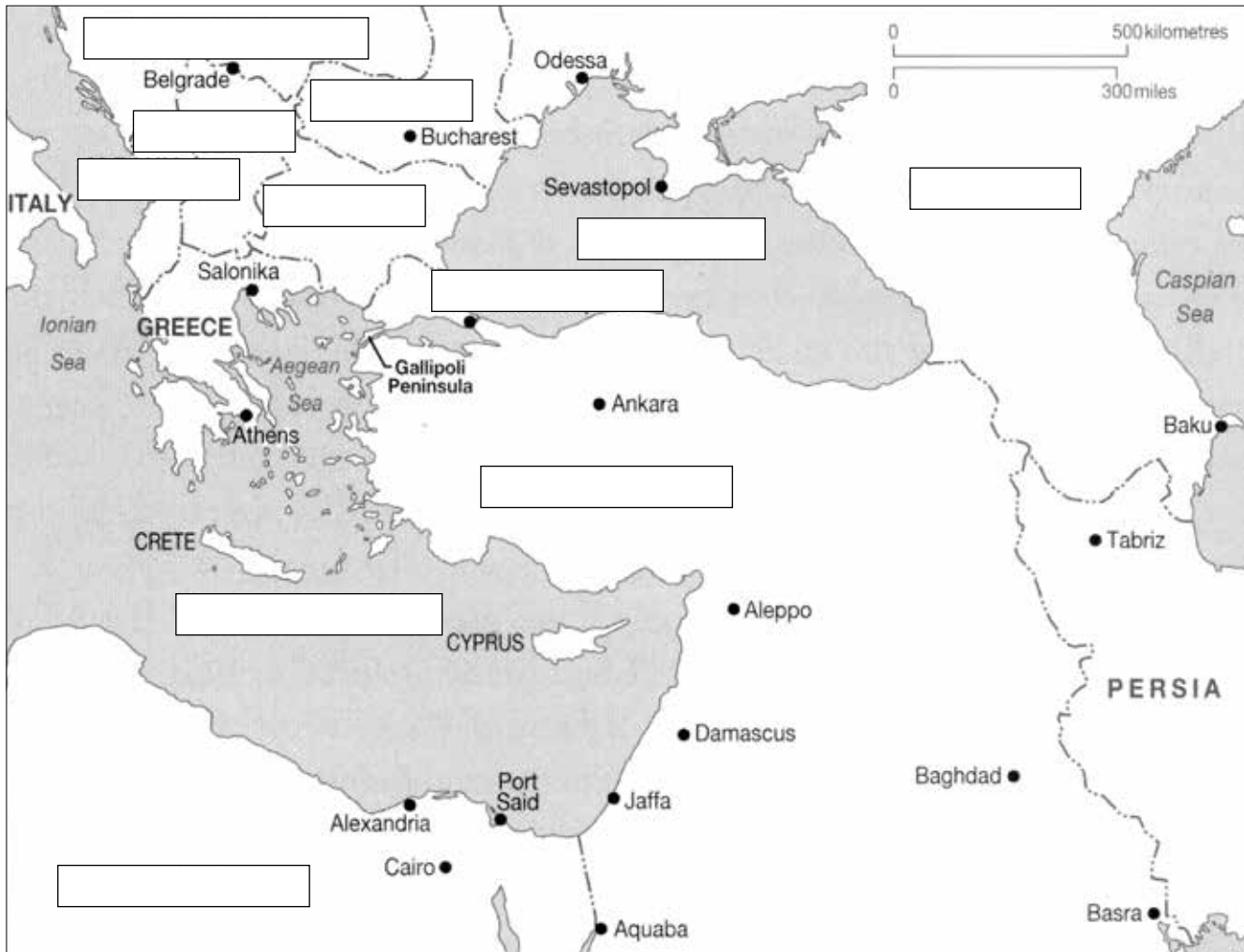
Storybook page 8A See Worksheet 8

Finally the day came when the soldiers were told that they would be going to a place called Gallipoli, in Turkey.

Gallipoli? Where's that?

I have marked on this map where it is.

### The area around Gallipoli









Peter Williams, *The Battle of Anzac Ridge*, Australian Military History Publications, Loftus, 2007, page 15

AWM G01810P

Here is what part of the Gallipoli peninsula looked like.



Here are some pictures of soldiers from other countries who were also at Gallipoli.

<b>Indians and Gurkas from British India</b> 	<b>British</b> 	<b>Turks</b> 
<b>French</b> 	<b>New Zealand</b> 	<b>Australians</b> 

# 9

## The Anzacs landed at Gallipoli on 25 April 1915

Storybook page 9A

On Sunday 25 April 1915, while it was still dark, the Anzacs came ashore on Gallipoli in small boats at a place which later became known as Anzac Cove. Here is what the place they landed at looked like:



G Lambert, *Anzac, the landing 1915* 1920-1922, oil on canvas, 190.5 x 350.5cm, ANIM ART 02873

The Australians and New Zealanders were in the **A**ustralian and **N**ew **Z**ealand **A**rmy **C**orps. They became known as 'Anzacs'. You can see why!

This is another painting of what the landing looked like.



Charles Dixon, *The landing at Anzac, 1915*, Archives New Zealand/Te Rua o te Kawanatanga Wellington Office, Archives reference AAAC 898 NCWA 9388

Here are some things I can see in the paintings:

There were some problems landing at Anzac Cove at Gallipoli:

<p><b>The Turkish soldiers</b></p>	
<p><b>The place where they landed</b></p>	

Here are some words to describe what I think it was like:

<p><b>What happened</b></p>	
<p><b>What they heard</b></p>	
<p><b>What they saw</b></p>	
<p><b>What they smelled</b></p>	
<p><b>What they felt</b></p>	

One of the soldiers on Gallipoli was a man named Private John Simpson Kirkpatrick. He was brave.  
This is what I learned about him:

<b>His name on enlistment</b>	
<b>His real name</b>	
<b>His nationality</b>	
<b>Why he was in Australia</b>	
<b>His job</b>	
<b>How he rescued wounded men</b>	
<b>What sort of man he was</b>	
<b>What happened to him</b>	
<b>Why we remember him</b>	

Here is a photo of him.







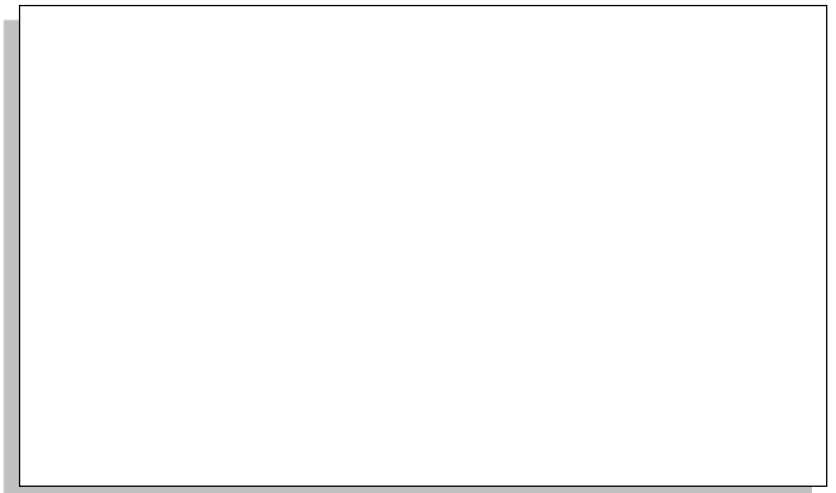
# Nurses on ships and on land

Storybook page 11 See Worksheets 11A & 11B

The nurses did not land on Gallipoli, but they cared for the wounded from the battles at nearby islands, at Egypt, and on hospital ships.

<b>The nurses were located at:</b>	
<b>Some difficulties they faced were:</b>	
<b>Some terrible things they saw were:</b>	
<b>I think they did this job because:</b>	
<b>I think some good qualities of the nurses were:</b>	

Here is a photo of nurses at Lemnos.



# 12

## Meeting some memorable characters

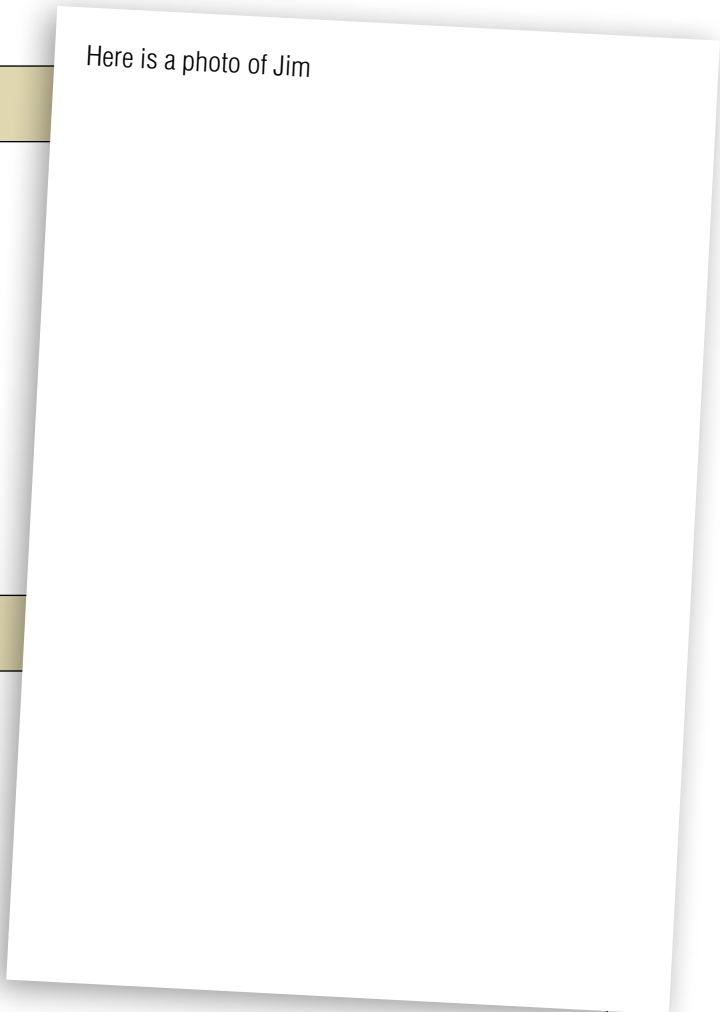
Story book page 12 See Worksheet 12A, 12B & 12C

There were many memorable characters on Gallipoli — including one who was just a boy, one who was a deadly sniper, and one who was awarded a special medal for bravery. There was also a woman who was not at Gallipoli, but who did good work for the troops nearby.

