

AUSTRALIAN GOVERNMENT
DEPARTMENT OF VETERANS' AFFAIRS



INVESTIGATING
GALLIPOLI

A RESOURCE FOR
PRIMARY SCHOOLS



Australian Government
Department of Veterans' Affairs

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For further information about how to load and run the DVD-ROM component of the ABC's *Gallipoli: The First Day* please go to <http://www.abc.net.au/innovation/gallipoli/feedback.htm>

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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.

As we approach the 95th anniversary of 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
ACT	SOSE	4/5–6/7	Historical commemorations
NSW	HSIE	4/5–6/7	Change and continuity, Significant people in Australian identity
NT	SOSE	7–8	Significant events in the past
QLD	SOSE	4/5–6/7	Effects of change or continuity on different groups
SA	SOSE	4/5–6/7	Australian History 1788-1918
TAS	Society and History	3–4	Historical inquiry Stages 5–9
		5–6	Stages 7–11
VIC	SOSE	5–6	Australian History 1788-1918
WA	S & E	4/5–6/7	Importance of people, ideas and events Causes of major changes and continuities in the local area over time
National Curriculum	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.

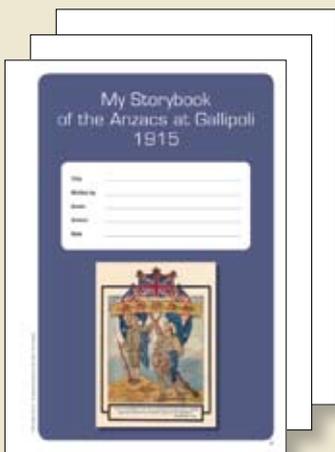
Suggested approaches to using :

- 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**; and
- the **DVD-VIDEO with *Australians at War Episode 2 'Who'll come a fighting the Kaiser with me'***

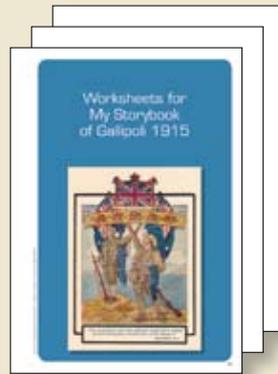
are provided on pages 7–11.

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



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

Storybook	Worksheet	Theme & Comments	DVD-ROM	DVD-VIDEO SELECTED SCENES	GALLIPOLI AND ANZAC WEBSITE www.anzacsite.gov.au
1A-1B (pages 18-19)	1 (page 50)	<p>Creating a timeline</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>Aspects of life in 1915</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>Where the war was fought</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>Soldiers and nurses</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 www.anzacsite.gov.au
5 (25)	5 (55)	<p>Why people volunteered</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>Voyage to Egypt</p> <p>In this activity students need to:</p> <ol style="list-style-type: none"> 1 Identify on the Worksheet map the places mentioned in the imaginary diary account 2 Draw a line to show the voyage between those places 3 Transfer this information to the Storybook map 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. 	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>Training in Egypt</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>The soldiers at Gallipoli</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 www.anzacsite.gov.au
9A-9B (30-31)	9A-9B (62-63)	<p>The landing at Anzac 25 April 1915</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>www.anzacsite.gov.au/1landing/why.html for a map of the area .</p> <p>www.anzacsite.gov.au/1landing/s_crusading/crusading.html for the sketches of Signaller Silas.</p> <p>www.anzacsite.gov.au/5environment/images.html for the photographs of the area.</p>
10 (32)	10A-10B (64-65)	<p>Simpson and his donkey</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>Nurses at Gallipoli</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>www.anzacsite.gov.au/5environment/nurses.html and</p> <p>anzacsite.gov.au/5environment/nursephoto.html and</p> <p>anzacsite.gov.au/5environment/nurses/third-agh.html 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 www.anzacsite.gov.au
12 (34)	12A-12B-12C (68-70)	<p>Jim Martin, boy soldier</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>Characters at Gallipoli</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>			www.anzacsite.gov.au/5environment/vc/jakka.html for information on Albert Jacka.
14A-14B (36-37)	14A-14B-14C-14D (74-77)	<p>Daily life at Gallipoli</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.	www.anzacsite.gov.au/5environment/hore/hore.html and www.anzacsite.gov.au/1landing/s_crusading/crusading.html for drawings of life on Gallipoli.
15 (38)	15A-15B (78-79)	<p>Meeting the Turkish soldiers</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 www.anzacsite.gov.au
16 (39)	16 (80)	<p>Withdrawal from Gallipoli</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>That was then. Now we remember</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 www.anzacsite.gov.au/2visiting/ and look at: Anzac Walk Gallipoli Tour Turkish memorials.</p> <p>www.dva.gov.au/commems_oawg/Commemorations/Commemorative_Events/Pages/index.aspx For information of Anzac Day traditions and cemeteries.</p>
22 (48)	N/A	<p>Reflection</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.

