



SHRINE OF REMEMBRANCE

EDUCATION PROGRAM

Teacher's Manual

ANZAC

Where history and spirit meet
Education materials to support the commemoration of ANZAC Day





INTRODUCTION

These materials help to develop student understanding about events that happened at ANZAC Cove and on the Gallipoli Peninsula in 1915. As well as developing an appreciation of the difficult and harsh fighting and living conditions, students investigate the ANZAC Spirit or tradition and seek reasons for its continuing significance as one expression of being Australian.

These materials are presented in three parts:

- Understanding ANZAC and Gallipoli, which includes historical background and student activities.
- Understanding Commemoration Ceremonies, which includes background information about commemoration ceremonies for ANZAC Day in Australia and in other places. A selection of activities helps students to make sense of these ceremonies and suggest ways in which to develop a ceremony appropriate for their school.
- Suggested Resources.

Select materials and activities appropriate for your students. For example, the historical background is presented in two formats: “What is the ANZAC Spirit (I)?” for primary and some early secondary students, and “What is the ANZAC Spirit (II)?” for secondary students, particularly those in Years 9 and 10. Website materials (except those identified in specific student activities) are more detailed and are suitable for independent readers. Most activities can be used as written with students at all levels. Task expectations (including the amount of factual information researched and used by students) should increase in later years.

Most of the information about commemoration ceremonies is common to all three occasions for which educational materials have been developed: ANZAC Day, the Battle for Australia and Remembrance Day.

Teachers may wish to link these commemoration materials with year level curriculum framework requirements. These are:

- ANZAC Day (Years 5 and 6, 9 and 10)
- Battle for Australia (Years 9 and 10)
- Remembrance Day (Years 5 and 6, 9 and 10)

Teachers at other levels may find it more practical to provide students with a brief introduction to the history of each commemoration as well as investigating the components of commemoration ceremonies with their students.



UNDERSTANDING ANZAC AND GALLIPOLI



In this section you will find:

- Historical background to ANZAC Day.
- Activities to help students make sense of the history and tradition associated with ANZAC Day.



HISTORICAL BACKGROUND

WHAT HAPPENED AT ANZAC?

This is the story of the Australian and New Zealand (ANZAC) contribution to the Gallipoli campaign. The stories of the British, Ceylonese and Indian service men and women contain tales of equal courage, perseverance and human loss.

Where is Gallipoli?

Look at a map of Eastern Europe. Turkey is located at the eastern end of the Mediterranean Sea. Its capital is Istanbul (then Constantinople). Look east and find the narrow water opening into the Aegean Sea. The northern, narrow strip of land you can see is the Gallipoli Peninsula.

The Peninsula is very clear on the satellite photograph at www.anzacsite.gov.au/2visiting/geog.html. The photograph shows you how hilly and mountainous this area is. Other maps that will help you to understand where Gallipoli is and where the Australians landed on the western side of the peninsula can be viewed at www.anzacsite.gov.au. Visit the pages [1landing/index.html](#); [1landing/why.html](#) and [4panels.opt1.html](#).

Why was it so important to try and gain control of this land?

Turkey was one of Germany's allies during World War I.

Germany had crushed the Russian Army at Tannenburg at the beginning of the war. The German Army was continuing eastwards. Russia was also threatened by the possibility of a Turkish advance through the Caucasus Mountains. Russia now appealed to its Allies, including Britain, for help.

The British decided that their best course of action was to capture the Dardenelles. It was hoped that this would help them to re-establish communication with Russia and remove the Turkish threat. It would have another benefit by releasing wheat supplies and shipping then locked in the Black Sea by Turkey.

The British had believed for a long time that the best way they could protect their territories (and interests) in Egypt and the Suez Canal was to attack and therefore weaken Turkey. Most of the men who had joined the Australian Imperial Force (AIF) when World War I began were now in Egypt to help meet the threat that the Ottoman (Turkish) Empire posed to Britain, Egypt and the Suez.

What were the Turkish defences like?

The British were keen to gain control of this area but had been cautious in their actions. In November 1914 the Royal Navy sailed around this area. Instead of travelling through the Dardenelles and shelling Constantinople, they tested the range of the Turkish guns by bombarding the shore batteries. As a result the Turkish strengthened their defences in the area just in case the Allies attacked again. They laid minefields and placed guns and searchlights at strategic positions so they could keep watch over the narrow opening leading into the Dardenelles.

In March 1915 a British and a French fleet tried to force their way to Constantinople. The fleet included 18 battle ships. In this attempt three ships were lost and three were crippled. Planning for the landing of troops at Gallipoli now commenced. Some commentators believe that the Turkish forces at this time were in a fairly weak position and the Allies could have persisted and continued on to Constantinople, their ultimate objective.

By April 1915 some 62,000 Turkish troops were stationed on the Peninsula. They were now ready and waiting for an attack by the Allies.



HISTORICAL BACKGROUND

What was planned to happen at the landing at ANZAC?

The British 29th Division was to land at six different beaches on Cape Helles on the southern tip of the Gallipoli Peninsula while the Royal Naval Division would be further north distracting the Turkish troops by pretending to land. The French Army was to act as another diversion near the ancient city of Troy.

The two divisions of ANZACs were to land near Gaba Tepe and cross the Peninsula and cut off the Turks as they moved south.

4,000 men from the 3rd Brigade were to land at Brighton Beach, south of what is now called ANZAC Cove. They would secure the beachhead for two Australasian divisions made up of six brigades who would arrive later.

These four thousand men were to land in two waves. From three battle ships, 1,500 men were to set out. Later the remaining 2,500 men would set out from the seven destroyers moored nearby.

