### 100 Years of ANZAC

**Stage 3**
**Duration:** Two Weeks

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| Students will learn about ANZAC Day and the centenary including how and why it is commemorated. They will discover the contribution that serving in the forces have made and are making and learn about Australia’s war history and its significance in our lives today. | • WHAT IS THE ANZAC SPIRIT?  
• Why commemorate a battle that we lost?  
• Why has ANZAC Day become an important part of our national identity. |

### Background Information

On the 25th of April 1915 the first wave of Anzac troops landed on the beach at Gallipoli. What followed was an eight and a half month long siege which ended in the defeat of the allied forces. At the end of the conflict 8,000 Australians had lost their lives with a further 18,000 wounded.

The word Anzac stands for Australian and New Zealand Army Corps. The Anzac fighting force consisted of both Australian and New Zealand Armies and they served together in both World War One and World War Two.

The fighting in Gallipoli was particularly arduous and both sides suffered heavy casualties with very little land gained. The battles were often at close range and often were fought with bayonet and hand to hand combat. It was often the case that the Anzac soldiers would be ordered by their British commanding officers to go “over the top” of the trenches and storm the enemy trenches. Often these men would simply be cut down by heavy machine gun fire but yet the Anzacs refused to back down. This bravery displayed by the Anzac soldiers in face of such terrible hardship was what began the ideal of the Anzac spirit.

The landing at Gallipoli signified our first conflict as a nation since federation, which had only occurred fifteen years earlier. Australia was still a very young nation and was eager to prove itself on the world’s stage. The Anzac forces served in many areas of World War One. Many of the soldiers who survived the fighting in Gallipoli went on to serve on the Western Front and in the Middle East.

Both Australia and New Zealand were relatively small nations by comparison but the losses afforded by both countries were staggering. For Australia; a population of fewer than five million, 416,809 men enlisted, of which over 60,000 were killed and 156,000 wounded, gassed, or taken prisoner. In World War One New Zealand had the highest causality rate of any nation that served with over 16,697 New Zealanders killed and 41,317 wounded during the war - a 58 percent casualty rate.

Again in World War Two the Anzac forces served again in many areas of the allied campaign. Again both nations suffered horrendous loses whilst serving the needs of other countries in helping to defend their homelands. The idea of the Anzac spirit was further forged. The Anzac forces were well regarded amongst both ally and enemy soldiers. The Anzac forces played a large role in the defeat of the German forces in North Africa and were the first to effectively halt the German Blitzkrieg. General Erwin Rommel commented on the Australian and New Zealand Soldiers saying, “If I had to take hell, I would use the Australians to take it and the New Zealanders to hold it”.

Anzac Day differs from many other countries in that we are commemorating the ultimate defeat of the Anzac forces at Gallipoli but to many this symbolises the importance of the Anzacs bravery to still fight even against overwhelming odds and the ideal of fighting for the man next to you.

Anzac Day today is used to commemorate the sacrifice the men who volunteered to serve their country in the defence of others. It celebrates not only those that served in Gallipoli but all past and present Defence Force personnel. Australia commemorates Anzac Day all across the country and overseas, through marches and dawn services which honour the sacrifices made by past and present serving men and women.
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| The impact of a significant development or event | The following **historical skills** are integrated into the lesson sequences:  
**Comprehension: chronology, terms and concepts**  
- respond, read and write, to show understanding of historical matters  
- sequence historic people and events  
- use historical terms and concepts  
**Analysis and use of sources**  
- locate relevant information from sources provided  
- compare information from a range of sources  
**Perspectives and interpretations**  
- identify different points of view in the past and present  
**Empathetic understanding**  
- explain why the behaviour and attitudes of people from the past may differ from today  
**Research**  
- identify and pose questions to inform an historical inquiry  
- identify and locate a range of relevant sources to support an historical inquiry  
**Explanation and communication**  
- develop historical texts, particularly narratives and descriptions, which incorporate source material  
- use a range of communication forms (oral, graphic, written) and digital technologies | The following **historical concepts** are integrated into the lesson sequences:  
**Continuity and change:** some things change over time and others remain the same  
**Cause and effect:** events, decisions or developments in the past that produce later actions, results or effects  
**Perspectives:** people from the past will have different views and experiences  
**Empathetic understanding:** an understanding of another’s point of view, way of life and decisions made in a different time  
**Significance:** the importance of an event, development or individual/group  
**Contestability:** historical events or issues may be interpreted differently by historians |