Let me tell you about two of them.

One of the most amazing people at Gallipoli was called Jim Martin. He was only 14 years old! Here is what I found out about him.

<b>Why did he want to join?</b>
<b>Why was he allowed to enlist?</b>
<b>What happened to him?</b>




# 13

## More memorable characters

Storybook page 13 See Worksheets 13A, 13B & 13C

Here is what I learned about another interesting person.

<b>Who was this person?</b>	 <p>Here is a photo of this person</p>
<b>What did this person do?</b>	
<b>This person was interesting because</b>	

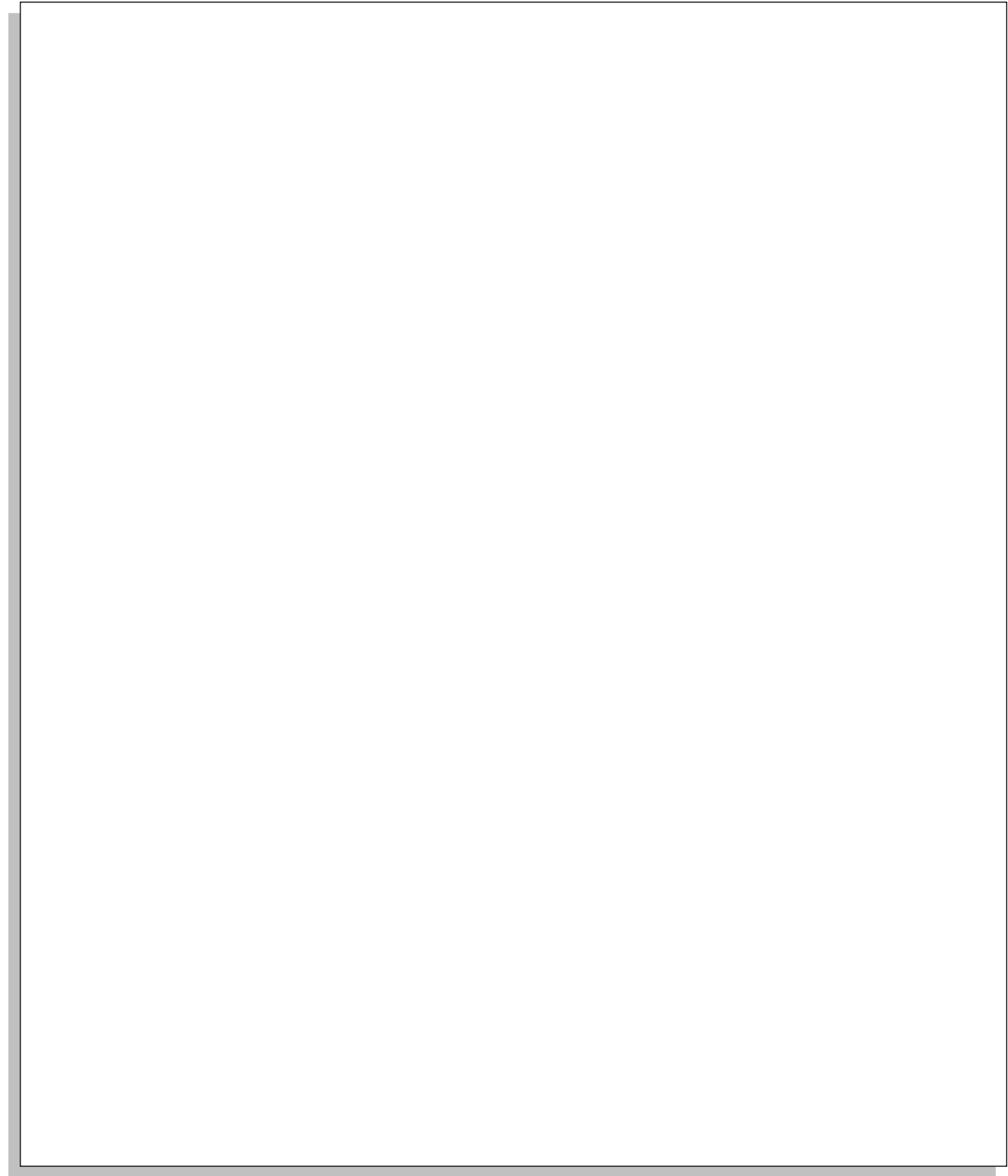
# 14

## What was it like for the Anzacs living on Gallipoli?

Storybook page 14A See Worksheets 14A, 14B, 14C & 14D

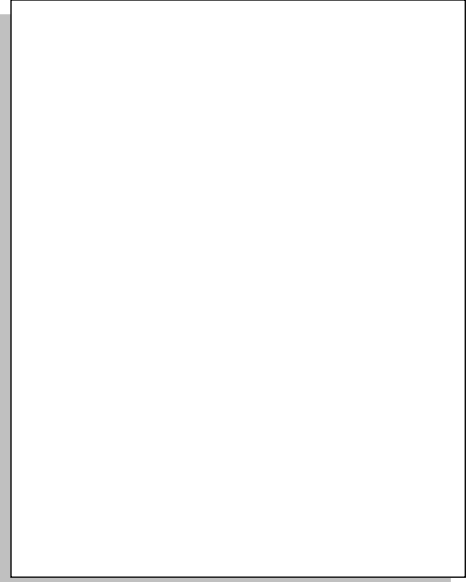
Some of the Anzacs lived on Gallipoli for eight months. It was not very comfortable!

Here are some photographs, drawings and diary entries that tell you about daily life — what soldiers ate, where they lived, what the weather was like, how they got water, what their health was like.





The Anzacs were fighting Turkish soldiers. Here is a photograph of some Turkish soldiers as prisoners, and a drawing of a Turkish soldier made by an Australian soldier.



These tell me: \_\_\_\_\_  
\_\_\_\_\_

Here are some similarities and differences between the Anzacs and the Turkish soldiers.

Similarities	Differences

# 16

## Leaving Gallipoli

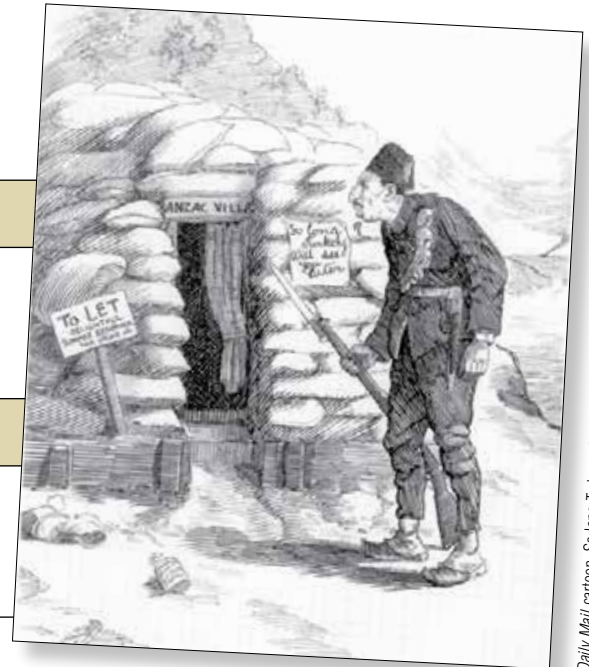
Storybook page 16 See Worksheet 16

Eight months after the landing, in December 1915, the Anzacs and their allies left Gallipoli because they could not defeat the Turkish soldiers.

Here is a cartoon about the Anzacs leaving Gallipoli.

It makes a funny comment.

<b>It shows</b>
<b>It tells us that</b>



Daily Mail cartoon. So long Turkey, will see you later, State Library of NSW

The Anzacs had to leave secretly so that the Turks did not know what was happening. The Anzacs had to pretend they were still there. One way they did that was by setting up rifles that would shoot without anybody being there. Here is a sketch showing how this worked.

This is how it worked:

Between the landing on 25 April and when the Anzacs and other Allies left (December 1915 – January 1916) many men were killed and many were wounded. Lots of soldiers became ill in the terrible conditions. Here are the numbers for each country involved:

Flag	Country	Dead	Wounded
<b>Total</b>			



# Now we remember

Storybook page 17A No Worksheets required

That is my story of the Australian soldiers and nurses at Gallipoli.

Gallipoli was important for Australia. Our soldiers and nurses showed qualities that we know are still important today. Some of these are:

There are lots of ways that we remember Gallipoli.

People who visit Gallipoli can remember what happened there nearly 100 years ago.

- 1 This monument was built by the Turkish leader Mustafa Kemal. He fought against the Anzacs and the Allies and later became the 'father' of the new nation, Turkey, after the war.



"THOSE HEROES THAT SHED THEIR BLOOD  
 AND LOST THEIR LIVES . . .  
 YOU ARE NOW LYING IN THE SOIL OF A FRIENDLY COUNTRY.  
 THEREFORE REST IN PEACE.  
 THERE IS NO DIFFERENCE BETWEEN THE JOHNNIES  
 AND THE MEHMETS TO US WHERE THEY LIE SIDE BY SIDE  
 HERE IN THIS COUNTRY OF OURS . . .  
 YOU, THE MOTHERS  
 WHO SENT THEIR SONS FROM FAR AWAY COUNTRIES  
 WIPE AWAY YOUR TEARS:  
 YOUR SONS ARE NOW LYING IN OUR BOSOM  
 AND ARE IN PEACE.  
 AFTER HAVING LOST THEIR LIVES ON THIS LAND THEY HAVE  
 BECOME OUR SONS AS WELL."  
ATATURK 1934

This helps me to remember: \_\_\_\_\_





Peter Macinnis

**2** Here is a Turkish memorial to Turkish soldiers at Gallipoli.

This helps me to remember:

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Peter Macinnis

**3** There are many cemeteries at Gallipoli.

These help me to remember:

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If you visit the **Australian War Memorial** in Canberra you will see things that help us remember Gallipoli. Here are some of them.

### 1 Diorama of the attack at Lone Pine, Gallipoli



This helps me to remember: \_\_\_\_\_

### 2 Models of soldiers and a nurse at Gallipoli



*These are an Australian and a New Zealand soldier.*



*This is an Australian nurse.*



*This is a Turkish soldier.*

These help me to remember: \_\_\_\_\_

If you visit the **Australian War Memorial** in Canberra you will also see other things that help us remember Gallipoli. Here are some of them.

### 1 The Honour Roll for the First World War



This shows \_\_\_\_\_

It helps me to remember: \_\_\_\_\_

### 2 Gallipoli boat



This is \_\_\_\_\_

It helps me to remember: \_\_\_\_\_



# 20

## That was then. Now we remember

Storybook page 20A

Every year on April 25 we see our community commemorating Anzac Day.