Once the 3rd Brigade was safely ashore, the rest of the 1st Division was going to arrive by transport ships. Four transport ships would arrive together, going ashore at regular intervals. The land at Brighton Beach was flatter and therefore more suitable for the planned landing than ANZAC Cove.

From the Peninsula the Mediterranean Expeditionary Force would move further east during the coming 2 to 3 weeks and take Constantinople, thus removing the threat to Russia. Supplies were therefore only provided for a short campaign on the Gallipoli Peninsula.

When did the Landing at ANZAC Cove take place?

In the early hours of 25 April 1915.

Who was present at the landing?

While the story of ANZAC Day focuses on the contribution of Australian and New Zealand service men and women, the Allied forces also included British, French, Indian and Ceylonese service personnel.

At the beginning of this campaign, the ANZACs provided the 1st Australian Division and a combined New Zealand and Australian Division.

The 1st Australian Division consisted of three brigades with service men from NSW in the 1st Brigade, from Victoria in the 2nd Brigade and the other states in the 3rd Brigade.

The combined division included the New Zealand Infantry Brigade and the 4th Australian Infantry Brigade.

In total there were some 4,000 Australian and New Zealand service men taking part in the landing. Reinforcements arrived later.

If you had been an eyewitness to the landing, what might you have seen?

At about 1.30 am the first troops were ready to set out. This was carried out very efficiently: orders were given in whispers, so that no-one spoke out loud. Because all was quiet, any sound seemed magnified. By 3.30am the first men - Queenslanders from the 9th Battalion of the 3rd Brigade - had been transferred to small boats and were heading towards the shore. In each boat were 30 to 40 infantry men laden down with their packs, rations, water, weapons and ammunition.



HISTORICAL BACKGROUND

At 4.30am the first ANZACs went ashore. Instead of the flat open plains near Brighton Beach, they had arrived at what is now called ANZAC Cove. It was a narrow strip of beach. Behind them were scrub-covered hills where the gullies and steepness made it difficult to move or to see what lay ahead. To climb these hills the men had to spread out more, which meant it was difficult to keep them together and to plan attacks on the Turks. The hills gave the Turks a great vantage point: being able to see out to sea and firing down on the ANZACs.

The service men from the 2nd and 3rd Brigades came ashore between 5.30 and 7.30 am. By 7.00 am the 3rd Brigade, who had arrived first, were now on the first two ridges. Men still on the ships could see them digging in. It was here that the term 'digger' took on a new meaning. It had earlier been used to describe a miner at the Australian goldfields in the 1850s. Now it referred to men who dug trenches. They would dig in and stay there as long as they could, trying to overcome the Turkish forces.

The rest of the service men from the New Zealand Infantry Brigade and the 4th Australian Brigade arrived during the day of 25 April. However as early as 9.00am that day the Turks were making their first advances against the Australians.

What happened between the Landing and the Withdrawal on 20 December 1915?

During the ensuing weeks and months there were bayonet fights, sniping duels, bombardments and sudden assaults.

Trench lines were formed in which the men lived and fought.

Casualties grew. By 30 April, day six of the campaign, 23,292 ANZACs had landed. The Turks were still in control of the high ground above ANZAC Cove and some 5,000 Australians were among the dead or wounded.

There was no progress on the Gallipoli Peninsula. For eight months the ANZACs were to fight with the other Allies in an area no larger than 10 square kilometres. At no time did the ANZACs' trenches reach any further than one kilometre inland.

Reinforcements were sent to help with the campaign, arriving on 12 and 19 May, in August and in September. Men from the Light Horse Regiment arrived but without their horses.

From 1 May 1915 trench warfare was occurring in earnest. The Turks made an unsuccessful attempt to force the ANZACs offshore on 19 May. By midday 10,000 Turks were killed or wounded while Allies' casualties included 160 ANZACs who were killed and 468 who were wounded.

Losses of this nature continued and gains on either side were few. At one stage after five days of fighting the dead and wounded of both sides lay in No Man's Land. An armistice or truce was arranged so both sides could bury their dead. Some people have claimed that the mutual respect between the ANZACs and Turks was born at this time. The hot fighting conditions made this truce essential.

Heavy fighting continued on the Peninsula. On 7 August fierce fighting occurred at The Nek. In a matter of a few minutes both sides had lost most of their soldiers. Other famous battles took place including Lone Pine. In three days, 7 of the 9 Victoria Crosses awarded to Australians at Gallipoli were won.

In November the planning for the evacuation of the ANZACs began. It was well planned and carefully carried out. As a result there were no casualties and the Turks were not aware of what was happening until it was all over.



HISTORICAL BACKGROUND

During the Gallipoli campaign, casualties on both sides were high. It is estimated that the total Turkish casualties were approximately 250,000 including some 86,000 killed. A similar number of casualties were received by the Allied forces including some 50,000 who were killed or died later as a result of their wounds. New Zealand lost 2,701 lives and 4,880 were wounded. Of the 50,000 Australians who fought at Gallipoli over half were casualties - 8,709 were killed and 18,235 were wounded. Casualties in France - on the Somme, for example - were far worse. In addition the Allies had not gained any territory as a result of the campaign.

Yet it was from this campaign that the most enduring legacy for Australia of World War I was born - the ANZAC legend and spirit.

Two texts are provided here for use with students. The first text is the easier of the two to read.

WHAT IS THE ANZAC SPIRIT (I)?

On ANZAC Day people think about many things that have something to do with war and peacekeeping. The ANZAC Spirit can mean different things to different people.

Many of us have heard the story of the Australian and New Zealand service men and women landing on the wrong beach and having to climb the steep cliffs and gullies behind them. As a result of this event, the ANZACs fought bravely on the Gallipoli Peninsula from April to December 1915. However, they hardly moved more than a few kilometres inland and the casualties were very high, though not as high as in France.