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Behind the News  
Explaining Gallipoli video - [http://www.abc.net.au/btn/story/s1353030.htm](http://www.abc.net.au/btn/story/s1353030.htm)  
Explaining ANZAC Day video - [http://www.abc.net.au/btn/story/s1352954.htm](http://www.abc.net.au/btn/story/s1352954.htm) |
The Gallipoli campaign is one of the most well-known battles in Australia’s military history. On 25th April 1915, troops from Australia, New Zealand, Britain and other allied nations landed on the Gallipoli Peninsula, Turkey. The Australian and New Zealand troops landed just north of Gabe Tepe (the landing area later known as Anzac Cove), and the British and other allied troops landed at Cape Helles. They were attempting to capture the Turkish forts that were protecting the narrow strait of Dardanelles. What was meant to be a relatively straightforward campaign, turned into an ambush when the Australian and New Zealand troops landed in the wrong location and were bombarded with Turkish shells and gunfire. In the eight months the troops spent there, they suffered 25,000 casualties, including 8700 deaths.

In this lesson, students will research to find out more about the Gallipoli campaign and, more specifically, Australia’s involvement.

### Learning Sequence 1 - Introducing Gallipoli

As a class, brainstorm what students already know about Gallipoli. Record ideas. (Link to Literacy Unit)

View 3D documentary about the landing at Gallipoli to provide further background information.

Provide students with a copy of the ‘All about Gallipoli’ activity sheet.

Ask students to read through all the questions and identify any words or phrases they are unfamiliar with.

**Jigsaw Activity:**
In small groups allocate various questions to be researched.

Students use the internet and the websites suggested on the ‘All about Gallipoli’ activity sheet to answer the allocated questions. They should note their source for each answer.

Students are welcome to use other sources for their information, however the answers to the questions on the activity sheet will be found on the websites provided.

Once the students have completed the questions, each group presents the answers to the class.

**Consider:**
- Have students found conflicting information?
- Have students used the sites provided or did they use others?
- What might the issues be with information about events that happened 100 years ago?
- What facts or information did the students find the most interesting? Why?

### Resources
- [http://www.abc.net.au/innovation/gallipoli/gallipoli2.htm](http://www.abc.net.au/innovation/gallipoli/gallipoli2.htm)  ABC 3D documentary FANTASTIC!
- ‘All about Gallipoli’ activity sheet.

### Content
- Use historical terms and concepts.
- Identify questions to inform a historical inquiry.
- Identify and locate a range of relevant sources.

### Learning Intention:
- Students will be able to discuss several facts about the Gallipoli campaign of World War I.
- Students will reflect on their researching skills by judging the validity of their chosen information sources.
### Background

Too many young men, the prospect of volunteering to go to war in 1914 was viewed with excitement. Many thought of it as a chance to travel and see the world. Unfortunately, what they first saw as an adventure, turned into an experience of unimaginable hardship.

The poor conditions that soldiers faced on a day-to-day basis are well documented. Not only did the soldiers have to contend with fighting, they also had to deal with disease, lack of clean water, extreme temperatures, unsanitary living conditions and many other problems.

In this lesson, students will read written accounts of actual experiences in the form of soldiers’ letters to loved ones. They will research to discover further details of the conditions and day-to-day lives of the Gallipoli soldiers.

### Teaching, Learning and Assessment

#### Learning Sequence 2 - The soldiers of Gallipoli

As a class, discuss Gallipoli and what students know or feel about it.

Ask students if they know if any of their ancestors served in World War I. If appropriate, ask them to share their experiences.

Now explain to students that the focus of this lesson is to learn a little about what the soldiers in Gallipoli experienced on a day-to-day basis. Explain to students that there may be some themes in this lesson that make them feel uncomfortable and they should share their feelings/attitudes at any time.

With a partner, have students talk about what they think the soldiers may have experienced in Gallipoli. Students may find it helpful to use their senses as a guide: ‘What did they see, hear, taste, smell or feel?’ Ask the pairs to share their ideas and record responses.

On an IWB display the ‘Gallipoli letter quotes’. Ask students to read through the quotes and think about how each one makes them feel (this can be done independently, or as a whole class task). Discuss whether these quotes support what students already imagined the conditions to be like.

In pairs, or independently, students use the internet and websites provided (on the activity sheet), to conduct research and complete the ‘Researching the soldiers of Gallipoli’ activity sheet.

Once students have completed the activity sheet, discuss their findings as a class. Discuss:
- Soldiers’ diets were extremely restrictive. What were some of the common foods they ate and why?
- In your opinion, what would have been the biggest challenge for soldiers?
- What values do you think the soldiers needed to get them through each day?