This is a painting of an Anzac Day march in 1988.

These are some of the things that you see at a march.

I have drawn lines to show where these are on the painting.

**Spectators**

**Unit banners**

**Flags**

**Bands**



M Beilby, Bicentennial Anzac Day march, 1988. Oil on canvas, 149cm x 241.7cm. ANMM ART29417

**Young people**

**War veterans  
marching**

Here are some things that you might see on Anzac Day.

I have explained what they mean and why you see them on that day.

<b>Dawn service</b>	
<b>Rosemary</b>	
<b>Last Post</b>	
<b>Words of remembrance – Lest we forget</b>	
<b>Service Medals</b>	
<b>Rising Sun Badge</b>	
<b>Slouch hat</b>	

We also remember when we see a war memorial. Most cities and towns have a war memorial. They were first built soon after the end of the First World War.

They might contain names of the dead, places where the Anzacs fought, some words of commemoration, and sometimes the names of soldiers and nurses from the community who served and survived.

Here is one local town war memorial, and I have written a caption about each part of the memorial.



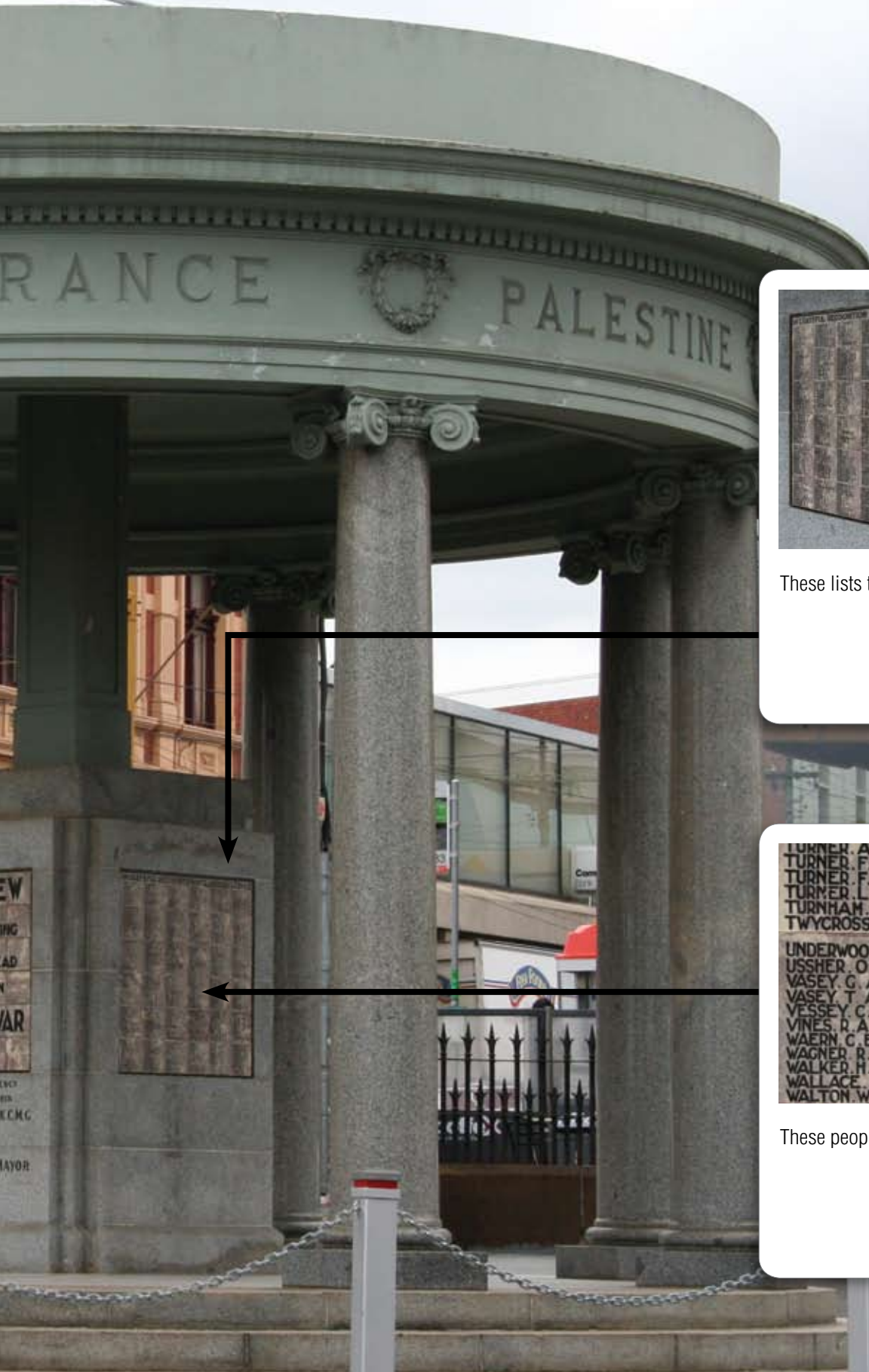
These names tell me



These words tell me







These lists tell me



These people are

You have now read my story about soldiers and nurses at Gallipoli.

I have not told you what happened after the soldiers and nurses left Gallipoli — that is another story!

This is what I have learned:

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LEST WE FORGET





# Worksheets for My Storybook of Gallipoli 1915



AJ Cumming, *Assisting Queensland's patriotic day*, 1915. Lithograph on cardboard, 22.8cm x 29.8cm. AWM ARTV00150

# This story happened a long time ago

Use this page to help you write Storybook pages 1A & 1B

Here are some events that might be important to you and your family and to Australia.

Choose the ones that are important or that you can answer.

Write in the year or years that they happened.

Then cut them out and paste them in pages 1A and 1B of your story book.



In the year	I was born
In the years	my parents or guardians were born
In the years	each of my grandparents were born
In the year	Australia held the Olympics in Sydney
In the year	Australia held the Olympics in Melbourne
In the year	my house was built
In the years	Australia fought in the First World War
In the years	Australia fought in the Second World War
In the year	Australia became a nation at Federation

Decide on some other events that are important to you, such as friends' birthdays, or the dates of special events in your family.

Add these to your timeline in your Storybook on pages 1A and 1B.



*An example of an important family event that you might add to your timeline.*

# Australia was different then

Use this page to help you write Storybook page 2

Here is what some common things looked like in 1914 and 1915.

Cut these out and paste them in your Storybook.

Next, you will need to find your own picture of modern-day examples to put beside these old ones in your Storybook.



John Oxley Library, Brisbane, 23195



Copyright Collection, envelope 7 in Illustrations of Victorian History, r LTA 144 H 35678, Album p 24, La Trobe Collection, State Library of Victoria



John Oxley Library, Brisbane, 23197



Library Board of Western Australia, Battye Library Pictorial Collection, 72B/126



South Australian Archives B16681:16

## Europe in 1914



The map above shows the countries and Empires of Europe in 1914.

The countries in purple were called the Allies. The ones in yellow were countries that the Allies were fighting.

Write the country names on the map in your Storybook, and colour Britain and its allies in one colour, and Germany and its allies in another colour.

You can use the same colours as the map above, or you can use different colours if you want to.

The map on the next page shows other nations, not in Europe, that were allies of Britain. The countries in pink were part of the British Empire — they were countries that Britain had colonised, and they were loyal to Britain.

Use this map to work out some other allies of Britain and some other allies of Germany.

Add these to the table in your Storybook.

Was Australia an ally of Britain or of Germany?



The world in 1914

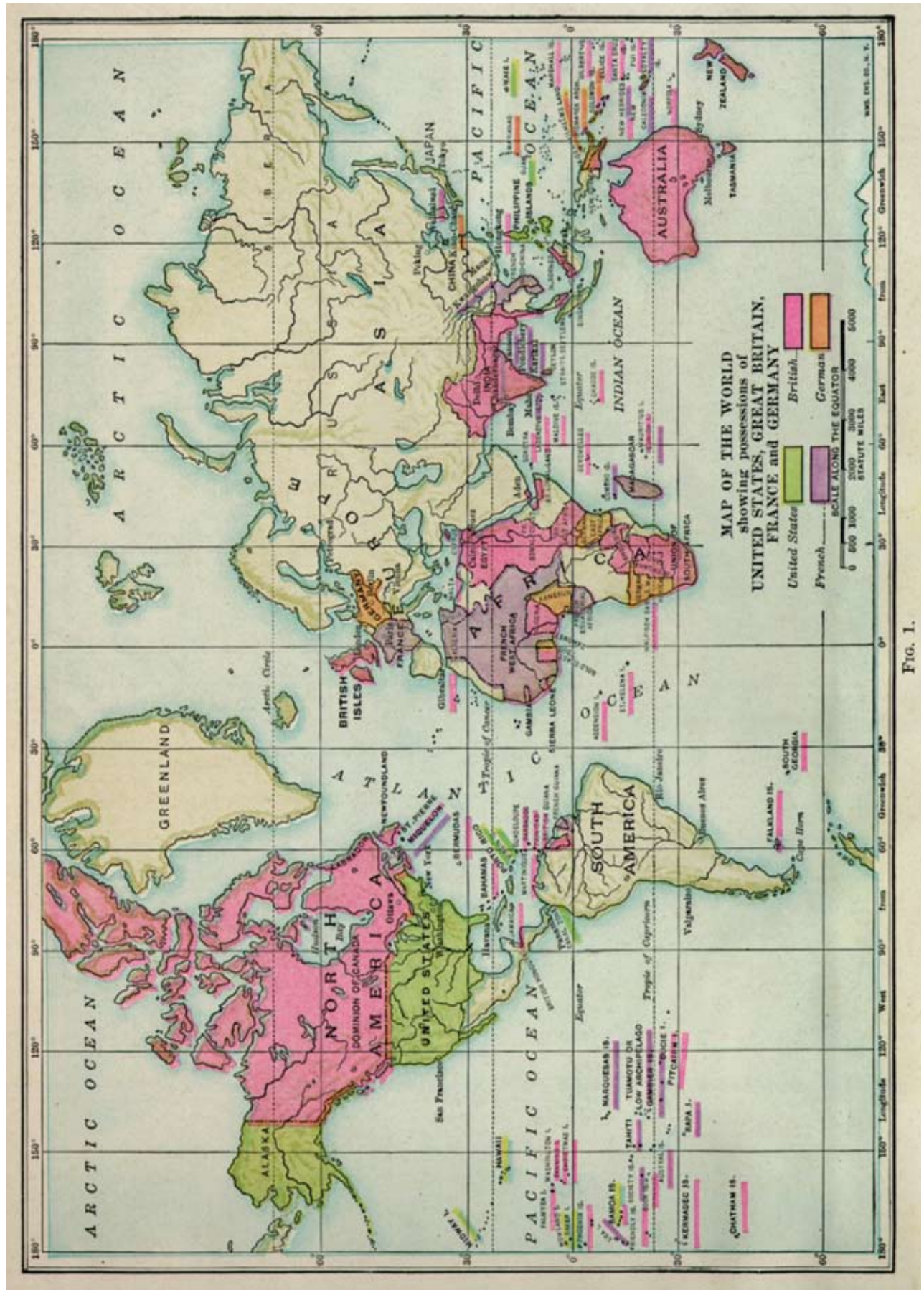


FIG. 1.