Some people think about stories such as Simpson and his donkey, Duffy, that are often told at ceremonies on ANZAC Day. Others think about the nine Australians who won the Victoria Cross at Gallipoli.

These are stories of brave deeds by very brave people. But ANZAC Day is about more than this. It is a time to remember all the men and women who served at Gallipoli and to think about the extraordinary things these people did just to survive those dreadful living and fighting conditions. When there is fighting going on all around you, or it is likely that fighting could start again any minute, there is a heavy mental pressure on you. Then there are moments when friends and mates are lost or wounded. There is also the fact that these people survived in makeshift living conditions - in trenches and shelters dug into the sides of hills without the living conditions we take for granted.

A former Governor-General of Australia, Sir William Deane, spoke at the Dawn Service at Gallipoli in 1999. He described the Spirit of ANZAC in these words:

“ANZAC is not merely about loss. It is about courage, and endurance, and duty, and love of country, and mateship, and good humour and the survival of a sense of self-worth and decency in the face of dreadful odds. These were qualities and values the pioneers had discovered in themselves in what were, for Europeans, the new lands of Australia and New Zealand. They were tested here and on the ancient battlefields of Europe for the first time in the Great War. They were not found wanting.”

The Gallipoli campaign was the first time the contribution of Australians to wartime activities was publicly recognised in such a positive way. Sir William Deane spoke about personal qualities Australians had developed since the early years of European settlement. These national qualities were now tested overseas. For some commentators the Australian nation was really born at Gallipoli, or at least came of age: like people turning 18 and becoming an adult. Many people say that Australians have shown this same ANZAC spirit in war and peacekeeping activities ever since as well as by our sporting heroes and champions. You will have to look at the facts and make up your own mind about these matters.



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On ANZAC Day we should also think about all Australians who have served in war and peacekeeping during two world wars, in Korea, Vietnam, Malaya, Borneo and in many peacekeeping activities since 1945. There are many brave stories from these wars and peacekeeping activities too. Many people say the ANZAC Spirit lives on in them because they displayed the same courage, determination, patriotism and friendship as did those men at Gallipoli.

ANZAC Day is also a time when we should think about the cost of war: the loss of life and the - sometimes permanently - wounded. Places where Australians and others fought were damaged, often beyond recognition. Their homes were often destroyed and their natural environment and farmland severely damaged. People back in Australia whose sons and daughters, brothers and sisters, or friends went to war were also affected. We should also remember them.

Wars are fought for many reasons, the cause of freedom and the protection of human rights being among the better reasons for fighting. We should also search for better ways to resolve disagreements and conflict.

Today the number of veterans is decreasing. There are now no veterans from World War I and the number of veterans from World War II is also reducing quickly. Of course, if you spoke to a veteran from any war or peacekeeping activity today most would tell you to remember their service but also to look forward to the day when there are no veterans at all – to the day when the world has done away with the need for war and peacekeeping. It is an ideal and a dream, but it is one worth thinking about.

WHAT IS THE ANZAC SPIRIT (II)?

Not all Australians agree about the significance of the campaign at ANZAC Cove and on the Gallipoli Peninsula, yet ANZAC Day has become an important part of our national identity.

Those people who do not think that the ANZAC Spirit exists or is not worthy of commemoration point to a number of facts and interpretations. They ask:

- Why commemorate a battle that we lost?
- Why commemorate an event that the British forced Australians and New Zealanders into when they were too afraid to go there themselves?
- Why commemorate so much slaughter; furthermore, when that slaughter was significantly less than that in France?
- Why commemorate an event that happened because our service men landed on the wrong beach (ANZAC Cove instead of Brighton Beach)?

ANZAC Day soon became part of Australia's national identity. The first official use of the term 'ANZAC Day' was in 1916. In that year the first ANZAC Day was commemorated with a march through London, a sports day in the Australian camp in Egypt and ceremonies throughout Australia. Commemoration ceremonies have been held ever since. By 1927 all states observed some form of public holiday on that day. By the mid 1930s the ceremonies and rituals we associate with ANZAC Day had been established.

The numbers marching have increased and decreased at different times in our history, as have the number of people watching the marches across Australia. The divided opinion amongst the



HISTORICAL BACKGROUND

Australian population over the Vietnam War, for example, saw the numbers decline. At other times numbers have increased as Australians looked for ways to show support for other Australians involved in war and peacekeeping activities. However, more Australians are attending these commemoration ceremonies now, not only in Australia, but also at Gallipoli.

For this to happen, there must be real reasons. Most World War I veterans have now died and there is a need to continue to remember their service and sacrifice. The numbers of veterans from World War II are also decreasing. Also, the Vietnam War divided the Australian community over a number of related issues. For many, but not all, people the memory of that division has faded or eased over time.

By themselves these reasons do not completely explain why the ANZAC Spirit is so important.

In telling the story of how their nation was born, many nationalities can point to a civil war or other military campaign that played an important role in deciding the shape of their nation's future.

The French can point to the French Revolution, the Americans to 1776 and other countries such as Greece, Rome, Egypt and Britain to important empires during their history. While Darwin and northern Australia were bombed and Sydney and Newcastle were shelled by midget Japanese submarines during World War II, there has not been any large scale invasion or occupation by another country, or civil war, during Australia's short period of European settlement and nationhood. World War I and especially Gallipoli gave Australians their first opportunity to play an important role on the international stage. Australians were being mentioned in official reports and their bravery and tenacity (as well as lack of caution and lack of respect for authority) were noted. This was interpreted as the Australian nation proving itself for the first time on the world stage.