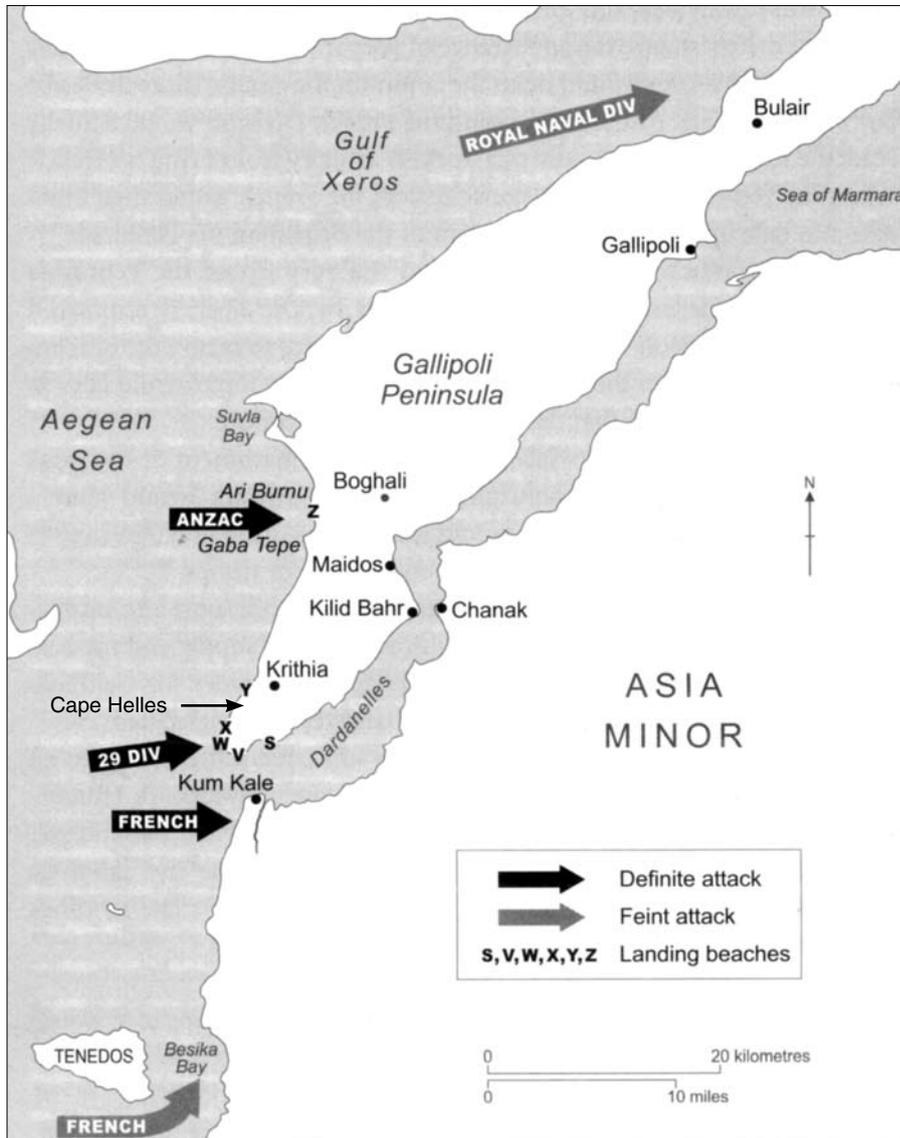
To do this they had to get through the Dardanelles Strait — Turkish territory that was heavily protected. Several attempts by the British and French to force their way through the Strait using warships had failed. An alternative plan was developed — a sea-borne invasion of the Gallipoli peninsula by 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