# These are the people in my story

Use this page to help you write Storybook page 4

Here are some photographs of nurses and soldiers who went to war in 1914 and 1915.

Choose one nurse and one soldier for your story. Cut out the photographs and paste them in your Storybook. If you want to, you can do your own drawing of a soldier and a nurse instead. Make up some personal details about them and fill in the forms in your Storybook.



AWM H17163



AWM P04258.001



AWM H18820



AWM P07133.003



AWM P05664.001



AWM P07189.001



AWM DA08205



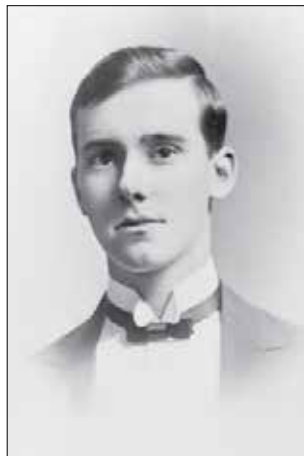
AWM H05619



AWM H05626



AWM H05667



AWM H05679



AWM H06501



# People enlisted in the Australian Army

Use this page to help you write Storybook page 5

Here are some reasons why men and women joined the Australian Army (called the Australian Imperial Force or AIF) in 1914. People believed some things about other countries in 1914 that we do not agree with today — for example, that the other countries were evil.

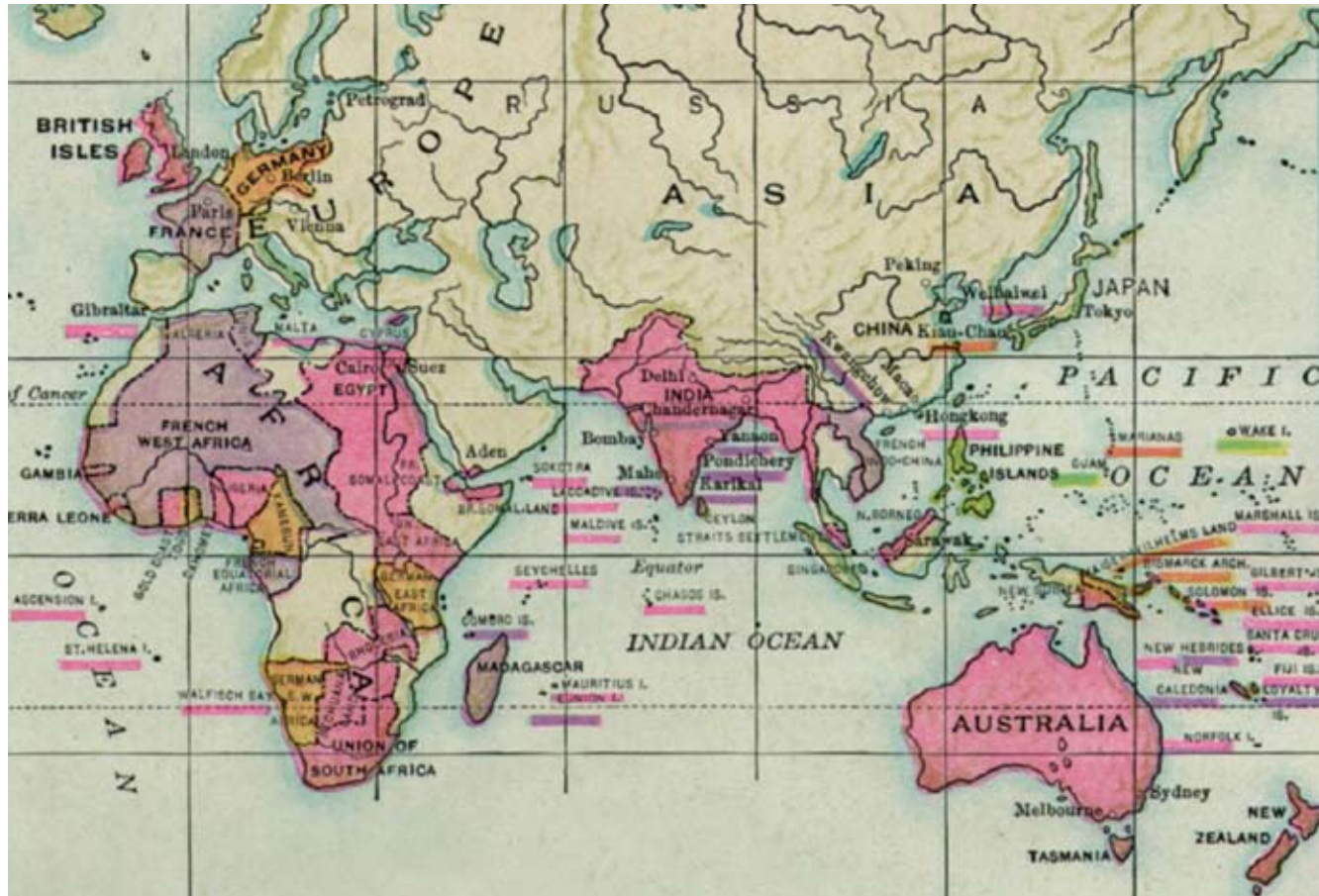
Match the reason to the word. One example has been done to help you.

Why did I join? I joined because ...	The word for this is ...
I wanted to fight for the mother country, Britain. My family had come from there and it was in trouble.	Patriotism for Australia
All my mates were joining and I wanted to be with them.	Duty as citizens
The British Empire (the countries that Britain had once ruled) needed all its members to help against the enemy.	Patriotism for Britain
I wanted to fight for my country, Australia.	Unemployment
The enemy was harming innocent people and had to be stopped.	Mateship
I believed that the enemy was trying to destroy our life and beliefs, and was acting against God's will.	Adventure
I lost my job and this was a good chance to save money for a while.	Morality
I had the skills that were needed to provide medical help to our boys if they were wounded or sick.	Patriotism for the British Empire
I believed that it was our duty as citizens to join when our country needed us.	Religious duty
I thought the enemy was wrong and evil.	Serve others
To get away from the farm and see the world.	Protect others

# The soldiers and nurses sailed to Egypt

Use this page to help you write Storybook page 6

Here is part of a world map from 1915.



www.britishtempire.co.uk/maproom/pinkbits.htm

On the next page there is a diary that a soldier or nurse might have kept as they travelled to Egypt with the Australian Army. The transport ships they sailed in were protected by the Australian Navy and the Japanese Navy.

Use an atlas to find all the bolded place names mentioned in the diary. Find as many as you can on the map above.

Write the name of these places in the correct boxes on the blank map in your Storybook.

Draw a line to connect the places on the map in your Storybook to show the route the troop ships took from Australia to Egypt.



## Diary of the journey to Egypt

- 1 November** Thought I should start a diary to record my adventures with the AIF. We gathered as a convoy in King George Sound, **Albany**, Western Australia. There were 38 troop ships. They had come from Brisbane, Sydney, Melbourne, Hobart, Adelaide, Perth and **Wellington** in New Zealand — bringing men and women from all over Australia and New Zealand. We had four great warships to protect us. This could be the last time some of us see good old Australia. Hope I survive the war.
- 2 November** In the **Indian Ocean**. Heading north-west. Fine day, sea very smooth.
- 3 November** Very fine day. Sea smooth. Saw a lot of flying fish. Did my washing.
- 4 November** Hot day. Sea smooth. Lots of drill today.
- 5 November** Hot. Smooth sea. Boxing contest this afternoon.
- 7 November** Hot. Passed some islands today. First land we have seen since leaving Australia. Lots of drill and fitness training.
- 8 November** Sea rough today. Lots of the boys were sea sick. Horrible!
- 9 November** Heard today that the Australian Navy ship HMAS *Sydney* had sunk a German ship, the *Emden*, near to us. Great news — our Navy is doing well.
- 12 November** Came into **Colombo**. Lots of locals in small boats trying to sell us goods. Some of us threw coins in the water and watched them dive for them. Ship taking on coal and food. Allowed ashore on leave.
- 14 November** Back at sea.
- 19 November** Have entered the **Gulf of Aden**. Soon will be sailing in the **Red Sea**. I remember learning about that at Church. Didn't Moses make the Red Sea part? If he did, it was a pretty good effort because it's pretty big!
- 27 November** Went through the **Suez Canal**. Very narrow, would hate the captain to make a mistake and hit the side.
- 3 December** Arrived at **Alexandria**. We are now in Egypt, land of the Pharaohs and the Sphinx. Never thought a person from young Australia would see one of the oldest places in the world. Am looking forward to seeing Cairo and lots of sightseeing.

Underline some interesting things that the soldiers and nurses saw and did, and write them in your Storybook.

# Training in Egypt

Use this page to help you write Storybook page 7

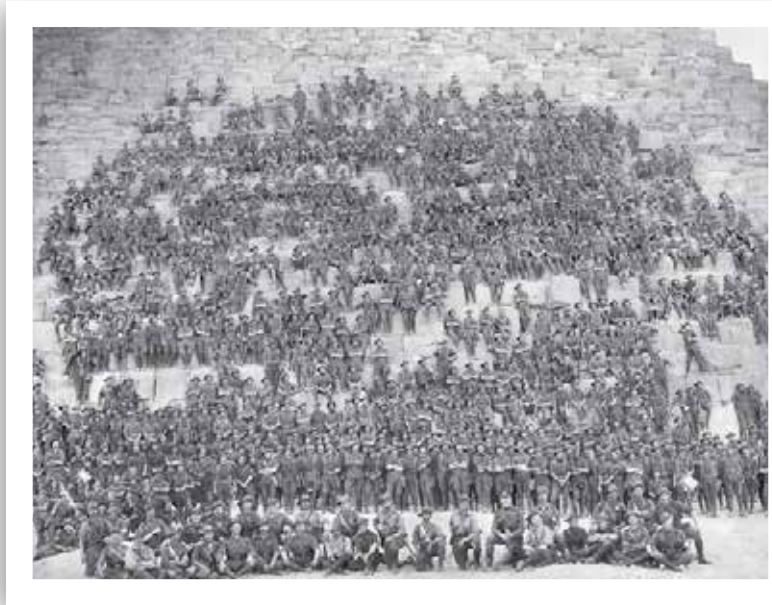
Here are some photos from Egypt.  
Use these to help you write the letter  
in your Storybook.