In telling the story of ANZAC, the important message has less to do with victory or defeat. It has more to do with the values and personal qualities that have been associated with that campaign. They are values and personal qualities that most of us would consider to be important to everyone who wants to be called an Australian. They include courage, mateship, duty, trust, love of country, a sense of self-worth, endurance in difficult times, a sense of humour, decency, freedom, a love of democracy and a fair go, fairness, and a sense of daring. These are personal qualities and values that are recalled not only every year at ANZAC Day ceremonies and reunions, but also in our literature: in poems, stories and plays. These are also values and personal qualities that people in most countries uphold. In a multicultural Australia it is important that these values and personal qualities are both universal and timeless.

Increasing numbers of young Australians are making the journey to Gallipoli each year. Sometimes these visits are part of an organised tour, in other instances they are personal journeys. For others, it is a matter of curiosity - to see first hand what the ANZAC story is all about. It is another sign of the growing significance of ANZAC Day and what happened in 1915 to many Australians. Each year also media coverage of these events is increasing.

ANZAC Day, like the memorials at which it is commemorated, is not concerned with glorifying war. These commemorations provide a way in which Australians can remember the service and sacrifice of so many hundreds of thousands of Australian men and women in war and peacekeeping: not only during World War I, but in all conflicts since. It is an opportunity to reflect on the difficult circumstances in which they served, as well as the various environments in which they had to live without the comforts we take for granted in our daily lives. It is equally an opportunity for us to reflect on what life in Australia might have been like for us today had any of these war or peacekeeping activities had a different result.

In reflecting on the service and sacrifice of others we should recognise the contribution of the 65 Australian VC winners from World War I, including 9 from Gallipoli. We should remember the 20 Australian VC winners from World War II and the 4 from the Vietnam War.



HISTORICAL BACKGROUND

There are also remarkable stories of bravery and endurance from other award winners and men like John Simpson Kirkpatrick, the man and his donkey. But there are even more stories of ordinary men and women who served and sometimes paid the ultimate sacrifice: of ordinary people doing extraordinary things. Simply surviving the conditions of continuous warfare and conflict was a significant achievement that should be recognised, let alone the additional achievement that acts of bravery and extreme courage brought. These conditions should not be underestimated. At times these conditions were harsh and demoralising. Survival often came at great physical and emotional cost.

When you ask yourself 'What does ANZAC Day have to do with me?', this story and the personal qualities and values it demonstrates should be the important part of your response. It should make you think about the need to develop greater understanding and cooperation between peoples of the world. It should also make you think about the ways we can resolve disagreements and conflicts not by force, but through discussion and negotiation. We need to remember also that the Gallipoli campaign was part of the 'Great War', the war to end all wars. Unfortunately post 1918 history tells us another story. For many, the ANZAC spirit or legend has a continuing significance in the values it nurtures and promotes in service men and women participating in continuing attempts to secure peaceful co-existence.

Following the end of World War I, the League of Nations was formed but proved ineffective. It was unable to prevent Hitler attempting to fulfil his military ambitions. After World War II a strengthened alternative, the United Nations, was formed. While it has had mixed success, it has contributed to the changing focus from war to peacekeeping and has, from time to time, played an important role in negotiations to resolve conflict.



STUDENT ACTIVITIES

Select activities and investigations appropriate for the needs of your students. Additional activities can be accessed through the Resources section. The Department of Veterans' Affairs kits *Time to Remember* and *We Remember* in particular provide activities suitable for primary students. These kits were sent to all schools in 2002 and 2003.

1. Mapping activity (Years 3-10)

As students read information about the Gallipoli campaign and ANZAC Day, they list associated places such as ANZAC Cove, Lone Pine, The Nek, Brighton Beach, Gaba Tepe, Dardenelles, Sari Bair Range, Suvla Bay, Gallipoli Peninsula. They locate as many of these places as they can on a map of Turkey. Where possible, collect photographs of these places. The Australian War Memorial's website at www.awm.gov.au and www.anzacsite.gov.au is a good starting point for this. View photographs in the 'Collections' database.

2. Timeline (Years 5-10)

Prepare a timeline for 1915. Students add important dates and annotate these. You could save Resource 1 as a Word document as this gives students the flexibility to add information as it is found.

Students could also visit 'This Month in History' on the Australian War Memorial's website at www.awm.gov.au/atwar/thismonth/index.asp to find additional dates for their timeline. When students find events but cannot find the associated date, place these items in an area for all students to resolve. Where appropriate, invite students sensitively to challenge the accuracy of information and ideas recorded by others.

Students could later use their timeline to prepare questions for a Class Quiz.

3. What was it like at Gallipoli? Visual literacy activity (Years 5-10)

Students work in groups. Each group includes members who each take on the role of an historian, artist, actor, newspaper reporter, loyal Australian patriot or a cynic. Allocate these roles to group members.

Present the following scenario:

A parcel of photographs from Gallipoli has arrived at your group's office. You have been asked to prepare an item to commemorate ANZAC Day and the service and sacrifice of Australian men and women who served there. Your item could be presented using one or more media such as a written report, newspaper article, dramatic presentation, mural, frieze, series of paintings, annotated photographic exhibition or a combination of these.

You are only allowed to use ideas from five of the photographs to illustrate the living and fighting conditions of these service men and women. To help you select your photographs, use the list of questions in Resource 3. These questions will help you decide:

- why each photograph was taken
- whether or not and you could use each photograph in your production
- how you could use each photograph

Your finished product is due on

You will need to support your choice of photographs with good reasons. Equally good reasons must be given to explain why you did not use the other photographs.