### Resources

- [http://www.abc.net.au/innovation/gallipoli/gallipoli2.htm](http://www.abc.net.au/innovation/gallipoli/gallipoli2.htm) ABC
  3D documentary FANTASTIC!

- Gallipoli letter quotes
- Researching the soldiers of Gallipoli activity sheet.

### Content

Use historical terms and concepts. Identify questions to inform a historical inquiry. Identify and locate a range of relevant sources.

### Learning Intention:

Students will be able to discuss some of the issues that soldiers in the Gallipoli campaign faced on a day-to-day basis.

Students will share their feelings and attitudes about the hardships experienced by the soldiers in the Gallipoli campaign.
### Background

When we think of Gallipoli, we often think of the soldiers who fought in battle. However, more than 3000 Australian civilian nurses also volunteered to go to war. Many of these women volunteered, not just to help the war effort, but to gain independence and travel the world. Others wanted the chance to be closer to loved ones.

The first group of nurses left Australia in September 1914 and throughout the war, nurses were present wherever Australian troops were stationed. This included Vladivostok, Burma, India, the Persian Gulf, Egypt, Greece, Italy, France and England.

These nurses made a significant contribution to the war effort and their statistics are noteworthy:

- 2139 served overseas
- 423 served in Australia
- 25 died
- 388 were decorated
- 8 military medals were awarded for bravery and courage.

In this lesson, students will reflect on World War I nurses, including the services they provided and the many hardships they faced. This will assist students in forming an opinion on the importance of remembering all of those who served in World War I.

### Learning Sequence 3 - The nurses of Gallipoli

As a class, discuss any words, people or ideas that come to mind when students think of ‘The Gallipoli Campaign’. Record these responses.

Assess the list and see whether the word, ‘Nurses’ was added. If it was, ask the student who contributed the word to expand on their idea. If not, add the word and ask students what they know about nurses during times of war. Why do students think this word did not appear on the original list?

Explain that often the work of the nurses who served in World War I is not acknowledged, or as well documented, as the work of the soldiers. Why do students think this is the case?

Using the internet, on an IWB, conduct an image search for ‘World War I Nurses’. Ask students to view these images and use the ‘Nurses of World War I mind map’ to record any words or phrases that come to mind.

Now view and listen to the YouTube video, 'The Rose Of No Man’s Land' sung by Henry Burr. Ask students to share some of the thoughts they had from watching the video. Explain that this song was written as a tribute to the Red Cross Nurses at the front lines of World War I. Students to add any new words to the ‘Nurses of World War I mind map’ after listening to the lyrics. Display the ‘The Rose of No Man’s Land lyrics’ (IWB file) as a reference.

- Students to discover the history of the Royal Australian Army Nursing Corps.
- Students to choose a nurse from the Gallipoli campaign (such as Alice Appleford (nee Ross-King) or Ella Tucker) to research.
- Compare the duties and practices of nurses who served in Gallipoli compared with nursing today. What are the similarities and differences? Complete a Venn diagram to show your findings.

### Teaching, learning and assessment

![Image of ANZAC Girls]

**Teaching, learning and assessment**

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**Learning Sequence 3 - The nurses of Gallipoli**

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### Resources

- YouTube video ‘The Rose Of No Man’s Land’ Sung By Henry Burr (3:14)
  www.youtube.com/watch?v=shFO2FSxg_8
- ‘Nurses of World War I mind map’ activity sheet
- ‘The Rose Of No Man’s Land lyrics’
- The following websites for further information:
  www.anzacday.org.au/history/ww1/anecdotes/casualty.php
  www.awm.gov.au/exhibitions/nurses/ww1/

### Content

Use historical terms and concepts.
I dentify questions to inform a historical inquiry.
I dentify and locate a range of relevant sources.
Explore the contribution of individuals and groups to the development of Australian society.

### Learning Intention:

Students will reflect on the importance of the World War I nurses and the services they provided.
Students will use their knowledge and experiences to discuss the various tasks that World War I nurses may have undertaken.
### Background

ANZAC Day – 25 April – is arguably one of Australia’s most important days of commemoration. With this day, many symbols and traditions of ANZAC have become well-recognised icons. When people see a poppy, slouch hat, or ANZAC biscuit, or hear the Last Post, they are reminded of the men and women who have fought for Australia and those still serving in the Defence Forces today.

ANZAC Day services also follow a traditional pattern: an introduction, hymn, prayer, an address, laying of wreaths, a recitation, the Last Post, a period of silence, either the Rouse or the Reveille, and the national anthem. After the ceremony, families often place red poppies beside the names of relatives on the Memorial’s Roll of Honour.