AWM C02130



▲ After a football match, Pyramids in the background

Australian troops ► touring the pyramids and the Sphinx



▲ Australian soldiers pose on the Great Pyramid

AWM P05717.001



AWM H18951

▼ Australian nurses in camp in Egypt

AWM H02273





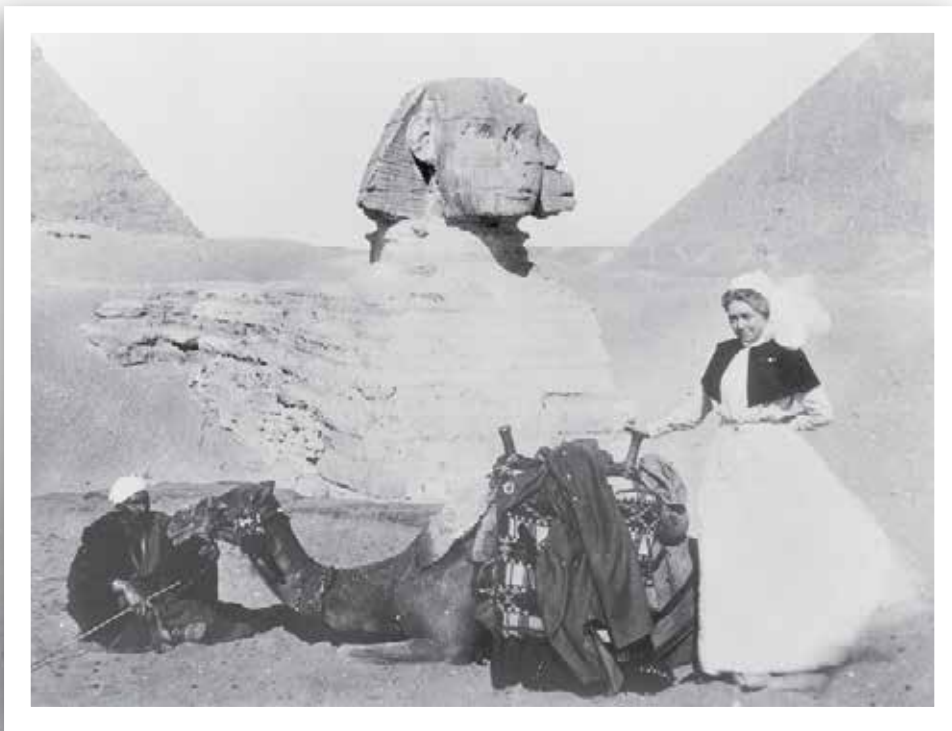
AWM REL/13940

▲ A souvenir of Egypt sent home by a soldier



AWM C01670

▲ A street scene in Cairo



AWM P01840.009

◀ A nurse visiting the pyramids and the Sphinx

▼ Dust during a training march

AWM H02732



Use this page to help you write Story book pages 8A & 8B

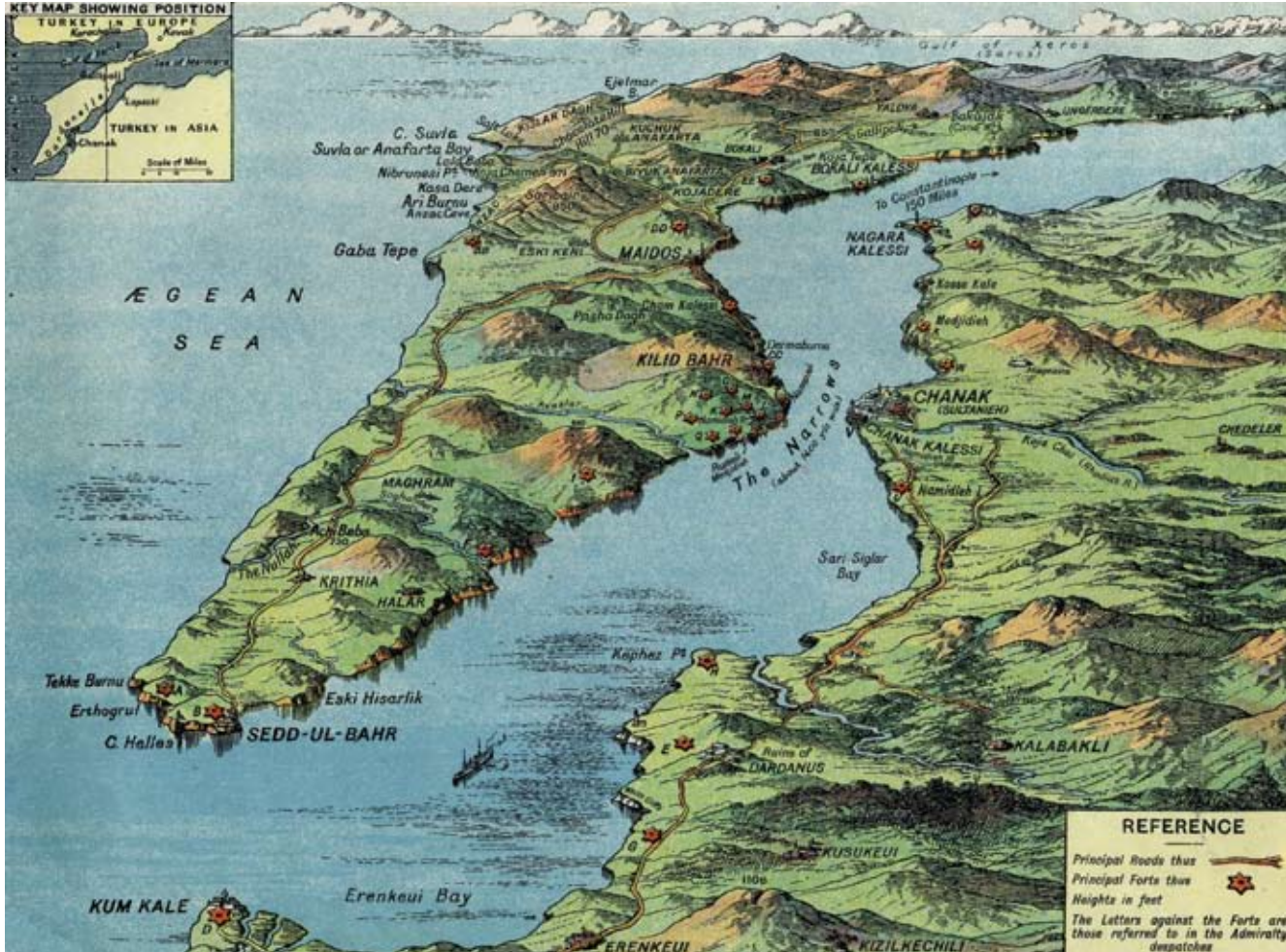
On 24 April 1915 the Anzacs and other troops were moved by ship to the Gallipoli peninsula to fight the Ottoman Empire (Turkey). Here is where the Gallipoli peninsula is, and the countries around it. ►

### The area around Gallipoli



Peter Williams, *The Battle of Anzac Ridge*, Australian Military History Publications, Loftus, 2007, page 15

Here is a drawing of what the Gallipoli peninsula looks like from an aerial view. ▼



Daily Mail map of the Gallipoli peninsula. David Hale/MAPCO © 2006-2010. <http://archivemaps.com/mapco/gallipmai/dailymail01.htm>

## Who was at the landing at Gallipoli?



Turks	Australians	New Zealand
<p>Gallipoli was part of Turkey. The Turkish soldiers did not want other nations to take their land. They fought to keep the other Allies, including the Anzacs, from their country.</p> 	<p>Australian soldiers usually wore the slouch hat, but at Gallipoli many of them wore a British style cap. Nurses wore a grey uniform.</p> 	<p>New Zealand and Australian troops were both part of what was called ANZAC. The New Zealanders had a slightly different style of hat to the Australians.</p> 
British	French	Indians and Gurkas from British India
<p>The British troops came from many areas of England, Ireland, Wales and Scotland.</p> 	<p>The French troops came from France, and from its colony in Africa, Senegal. It also included men from various countries who were in the French Foreign Legion.</p> 	<p>India was a colony of Britain. There were Indian troops who fought, and others whose job it was to look after the mules that were so important in carrying supplies and the wounded at Gallipoli.</p> 

Cut out the pictures of the different soldiers and nurse and paste them into your Storybook.



# The Anzacs landed at Gallipoli on 25 April 1915

Use this page to help you write Storybook page 9B

On 25 April 1915 the Australians and New Zealanders landed at Anzac Cove as part of the invasion. They came in boats while it was dark, with about 40 men in each boat. The Turkish soldiers were waiting for them in the hills above.

Here are what some of the soldiers have told us through their letters and diaries about what happened at the landing and on the first day, and what it was like.

Add these to your story in the Storybook.