UNIT NOTES

You will need Resource 1: 1915 Timeline

You will need Resource 2: Gallipoli photographs and Resource 3: Visual literacy questions



STUDENT ACTIVITIES

Students work in their groups to decide upon their preferred method(s) of presentation, which photographs to include or use as a point of reference, and what additional information they will need as background information to help explain their product to viewers and readers. In developing questions to guide their inquiry, encourage deeper levels of thinking amongst students by using a model such as Bloom's Taxonomy or de Bono's Six Thinking Hats.

Share findings as class. Invite students to ask questions after each presentation to:

- clarify ideas
- challenge findings
- seek additional information.

Students in Years 2-4 could use the photographs and visual literacy questions without the roleplay and scenario.

4. The ordinary and the extraordinary (Years 5-10)

Students visit www.anzacday.org.au/education/medals/vc/austlist.html and www.anzacsite.gov.au/5environment/bravery.html to find the names of the nine Australian service men awarded Victoria Crosses at Gallipoli (AS Burton, W Dunstan, JP Hamilton, Albert Jacka, LM Kessor, AJ Shout, WJ Symons, HVH Throssell, FH Tubb). Students can find out more about Albert Jacka on the Australian War Memorial's website at www.awm.gov.au.

Using the same website you can also find out about Sir John Monash and Simpson and his donkey, Duffy.

Read the stories of some of these men and decide whether or not you believe they did extraordinary things. Are there other stories of extraordinary achievements at Gallipoli that should be told?

If necessary, prompt students to include the other 8 VC winners, winners of other gallantry awards and the ANZACs as a group for their perseverance and endurance under adverse conditions. Explain how the history of World War I honours the work of the ANZACs and the Light Horse Regiment as two groups of soldiers, not as individuals.

In doing this, they recognise that ALL - not some - of the soldiers were extraordinary achievers.

Students also identify the physical and emotional challenges of war. Survival in a theatre of war with all the pressures that this brought makes ordinary men and women into extraordinary men and women too. As a class, list these physical and emotional challenges and the tragedies and horrors service men and women experienced. Suggest ways in which they tried to cope with these pressures.

You may wish to use this idea as the basis for a debate with older students.

Students could write a biography or life story or produce a story map about Jacka, Simpson, Monash, the ANZACs or Light Horse Regiment.

Ask: Where are the service women in these stories? Develop an oral or visual presentation to redress this imbalance. Find out about the work of nurses at www.anzacsite.gov.au/5environment/nurses.html.



STUDENT ACTIVITIES

5. The ANZAC Spirit (Years 7-10)

Distribute Resource 4 to students. Provide time for them to read each text and to identify unfamiliar words and phrases. Discuss these.

As students read these texts, they:

- note ideas and information that helps them to understand what is meant by the ANZAC Spirit
- list values and personal qualities that these writers believe the ANZACs had
- list reasons why these writers believe we should remember the ANZACs, their service and sacrifice
- identify reasons given by these writers to suggest why the ANZAC Spirit is important to all Australians.

Students explain the meaning of 'values' and 'personal quality'. They also look for examples, particularly from World War I, to illustrate these values and personal qualities.

Resource 4 also lists websites containing other texts, commentaries and speeches that students could read. The website **www.anzacsite.gov.au** is also a useful reference for this activity. See particularly Ellis Silas' diary, and Ashmead-Bartlett and C.E.W. Bean's reports. Students read or have read to them extracts from these documents.

Students develop a mural, frieze or collage to commemorate the ANZAC Spirit and the service and sacrifice of the men and women who served on the Gallipoli Peninsula in 1915. They annotate this with extracts from some of these texts.

They could also select extracts from these texts to include as part of their school's ANZAC Day commemoration ceremony.

6. Further ideas

Teachers seeking additional or alternative activities suitable for Prep to Year 12 students should refer to the Resources section at the end of this unit. Specific resources for Early Years and Middle Years students are also included in this list.

You will need
Resource 4:
Writings about
ANZAC and the
ANZAC Spirit



UNDERSTANDING COMMEMORATION CEREMONIES



In this section you will find:

- Information to help students understand the nature of commemoration and what happens at a commemoration ceremony.
- Student activities that investigate elements of a commemoration ceremony particularly as they relate to ANZAC Day and that lead them to suggest ways to make their school ceremony more meaningful.



UNDERSTANDING COMMEMORATION CEREMONIES

1. What happens at a commemoration service?

1.1 How can we become involved? (Prep-Year 10)

Three ANZAC Day commemoration services are held annually at the Shrine of Remembrance. They are:

- The Dawn Service at 6am on 25 April
- The Commemoration March and Commemoration Ceremony on 25 April. These are often televised and broadcast by radio usually on non-commercial stations
- Legacy Children's Service, usually on the school day closest to ANZAC Day.

Schools wishing to participate in the Legacy Ceremony at the Shrine of Remembrance should contact Melbourne Legacy by phoning 9663 3564 or by email at info@legacymelb.com.au. Schools in rural and regional Victoria should contact their local RSL or Legacy branch. You can also arrange to sell poppies to help raise funds for the ongoing work of the RSL.

Note: Arrange to lay a wreath if your school or class is attending the commemoration ceremony at the Shrine of Remembrance or at a local war memorial.

1.2. Understanding the spread and nature of commemoration (Years 2-10)

Students sit in small groups and share any information they have to explain:

- what happens at a commemoration ceremony
- why they are held
- who attends these ceremonies
- other ways in which we remember the service and sacrifice of Australian men and women.

If necessary, explain to students that commemoration ceremonies for Australian men and women take place:

- at local war memorials in their town, city or region
- at special memorials throughout Australia such as the Australian War Memorial in Canberra, the Shrine of Remembrance in Melbourne and similar memorials in other Australian capital cities, the Ex-Prisoners of War Memorial in Ballarat and the Vietnam Memorial in Canberra
- in countries where Australians have served, such as France (at Villers-Bretonneux) and at Gallipoli. There are often television and newspaper reports about the Dawn Service and Commemoration Ceremony at Gallipoli. An increasing number of young Australians in particular are making the journey to Gallipoli, often in association with ANZAC Day.
- in countries with whom Australia has strong ongoing links, such as at the Australian War Memorial in London.