In this lesson, students will learn about our ANZAC symbols and traditions and why it is important that we recognise and uphold them.

### Learning Sequence 4 - Symbols and traditions of ANZAC

As a class, brainstorm what students think of when they hear the word ‘ANZAC.’ Record responses. Now discuss the words ‘symbol’ and ‘tradition’. What do students think symbols and traditions are? Why do we have them? Where do we see symbols? What sort of traditions do we celebrate throughout the year?

Ask students to close their eyes and think about the word ANZAC. What imagery comes into their heads? Ask students to brainstorm any ANZAC symbols or traditions they can think of. Some responses may include:

- The Dawn Service
- ‘For the Fallen’
- Poppies
- Slouch hat
- Rosemary
- Red cross emblem
- ANZAC Day services
- Wreath
- ANZAC biscuits
- Simpson and his Donkey
- ‘The Ode’
- Australian or New Zealand flag
- The Last Post
- Medals
- A Minute of Silence

REFER to Symbols poster - see resources

Place students into small groups. Each member of the group will select a different ANZAC symbol or tradition to research. They will record six interesting facts about it on the ‘ANZAC symbols and traditions’ activity sheet, then return to their original group and share their information.

If you have access to any ANZAC items (e.g. a slouch hat, poppy, ANZAC biscuit, medal, wreath, sprig of rosemary etc.) set up stations around the room for the groups to work at.

Students to research the many medals that were awarded during World War I. What did they look like and what were they awarded for?

### Resources

- ‘ANZAC symbols and traditions’ activity sheet
- Symbols poster
- A collection of items that symbolise ANZAC such as a poppy, medal, wreath, ANZAC biscuit etc. (optional)

The following websites for further information:

www.army.gov.au/Our-history/Traditions

### Learning Intention:

- Students will recognise and name some common ANZAC symbols and traditions.
- Students will discover interesting facts surrounding the origins of the ANZAC symbols and traditions.
Upon Australia hearing the news of the declaration of war, the response was one of almost unanimous excitement and devotion. Not surprisingly, this initial eagerness resulted in Australia quickly fulfilling the quota of 20,000 men that she had pledged to the British Empire. Support, however, waned and measures had to be taken to ensure that the numbers the nation was offering could be met. Propaganda was used to influence people to think in a particular way. There were two types of war propaganda at the time. The first was recruitment propaganda, a popular method that influenced people to enlist.

In this lesson, students will develop an understanding of different types of propaganda focussing on our national identity, and how it was used to target recruits.

**Learning Sequence 5 - WW1 Propaganda & the Australian identity**

Ask students to choose an example of propaganda that persuades them to support Britain’s campaign during the war; stimulate a class discussion about the purpose of these examples within the context of the First World War. Guide students to think about specific key terms e.g. propaganda, persuasion, morale, support, confidence, commitment, opposition.

Need to consider:
- the format used for the propaganda
- criteria for effective propaganda, including:
  - target audience,
  - message and content,
  - language,
  - images.

Investigate Ethos, Pathos, Logos & Propaganda - PowerPoint

View WW1 enlistment posters and come to understand the meaning of propaganda, its use during the war and how it changed as the war dragged on. They will examine the use of pathos, ethos and logos in the slogans and images. Which item of propaganda is the most effective? What features are common to all effective propaganda?

From this knowledge the students will create their own posters as propaganda to convince others as to why it is imperative that we not forget what the soldiers and their families endured.

(Assessment task)
Civics and Citizenship

As a class, ask students what they think the word ‘identity’ means. Record responses. How are our identities shaped?

In small groups, ask students to think about the people who served in World War I and share the values and/or characteristics that they had. Some responses may include: courageous, brave, mateship, strong, heroes, friendship, dedication, etc.

What happened at Gallipoli is well known and the courage, determination, endurance and mateship demonstrated by the soldiers helped to form Australia’s identity. The ANZAC legend and the values associated with it continue to shape the way many Australians view themselves and have become an important part of our national identity.

Discuss: “Gallipoli became the common tie forged in adversity that bound the colonies and people of Australia into a nation.” What do students think this means?

As a final reflection, ask students to record how they think the values demonstrated by the ANZAC soldiers have contributed to Australia’s national identity.

Assessment overview

- Ongoing assessment – student understanding may be assessed through the use of observational checklists, anecdotal records and analysis of contributions to class discussions.
- Students complete a variety of work samples, including designated assessment activity.