### Turkish soldier Private Adil Shahin, aged 16 in 1915

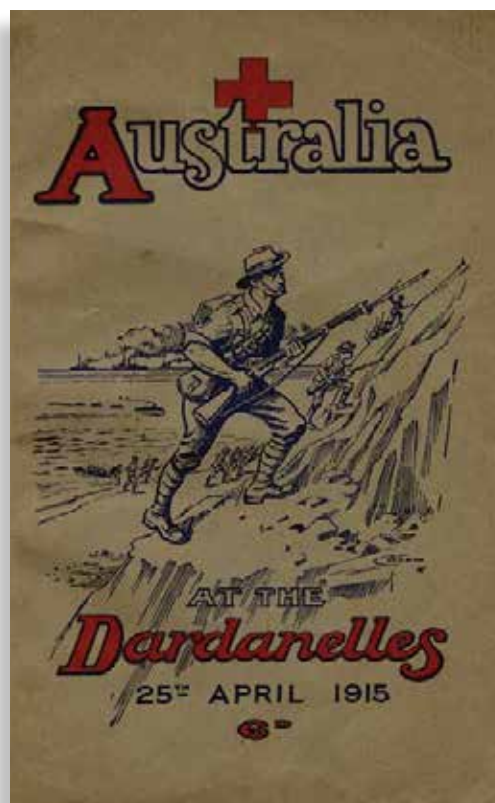
*I was still asleep [guarding the beach on 25 April 1915] ... 'There's something unusual. Get up!' Then the company commander ordered us all to move up into the trenches. There were very few of us ... about seventy, that's all. The sentry pointed down towards the beach and we saw there were lots of [Australian soldiers] pouring out of their boats. We opened fire and they dropped down on the beach with their guns in their hands.*

Harvey Broadbent, *Gallipoli The Fatal Shore*, Penguin Books, Melbourne, 2009, page 55

### Sergeant WE Turnley landed before dawn

*Shall we be seen or not? That's our anxious question ... 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 [them fall] ... [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, *Australian Soldiers in the Great War*, Melbourne University Press, Melbourne, 2010, page 64



Cover of an account of the landing at Gallipoli in 1915

**Private Albert Facey was one of the first to land**

*Suddenly all hell broke loose; heavy shelling and shrapnel [pieces of metal] commenced ... Bullets were thumping into us in the rowing boat. Men were being hit and killed all around me. ... The boat touched the bottom some thirty [metres] from the shore so we had to jump out and wade into the beach. The water in some places was up to my shoulders. The Turks had machine guns sweeping the beach where we landed—there were many dead already when we got there ... The sight of the bodies on the beach was shocking. It worried me for days that I couldn't stop to help the men calling out. ... I would think for days 'I should have helped that poor beggar.'*

Albert Facey, *A Fortunate Life*, Penguin, Melbourne, 2005, pages 321-324.

**Private RL Donkin on being scared**

*I know it is right and proper that a man should go back and fight again but [the fighting has] 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?*

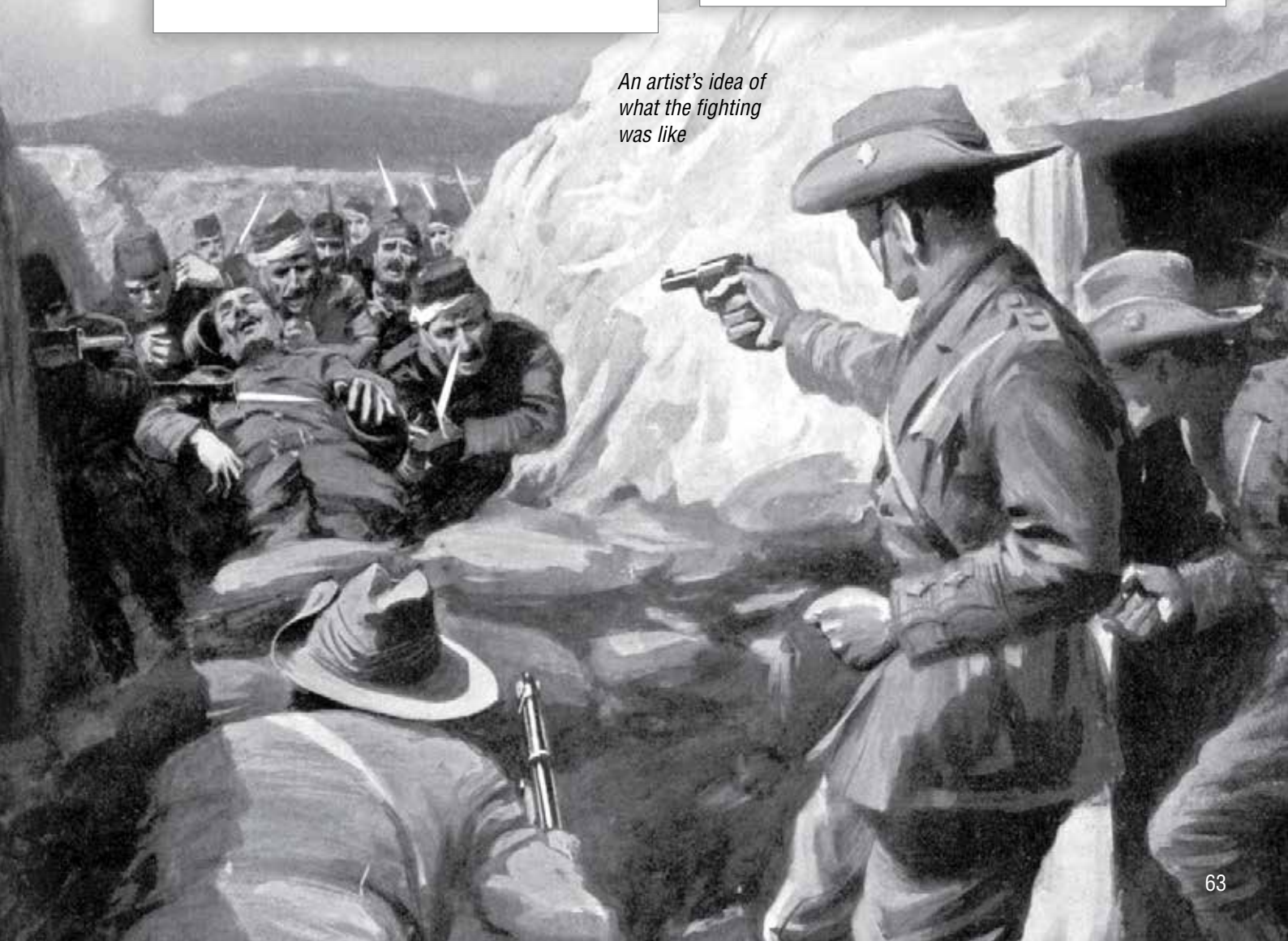
Bill Gammage, *The Broken Years: Australian Soldiers in the Great War*, Melbourne University Press, Melbourne, 2010, page 74

**Corporal John Stubbs on bravery**

*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 ... perhaps the fellow would be bleeding to death. 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

*An artist's idea of what the fighting was like*



Use this page to help you write Storybook pages 10A & 10B

Look at this information about Private John Simpson Kirkpatrick. Then write about him in your Storybook. Choose a photograph of him to include in your story.

**Private John Simpson Kirkpatrick (1892–1915),  
Soldier, ‘the man with the donkey’.**

*John Simpson Kirkpatrick was born in England in 1892. He left school early and got a job delivering milk. He also used to lead donkeys for children to ride at the beach. At aged 17 he joined the merchant navy. In 1910 he deserted the Navy at Newcastle, New South Wales. He became a swagman, cut sugar cane in Queensland and worked in coal mines. In 1911 he worked the goldfields in Western Australia and for the next three years worked on ships around Australia. He always wrote to his mother and sister and sent them a generous part of his wages.*

*On August 25, 1914 he joined the Australian Imperial Force (AIF) under the name of John Simpson. He was aged 22 years, was 1.76 metres tall, weighed 76 kilograms, had fair skin, with blue eyes and brown hair.*

*He was put in the Medical Corps and on 1 November he was aboard one of the transport ships that left Albany for Egypt. He landed on Gallipoli on April 25.*



*Simpson before he joined  
the Australian Army*



AWM A03116

*Simpson (right) during training before going  
to Gallipoli*



AWM A03114

*Simpson bringing a wounded man back to safety*



AWM J06392

*Simpson poses with a wounded soldier*

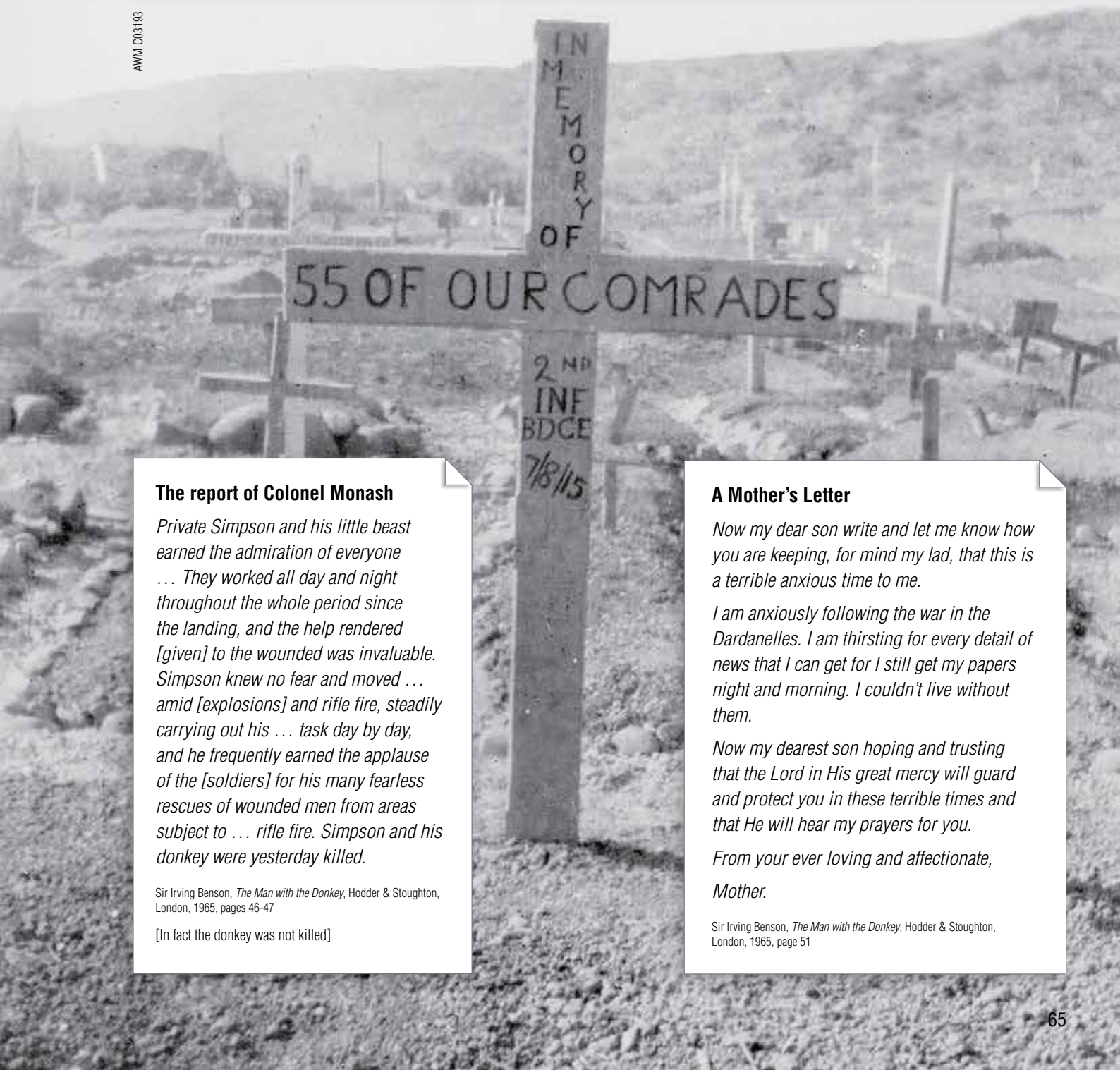


### The Man with the Donkey

*The battle was fierce and many of us were soon out of the action and placed out of the line of fire for evacuation as soon as possible. After a terrible night daylight eventually arrived and soon after came Simpson. Some of our cases were pitiful, but this cheerful digger had a word and smile for all. He came to me and asked what was wrong and when I told him I'd been shot through the right leg just above the knee, he asked me could I walk. I told him... it had got cold and stiff and I doubted my ability to do so. He rebandaged my leg and said, "That was a nasty spot we have just passed. [The Turkish] snipers are wonderful shots. It doesn't do to loiter in such spots." He brought me safely to the beach clearing station and I thanked him he smiled and said "Glad to help you".*