UNDERSTANDING COMMEMORATION CEREMONIES

Service and sacrifice is also remembered by:

- the awarding of service and gallantry medals
- permanent memorials such as local war memorials, avenues of honour, memorial halls and statues to individuals such as those seen in the parkland near the Shrine of Remembrance
- the work of Legacy and the Red Cross
- war cemeteries (visit the websites of the Commonwealth War Graves Commission at www.veteransagency.mod.uk/remembrance/remembrance_cwgc.htm; as well as the Office of Australian War Graves at www.dva.gov.au/commem/oawg/general.htm; and the Australian War Memorial at www.awm.gov.au/encyclopedia/australia_memorials.htm)

The components and order of commemoration ceremonies may vary from place to place. Schools should develop a ceremony that is most appropriate to the needs of their students. A number of resources have been developed that can assist with this task. They are listed under the Suggested Resources section of this kit.

Some common elements of commemoration ceremonies may include:

- Laying of wreaths
- March by school cadets
- Recitation of *The Ode*
- Sounding of the 'Last Post'
- Period of silence
- The 'Rouse' and the 'Reveille'
- Wearing of red poppies and recitation of *In Flanders Fields*
- The Unknown Soldier
- Reversed Arms
- A Lone Charger
- The Gun Carriage
- Rosemary
- Flags at half mast
- Rifle Volleys and Gun Salutes
- The Lone Piper and *Flowers of the Forest*.

Some ceremonies, including the ceremonies at the Shrine of Remembrance, include additional hymns such as *O Valiant Hearts* and *God Save the Queen* as well as the Australian National Anthem, *Advance Australia Fair*. In addition prayers such as *The Lord's Prayer* may be used. The *ANZAC Requiem* (See Suggested Resources for website locations for this and other texts cited) or a similar speech or text extract could be read. This is becoming more common as we make commemoration ceremonies more inclusive in a culturally diverse Australia. In doing this, the key focus on remembering the service and sacrifice of Australian men and women in war and peacekeeping should not be lost. When the form of commemoration ceremonies was



UNDERSTANDING COMMEMORATION CEREMONIES

established in the mid 1930s most Australians would have described themselves as belonging to the British Empire and Commonwealth of Nations as well as being part of a Christian country. It is particularly poignant when we realise that the ancestors or family members of some students attending these ceremonies at school, at the Shrine of Remembrance or at a local war memorial may have come from a country against which Australians once fought for the values in which they believed. In such circumstances the reading of a text such as Ataturk's tribute (see Resource 6) is appropriate.

After this discussion, students can participate in the activities that follow, which help them to understand what happens at a commemoration ceremony and how they can make their ANZAC Day commemoration ceremony more meaningful.

1.3. Understanding commemoration ceremonies (Years 2-10)

Distribute Activity Sheet No. 1, which identifies parts of a commemoration ceremony. Students read the sheet, then share any prior knowledge they have about the history and purpose of the ceremony, and what happens. Students will not be able to respond with information and ideas about all parts of the ceremony at this stage of the activity.

Students then work in small groups, each group investigating one component of a commemoration ceremony. Students use listed resources and websites from the Suggested Resources in this kit to guide them in their research. The Australian War Memorial website www.awm.gov.au/commemoration/anzac/anzac_tradition.htm is a useful starting point. Ask each group to present its information to the class so they can decide whether or not it is meaningful and practical to include each element in a commemoration ceremony at their school.

For each selected element, students produce visual aids and/or graphic organisers to use at the school's commemoration ceremonies. These products can be used to introduce and explain each part of the ceremony.

Explain to students that after their presentation, others should be clear about:

- the history of this part of the ceremony (its origins)
- the purpose of this part of the ceremony
- what happens during this part of the ceremony.

Rehearse the presentation in class to ensure presentations are clear and students are confident. Invite constructive feedback from peers to improve presentations.

Distribute Resource 5 to students. Explain that these works are often included in commemoration services for Australian men and women today. Discuss the meaning of each work and its appropriateness in a multicultural Australia. Students search for alternative works and present these to the class for consideration. Students could also write their own reflections about ANZAC Day and why it is (or is not) important for Australians to remember the significance of this event and the contributions through service and sacrifice of Australian men and women.

As a class, plan and write a proposal for presentation to the junior school council, student representative council and /or school staff. This proposal should outline suggestions of ways to make their ANZAC Day commemoration service meaningful to the youth of their school. It should indicate what resources students already have that could be used as part of this ceremony. Invite other classes in the school to contribute.

You will need Activity Sheet No. 1: Parts of a commemoration ceremony and Resource 5: Hymns, songs, prayers and poetry used in commemoration services today



UNDERSTANDING COMMEMORATION CEREMONIES

2. Media coverage (Years 5-10)

Students collect newspaper articles and videotape television news items, current affairs vignettes and/or documentaries reporting on or examining ANZAC Day. They can also use archived articles from other newspapers such as

The Age www.theage.com.au

Herald Sun www.heraldsun.news.com.au

The Australian www.theaustralian.news.com.au/archives

Where possible include national, state and regional/local media. Discuss the different focuses of these media and reasons for this.

Students analyse these to:

- identify the writer's/producer's viewpoints
- find out about ANZAC Day commemorations and reunions in Australia and overseas (including in countries against whom Australians once fought)
- suggest possible reasons for the increasing interest in ANZAC Day and the ANZAC Spirit in recent decades
- locate factual information about the story of ANZAC and whether or not that information is accurate
- identify the people interviewed or quoted in these items and decide whether or not this provides a balanced representation of interested parties
- decide whether or not any sections of the media see part of their role as being educational, informing people about what happened in 1915. That is, is there an historical as well as a contemporary focus in media reporting? Is this the same for the commercial and non-commercial media?

If students are watching or listening to the ANZAC Day march, suggest they ask the same questions to determine how much of the commentary is educational/informative and how much of the commentary has an entertainment value. Students could compare this with media coverage of other public events such as sporting events, parades, awards ceremonies, special events. Students suggest possible reasons for similarities and differences.



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3. Friends again (Years 5-10)

Distribute Resource 6. Students should read the resource without any information about who wrote the text or why this was written.

Discuss the ideas and messages the text contains. Ask students:

- Where would you expect to find a text like this?
- What type of person do they think wrote this text, and why?

Then explain that these words were written by Mustafa Kemal Ataturk in 1934. You can read these words on his memorial in ANZAC Parade Canberra and at Gallipoli. You can find out more about Ataturk who served with distinction in the Turkish Army at Gallipoli at www.awm.gov.au/encyclopedia/ataturk.htm and by conducting a global search, keying in 'Ataturk'.

Ask students:

- What does the use of Ataturk's tribute at these places suggest to you about the nature of war and the author of this text?

Students will find interesting parallels with the work of Edward "Weary" Dunlop after World War II in re-establishing friendly relations with Japan.

Edith Cavell in 1915 remarked in her last recorded words: "I realise that patriotism is not enough. I must have no hatred or bitterness to anyone."

Challenge students to find texts that contain similar sentiments and values. Build up a class resource of these.

You will need
Resource 6: ANZAC
Tribute



SUGGESTED RESOURCES



For teachers and/or students



SUGGESTED RESOURCES

Recommended reading

Anderson, Matt, *A is for ANZACs*, ANZAC Day Commemoration Committee of Queensland 1997. This book was distributed to all schools in Australia during 1997 as part of the Their Service - Our Heritage ANZAC Kit. It can also be downloaded at www.anzacday.org.au/education/afor/afor-00.html

Anderson, Matt, *Don't forget me, cobber!*, ANZAC Day Commemoration Committee of Queensland 1995 (Middle primary - lower secondary)

Andrews, Michael, *The ANZAC Spirit: Australian soldiers at war since 1945*, Grolier Books 2002 (Upper primary - middle secondary)

ANZAC Day - Traditions, Facts and Folklore, ANZAC Day Commemoration Committee of Queensland 2000

ANZAC Day 2002, ANZAC Day Commemoration Committee of Queensland 2004 (Middle primary - adult)

ANZAC Day 2003, ANZAC Day Commemoration Committee of Queensland 2004 (Middle primary - adult)

ANZAC Day 2004, ANZAC Day Commemoration Committee of Queensland 2004 (Middle primary - adult)

Barrett, Paul & Collison, Kerry B, *The Happy Warrior: An Anthology of Australian and New Zealand Military Poetry*, Sid Harta Publishers 2001. Email author@sidharta.com.au

Bruce, Jill B., *ANZAC Day*, Kangaroo Press 2000 (Upper primary)

Carlyon, Patrick, *The Gallipoli Story*, Penguin 2003 (Upper primary- middle secondary)

Burke, Di, *Why are they marching, Daddy?*, ANZAC Day Commemoration Committee of Queensland 2002 (Includes ANZAC Kit for early childhood)

Crew, Gary & Tan, Shaun, *Memorial*, Lothian 1999

Cupper, Pam and Taylor, Phil, *ANZAC*, Australian Issues Collection, McGraw Hill 2003 (Middle secondary and teacher reference)

Curran, Tom, *Not only a Hero - An Illustrated Life of Simpson, the Man with the Donkey*, ANZAC Day Commemoration Committee of Queensland 1999

Defending Australia Series, *The Anzac Spirit- Creating Australian Military Legend*, Watts Publishing 2004
See Also *Air Force, Army, Navy*

Department of Veterans' Affairs, *Memories and Memorabilia: Recognising and Preserving Australia's War Heritage* 2003



SUGGESTED RESOURCES

Department of Education (Victoria), *curriculum@work* (CD-Rom distributed to all Victorian teachers in 2000). See especially SOSE Level 4, 'Rituals and National Days'.

Department of Veterans' Affairs, *Time to Remember: Understanding Australia's Experiences of War and Peacekeeping*, ANZAC Day Kit, Curriculum Corporation 2003. (A copy of the kit was sent to all primary schools in Australia)

Department of Veterans' Affairs, *Remembering Charlie Cooper*, 2001. You can download this big book which was sent to primary schools in 2001 at www.dva.gov.au/commem/commac/remday01/bigbook/intro.htm. This big book can also be purchased at the Shrine. It forms part of the education kit, *We Remember*. The book provides a point of entry to understanding commemoration for Early Years students.

Farrer, Vashti, *Walers Go to War*, ANZAC Day Commemoration Committee of Queensland 2001

Jorgensen, Norman & Harrison-Lever, Brian, *In Flanders Fields*, Sandcastle Books 2002, ISBN 192073 103 2 (Picture story book of the year about Ypres, not the famous poem) www.facp.iinet.net.au

Kelly, Darryl, *Just Soldiers - Stories of ordinary Australians doing extraordinary things in time of war*, ANZAC Day Commemoration Committee of Queensland 2004

King, Jonathan, *Gallipoli Diaries: The Anzac's Own Story Day by Day*, Kangaroo Press 2003

Laffin, John, *Gallipoli*, Kangaroo Press 1999 (Upper primary)

Linnane, Tracey, *Peace in Our Communities: A teaching and learning package for primary schools*, ANZAC Day Commemoration Committee of Queensland 2004

Macdougall, A.K., *Gallipoli and the Middle East 1915-18, Australia in History series*, Waverton Press 2004. Also in the series are *Australia and the Second World War 1939 - 45* and *The Peacekeepers: Australians at war since 1945*.