PG Menhennett, in Sir Irving Benson, *The Man with the Donkey*, Hodder & Stoughton, London, 1965, page 42

AWM C03193



### The report of Colonel Monash

*Private Simpson and his little beast earned the admiration of everyone ... They worked all day and night throughout the whole period since the landing, and the help rendered [given] to the wounded was invaluable. Simpson knew no fear and moved ... amid [explosions] and rifle fire, steadily carrying out his ... task day by day, and he frequently earned the applause of the [soldiers] for his many fearless rescues of wounded men from areas subject to ... rifle fire. Simpson and his donkey were yesterday killed.*

Sir Irving Benson, *The Man with the Donkey*, Hodder & Stoughton, London, 1965, pages 46-47

[In fact the donkey was not killed]

### A Mother's Letter

*Now my dear son write and let me know how you are keeping, for mind my lad, that this is a terrible anxious time to me.*

*I am anxiously following the war in the Dardanelles. I am thirsting for every detail of news that I can get for I still get my papers night and morning. I couldn't live without them.*

*Now my dearest son hoping and trusting that the Lord in His great mercy will guard and protect you in these terrible times and that He will hear my prayers for you.*

*From your ever loving and affectionate,  
Mother.*

Sir Irving Benson, *The Man with the Donkey*, Hodder & Stoughton, London, 1965, page 51

# Nurses on ships and on land

Use this page to help you write Storybook page 11

Nurses did not land at Gallipoli. Some were in hospital ships offshore from the fighting. Most were in hospitals in the nearby island of Lemnos, where many of the wounded from Gallipoli were taken for treatment.

Here is some information about the conditions in which the nurses worked, and their feelings about their job. Use this information to continue your story about Gallipoli and the Anzacs in your Storybook.

## The skill of nurses

*At Lemnos the physical discomforts were great; the heat was intense. Bell tents they had, mattresses and bedding and 'hard' army ration, but little else. Facilities for personal cleanliness were primitive ... (there was), almost total absence of nursing equipment, linen, and means of cooking and scanty supply of medical comforts ... However the training in the nursing enabled these women to adapt themselves ... cleanliness, care of skin, attention to the calls of nature, feeding and dressing of wounds and ward discipline ... all that makes effective ministrations (help) possible.*

A. G. Butler, *Official History of the Australian Army Medical Service in the War of 1914 - 1918*, Volume 1, Australian War Memorial, 1938.

## Difficult conditions

### October 21, 1915

*How interested you would all be in our hospital could you only pay us a visit.*

*We have beds for 1,040 patients, but as we have more patients than beds, some are still on mattresses on the ground...*

*We are roughing it rather, but are happy to know that we are doing what we came to do, and as long as we can serve the boys and make them comfortable and contented we do not mind...*

*Such a number of our Sisters has been sick. We nearly lost one, but she has recovered now...*

### December 6, 1915

*On night duty*

*I haven't written for some days. The truth is I felt too downhearted and miserable, the foundation of it being the weather... We all suffered terribly with the cold, and with our warm clothing we couldn't get warm day or night. Personally I shivered for three nights without sleep. I have chilblains and my two small toes are frostbitten – agony.*

*During those fearful days our thoughts were constantly with the boys [at Gallipoli]... they endured agonies. Sentries were found dead at their posts, frozen, and still clutching their rifles ... some we have in hospital are losing both feet, some both hands. It's all too sad for words, hopelessly sad.*

Anne Donnell, *Letter of an Australian Army Sister*, Sydney, 1920.

## The nurses do a hard job

*Since coming to Egypt, many men I knew have [died] on Gallipoli. I felt sick at heart to think of them. One sister received news that her brother had been killed. She bravely buried the sorrow and carried on smiling among the sick.*

*My next case was a mental boy from Gallipoli suffering from [sickness]. The following day two more mental cases were added to my care ... One poor boy regained his reason but lost his voice. This was [because of] shock. He told me in the faintest whisper that he saw his two brothers*

*killed in one day on the Peninsula. He went mad and wanted to rush the Turks' trenches.*

*Sleep was impossible at night for the patients' ravings filled my brain. On the fourth day I disgraced myself by fainting when I came off duty. Two days later I contracted [severe illness] ... my temperature rose to [39.8° C] and I could hardly struggle through the days. After eight days of strenuous duty for 13 hours I was relieved for three hours each day.*

May Tilton, *The Grey Battalion*, Angus and Robertson, Sydney, 1933.



AWM C02679

*Loading the wounded on barges*



*Nurses at Lemnos*

AWM P01480.005

## Jim Martin

Private James Charles (Jim) Martin 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.

He left school to work as a farmhand.

He 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.

He left for Egypt on the troopship HMAT *Berrima* in June.

In late August, he was sent to Gallipoli on the steamer HMT *Southland*.

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.

He wrote to his family that the “Turks are still about 70 [metres] away from us” and asked them not to worry about him as “I am doing splendid over here”.

On 25 October he was sent to the hospital ship *Glenart Castle* suffering from disease caught in the trenches. He died of heart failure that evening. He was buried at sea. His name is recorded on the Australian memorial at Lone Pine.

Over twenty other Australians under the age of 18 died in the First World War.



AWM P00069.001





Group portrait of 1553 Private (Pte) James (Jim) Martin, of Hawthorn, Vic, with his five sisters. Identified, left to right: Annie, Alice, Millie, James, Ester and Mary. AWM P05051.001

Two letters which Jim Martin wrote home from Gallipoli are in the Australian War Memorial's archives.

**A Gallipoli, 4 October 1915**

*The Turks are still about 70 [metres] away from us. We have not had many casualties yet there has only been one poor fellow of our old company been shot and killed ... It is very disheartening to see all the others getting letters from home and me not getting one ... It is very quiet where we are so we are not seeing much of the fun.*

Australian War Memorial

**B Gallipoli, Sat 9th Oct 1915**

*We are expecting rain which will not be welcomed by us. This place will be a mud hole when it rains. One Turk ... got shot by the sentry. We dragged him into our trench ... he died in the morning and you ought to see the state he was in. He had part of an old pair of trousers and an old coat. We are not doing bad for food we got that little parcel from Lady Ferguson. That was 2 fancy biscuits, one half stick of chocolate and 2 sardines.*

Australian War Memorial

**Interview with Jim Martin's sister**

*Jim was the only boy in a family of five children. When war broke out, Jim's father was not a young or a fit man. Jim said to him: 'Well dad, one of the men in this family has to do the right thing and enlist'. My parents did not want Jim to join. But he said that if they refused him permission, he would run away from home and join somewhere else in Australia.*

Ryebuck Media interview, 1984

**Letter from a nurse to Jim Martin's mother**

26.10.15

H.M. Hospital Ship

Union Castle Line

S.S. 'Glenart Castle'

Dear Mrs Martin,

*Before this reaches you, you will already heard of your very sad loss in the death of your son. I thought you might like a few lines from me as I was with him for the very short time he was in the hospital boat. He was brought on board from the shore yesterday at 5 pm in a very collapsed state. We got him to bed comfortably and did everything possible for him, he said he was feeling much more comfortable and thanked me so nicely for what had been done for him.*

*He then settled down to get a sleep but died quite suddenly and quietly of heart failure at 6.40 pm. That was yesterday evening 25th October. He will be buried at sea. I found the enclosed amongst his papers. The remainder of his little treasures that were in his pockets I have done up in a little parcel which will be sent through the regimental office, with everything else of his there may have been, that did not come with him.*

*I know what a terrible grief it is to you to lose him, but you must feel very proud of him for so nobly coming forward to fight for his country.*

*Yours in all deep sympathy*

*(Mrs) Sr. H.L. Reddoch, Matron.*

Australian War Memorial

# More memorable characters

Use this page to help you write Storybook page 13

Worksheet

# 13A

Choose one character from the three Worksheets (13A-13C) to write about in your Storybook.

## Private Billy Sing

355A Private William Edward (Billy) Sing of Clermont, Queensland, enlisted on 26 October 1914.

He survived the war and returned to Australia on 21 July 1918.

While serving with the 5th Light Horse Regiment on Gallipoli in 1915, Trooper Sing was an accurate sniper.

He was believed to have shot over 150 Turkish soldiers at Gallipoli between the months of May 1915 and September 1915.

He was awarded the Distinguished Conduct Medal (DCM) for "conspicuous gallantry from May to Sept 1915 at Anzac as a sniper. His courage and skill were most marked and he was responsible for a very large number of casualties among the enemy, no risk being too great for him to take."



AWM P03633.006

A sniper team at Gallipoli, using a periscope to spot the enemy. AWM A06767

Description of William Edward Sing on Enlistment.

Age	28 years six months	DISTINCTIVE MARKS.	None
Height	5 foot 5 inches		
Weight	141 lbs.		
Chest Measurement	26½ inches		
Complexion	Dark		
Eyes	Brown		
Hair	Black		
Religious Denomination	Church of England		

National Australian Archives B2455 Item 4375195 William Sing





## Albert Jacka

**Date of birth:** 10 January 1893

**Place of birth:** Layard, VIC

**Date of death:** 17 January 1932

**Place of death:** Caulfield, VIC.



AWM A02866A

Albert Jacka completed primary schooling before working as a labourer, first with his father and then with the Victorian State Forests Department.

He enlisted in the Australian Imperial Force on 18 September 1914 as a private in the 14th Battalion. After training in Egypt Jacka's battalion landed at Gallipoli on 26 April 1915.

On 19 May the Turks attacked the Anzacs. Some Turks captured a small section of trench at Courtney's Post. Early attempts to drive them out failed, until Jacka leapt in, killing most of the occupants. For this he was awarded Australia's first Victoria Cross of the First World War.

Jacka quickly became famous — he was used on recruiting posters and newspapers wrote about him.

He survived the war and returned to Australia.



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



## Verania McPhillamy

Verania MacPhillamy was born in 1889.

She was usually called 'Rania'.

She was the daughter of a wealthy squatter from Forbes, NSW.

In 1915 she went to Egypt as a civilian volunteer to help nurse the wounded from Gallipoli.

After the death of her sweetheart, Ronnie MacDonald of the 1st Light Horse Regiment, Rania stayed on in Egypt and worked with an older Australian, Mrs Alice Chisholm. Together they set up a canteen for the Light Horsemen at Port Said in Egypt.



www.awm.gov.au/blog/2006/10/06/an-australian-woman-in-the-desert-campaign/



www.awm.gov.au/blog/2006/10/06/an-australian-woman-in-the-desert-campaign/

In early 1917 she took over the running of another canteen at Kantara, a busy railway junction on the Suez Canal. Known as the 'Empire Soldiers Club', this became one of the best-known and best-loved places in Egypt. Thousands of soldiers were able to enjoy low-cost meals and friendly hospitality on their journeys to and from the front line. The club was open 24 hours a day and operated without a break from early 1917 until after 1918.

*Rania with an Arab leader, Nasib al Akri.*

# What was it like for the Anzacs living on Gallipoli?

Use this page to help you write Storybook page 14A & 14B

What was daily life like for the Anzacs at Gallipoli — things like food, keeping clean, clothing and living conditions?

Here is some information. Write a short sentence about the main thing you learnt about life on Gallipoli from each document. You can write these words in the box beside or under the document. One example has been done to help you. Once you have completed the Worksheets, choose some to cut out and paste in your Storybook.

## 1 Trooper IL Idriess

*[As soon as] 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, then spread the biscuit, then 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 ...*

Bill Gammage, *The Broken Years: Australian Soldiers in the Great War*, Melbourne University Press, Melbourne, 2010, page 88

Flies were terrible

## 2 Private Tom 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, *Gallipoli. The Fatal Shore*, Macmillan, Sydney, 2009 page 198



## 3 Guard duty, winter



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

## 4 Cooking a meal in a trench



AWM A00718

**5 Captain F Coen**

*I have not had a wash now for 4 weeks, not had my clothes off. I accomplish my toilet with the corner of a towel steeped in a [small] tobacco tin. Water for washing purposes is out of the question.*

Bill Gammage, *The Broken Years: Australian Soldiers in the Great War*, Melbourne University Press, Melbourne, 2010, page 88

**7 Colonel AG Butler, Official Medical Historian**

*Men who were just skin and bone; hands, arms and legs covered with [infected] sores; ill with [severe stomach pains]; had to work in the trenches on [cans of] 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*



**6 Getting ready to go and collect water**



AWMM AQ1818

**8 Trooper IL Idriess**

*... This is the most ... uncomfortable line of trenches we have ever been in ... We are ... "resting", about fifty [metres] 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 a [45 cm 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. My mates look like shadow men crouching expectantly in hell. Bombs are crashing outside, and – the night has come! ... 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

## 9 Where soldiers lived — Dugouts on a hill



AWM H00474A

## 10 Winter conditions on Gallipoli



AWM C5238





**11 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.*

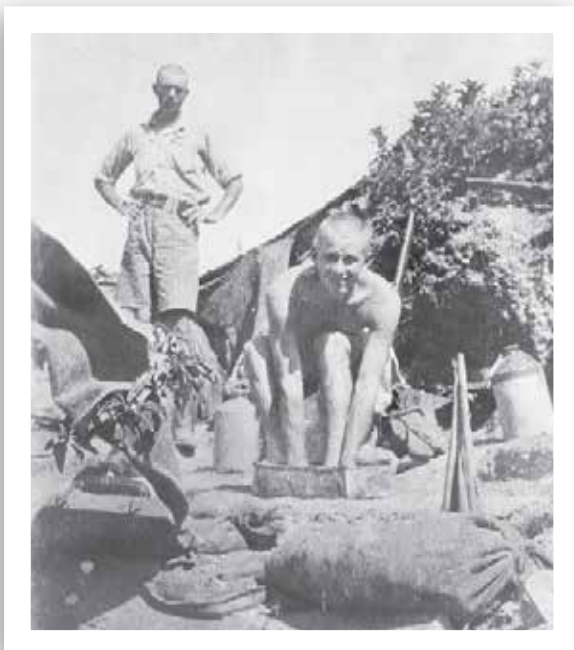
Bill Gammage, *The Broken Years: Australian Soldiers in the Great War*, Melbourne University Press, Melbourne, 2010, page 88

**12 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, *The Broken Years: Australian Soldiers in the Great War*, Melbourne University Press, Melbourne, 2010, page 88

**13 Washing**



**14 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, *The Broken Years: Australian Soldiers in the Great War*, Melbourne University Press, Melbourne, 2010, page 88

**15 A cartoon about the soldiers' food**



Otho Hewett in *The Anzac Book*, Cassell and Company, Ltd, London, 1916

# Meeting the Turkish soldiers

Use this page to help you write Storybook page 15

Here is some information about the Turkish soldiers on Gallipoli, whom the Anzacs were fighting.



AWM J02442

*Turkish prisoners*

How are their uniforms different to the Anzacs?

How do they seem similar to the Australians and New Zealanders?

How do they seem different from them?

Here is a drawing of a Turkish soldier made by an Anzac, and a drawing of an Anzac made by another Anzac. How is the drawing of the Turkish soldier different from the way the Anzac is presented?



Ted Colles in *The Anzac Book*, Cassell and Company, Ltd., London, 1916



David Barker in *The Anzac Book*, Cassell and Company, Ltd., London, 1916

How have the cartoonists exaggerated the way Turkish and Australian soldiers looked?

Why do you think cartoonists draw people in an exaggerated or comical way?

A Turk, Nazim Hikmet, wrote a poem about a Turkish soldier at Gallipoli. Part of the poem is shown below.

Write what the underlined words tell you about the Turkish soldiers at Gallipoli.

One example has been done to help you.

This tells me that



I was wounded in eight places on  
The night of [19] May  
 We were fighting the [Australians]  
 Their trenches so close  
 Their grenades reaching our trenches  
 And ours theirs.  
We rose to attack  
I was hit before taking three steps.  
 After a while I lifted my head and  
 Looked up: stars in the sky.  
 Our unit has moved back. Trenches of  
 [Australians] firing continuously.  
 Bullets passing over my head.  
 I started to crawl back ...  
 The fallen martyrs\* touch me,  
 Actually I am touching them ...  
 Some with blood in their mouths,  
 Some face down, some on their knees.  
 Some with guns in their hands ...  
I prayed to Allah\*  
'If you are going to kill me  
It should be with a gun in my hand. Facing the  
Infidel\* ...'

Kevin Fewster, Vecihi Basarin, Hatice Hurmuz Basarin, *A Turkish View of Gallipoli: Canakkale*, Hodja, Richmond, 1985, page 127

\* A martyr dies for his or her beliefs

\* The Muslim word for the one and only God

\* An infidel is a Muslim term for one who does not believe in Allah

Turkish soldiers were wounded during the fighting

What qualities did this Turkish soldier show?

In December 1915 the Anzacs left Gallipoli. The leaders decided that they could not defeat the Turkish soldiers.

It was a very difficult job to get all the soldiers off the land in secret. There were very few soldiers wounded while they were leaving.

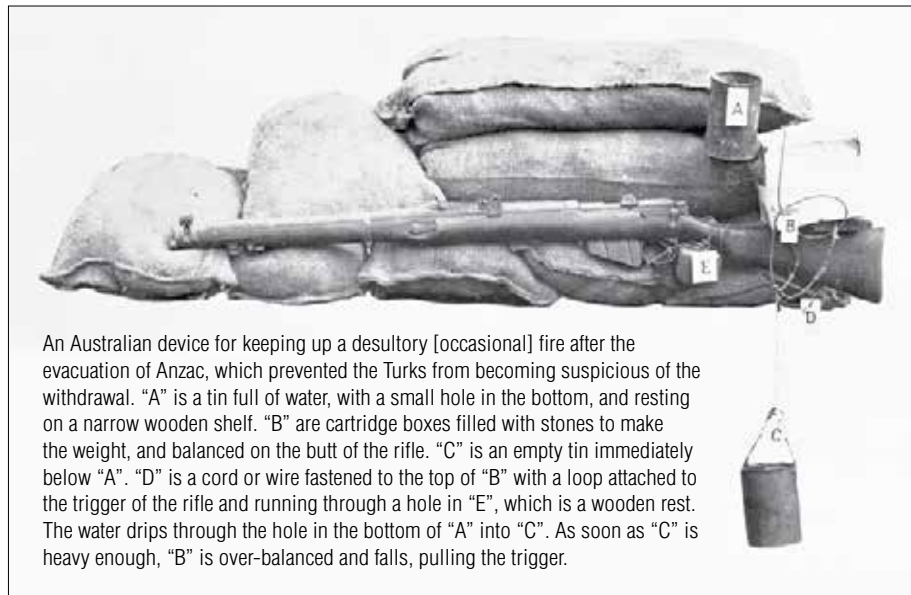


AWM G01291

*A self-firing rifle*

One way to leave quietly was to bring a few men into shore from the ships during the day, so that the Turks would think there were more soldiers there, not fewer. Then a lot more soldiers would leave secretly at night.

They set up self-firing rifles, so it sounded as if the soldiers were still there and firing at the enemy. The rifle could only fire one shot.



An Australian device for keeping up a desultory [occasional] fire after the evacuation of Anzac, which prevented the Turks from becoming suspicious of the withdrawal. "A" is a tin full of water, with a small hole in the bottom, and resting on a narrow wooden shelf. "B" are cartridge boxes filled with stones to make the weight, and balanced on the butt of the rifle. "C" is an empty tin immediately below "A". "D" is a cord or wire fastened to the top of "B" with a loop attached to the trigger of the rifle and running through a hole in "E", which is a wooden rest. The water drips through the hole in the bottom of "A" into "C". As soon as "C" is heavy enough, "B" is over-balanced and falls, pulling the trigger.

AWM H19321

Here are the estimated number of casualties (people who died or were missing, or were wounded or taken prisoner) for the Gallipoli campaign.

Countries	Died/Missing	Wounded/Prisoner
Britain	21,255	52,230
France	10,000	17,000
Australia	8709	19,441
New Zealand	2721	4752
India	1358	3421
Newfoundland	49	93
Ottoman Empire (Turkey)	86,692	164,617
TOTAL	130,784	261,554