Pugsley, Chris, *The Anzacs at Gallipoli*, Lothian 2000 (Upper primary)

Reid, Richard, *Every day at the Shrine*, Department of Veterans' Affairs 2003. Photographic collection.

Reid, Richard, *Gallipoli 1915*, ABC Books 2003 (Photo essay, secondary)

Ryebuck Media, *The ANZAC Experience*, ANZAC Day Commemoration Committee of Queensland 1999

Ryebuck Media, *In Search of Jacka, VC*, ANZAC Day Commemoration Committee of Queensland 2002

Small, Mary, *Simpson and Duffy*, ANZAC Day Commemoration Committee of Queensland 2003 (Includes Primary teaching and learning package)

Small, Mary, *The Unknown Australian Soldier*, ANZAC Day Commemoration Committee of Queensland 2003 (Middle primary to lower secondary)

Stephens, Tony & Siewert, Steven, *The Last ANZACs: Lest We Forget*, Fremantle Arts Centre Press 2003 (Secondary)



SUGGESTED RESOURCES

Recommended websites

ANZAC Day Commemoration Committee for Queensland, www.anzacday.org.au

ANZAC Day tradition, www.awm.gov.au/commemoration/anzac/anzac_tradition.htm

ANZAC Requiem, www.anzacday.org.au/anzacservices/Adcommemservice/requiem.html

Ataturk's tribute, www.awm.gov.au/encyclopedia/ataturk.htm

Australian Flying Corps, www.awm.gov.au/atwar/ww1_flying.htm

Australian Government, Culture and Recreation Portal, www.acn.net.au/articles/anzac including Reflections and articles on ANZAC Day and links to other websites

Australian War Memorial, www.awm.gov.au. See especially www.awm.gov.au/commemoration/anzac/index.htm for links to other parts of the Memorial's website including ceremonies around the world, images, sound recordings of the Last Post, Reveille and Rouse and education resources. Also see www.awm.gov.au/encyclopedia/anzac/spirit.htm Use the encyclopaedia to locate information about specific battles such as Lone Pine, Gallipoli, The Nek.

Look under the Collections database for additional photographs

Look under the Encyclopaedia for useful background information such as www.awm.gov.au/encyclopedia/gallipoli/index.htm

Look under Commemorations which describes each component of a commemorative ceremony and its history. See especially www.awm.gov.au/commemoration/anzac/anzac_tradition.htm for the ANZAC Tradition.

Australian War Memorial & Department of Veterans' Affairs, *Anzac: A Day to Remember*, 1999. See especially pp. 20-29. Download this as a PDF file from www.awm.gov.au/commemoration/anzac/adaytoremember.htm.

Australians at War, www.australiansatwar.gov.au

Address on the Occasion of the Dawn Service, ANZAC Cove, Sunday, 25 April 1999, www.gg.gov.au/speeches/textonly/speeches/1999/990425-2.html You can also access speeches Sir William Deane made later that day and in East Timor on ANZAC Day, 2002.

Department of Education & Training (Victoria), www.sofweb.vic.edu.au/vol/teach/activindex.htm for Early and Middle Years teaching and learning activities and www.sofweb.vic.edu.au/sose/events/anzacintro.htm

Department of Veterans' Affairs, Valuing our Veterans, www.dva.gov.au/commem/commac/studies/anzacsk/eduact3.htm

Department of Veterans' Affairs, www.dva.gov.au/commem/commac/studies/studies.htm. An extensive list of current and past education resources for primary and secondary students produced by the Department.

Gallipoli Commemoration site, www.anzacsite.gov.au

Landing at Gallipoli, www.gallipoli.gov.au/1landing/index.html and www.awm.gov.au/encyclopedia/gallipoli/index.htm



SUGGESTED RESOURCES

Memorial Boxes, www.awm.gov.au/education/box/index.asp. Teachers can borrow these boxes through the Australian War Memorial or from the Victorian Association of Social Studies Teachers, phone 9348 4957.

Military structure and organisation, www.awm.gov.au/atwar/structure

Returned Servicemen's League, www.rsl.org.au/commemoration/anzac.html

RSL Education, www.sofweb.vic.edu.au/vol/teach/activindex.htm

Service records, www.w2roll.gov.au

Simpson and Duffy, www.awm.gov.au/encyclopedia/simpson.htm; www.awm.gov.au/encyclopedia/spatrick.htm

Transcripts of interviews with veterans, www.australiansatwarfilmarchive.gov.au/aawfa

Valuing our Veterans: The ANZAC Spirit, www.dva.gov.au/commem/commac/studies/anzacsk/eduact3.htm

Veterans on line, www.sofweb.vic.edu.au/vol/voldg/VOLBioindex.htm

Victoria Cross Winners, www.anzacday.org.au/education/medals/vc/austlist.html

Victorians at War, <http://victoriansatwar.net/themes/index.html>

www.teachers.ash.org.au/denise/Themes4-7B.htm

www.anzacs.net includes audiopoems, history text suitable for Middle Years students.

www.stumacsu.com/anzac/anzactrib.html (West Australian editorial, 1999 about the ANZAC Spirit)

www.ozbird.com/oz/anzac.htm. Easy to read text.

Recommended videos

Anzacs, Village Roadshow, 1985

Australians at War, ABC, Video and CD-Rom



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