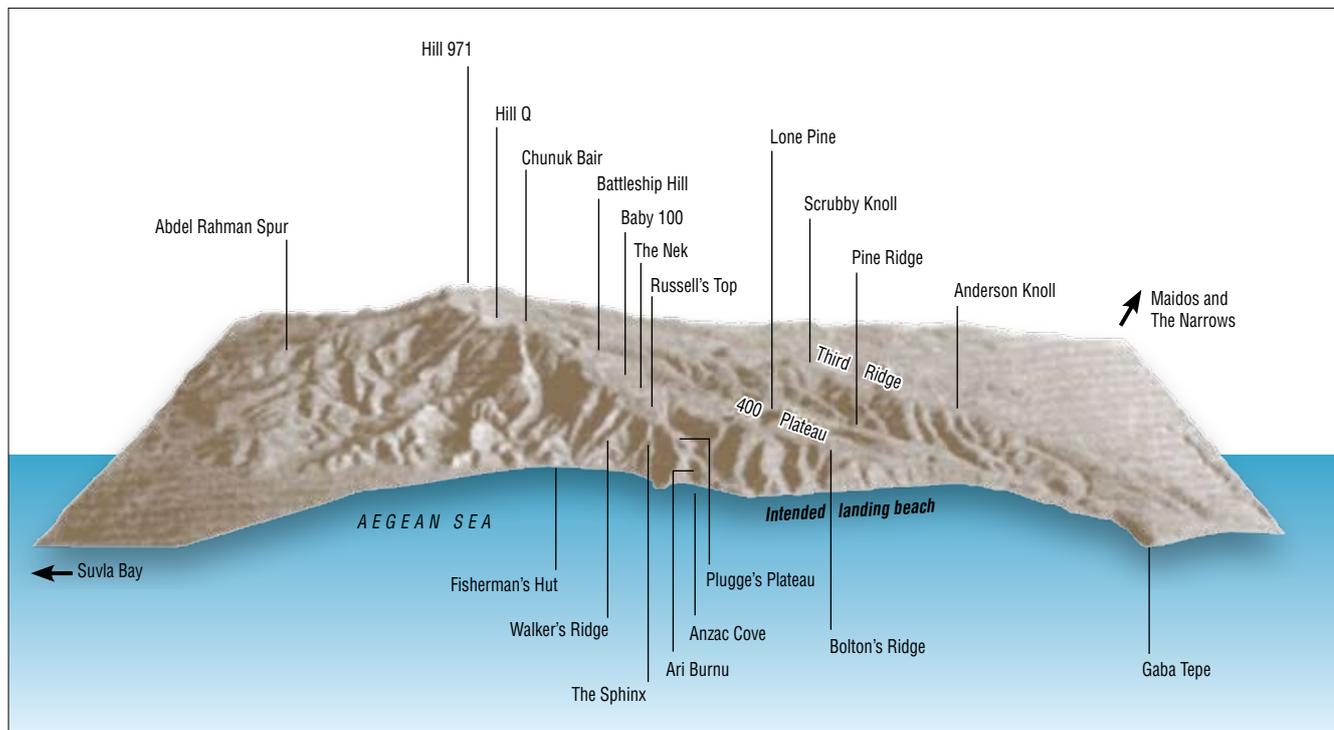
Anzac

'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

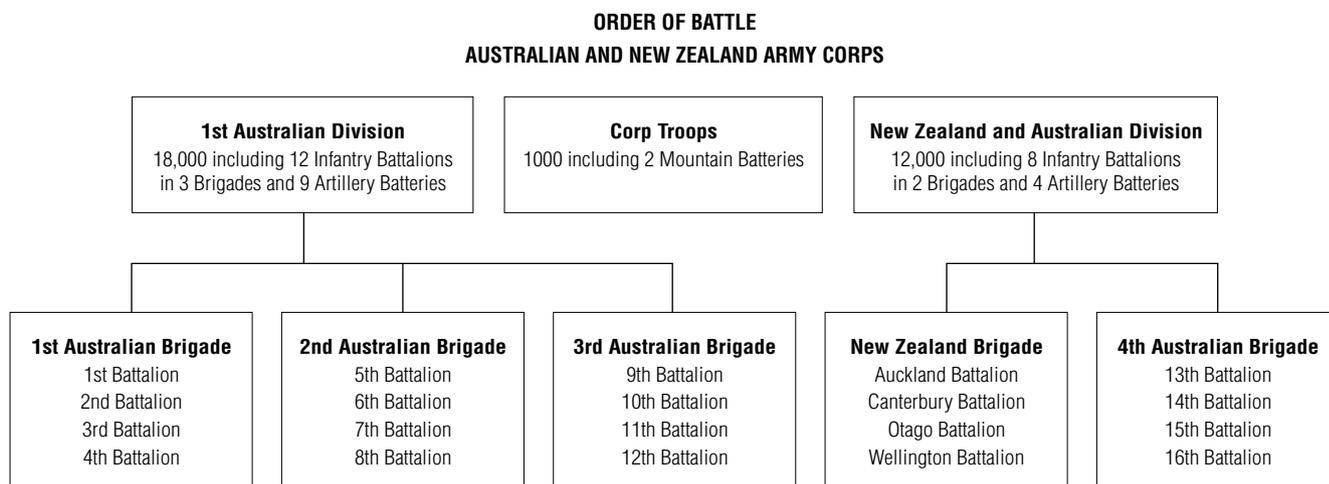
The military organisation of combat forces was:

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

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/)
- 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, including:

Australian War Memorial Online exhibitions

Dawn of the Legend

www.awm.gov.au/exhibitions/dawn/index.asp

Forging the nation- Federation the first twenty years

www.awm.gov.au/exhibitions/forging/

Gallipoli 1915: the drama of the Dardanelles

www.iwm.org.uk/upload/package/2/gallipoli/index.htm

Fifty Australians - Albert Jacka www.awm.gov.au/exhibitions/fiftyaustralians/26.asp

George Lambert: Gallipoli and Palestine landscapes

www.awm.gov.au/blog/category/exhibitions/george-lambert/

Sidney Nolan: the Gallipoli series

www.awm.gov.au/exhibitions/nolan/

Education activities

Hard Tack

www.awm.gov.au/education/activities/hard_tack.asp

Soldiers' slang at Gallipoli

www.awm.gov.au/education/activities/slang.asp

ANZAC Day Commemoration Committee (Qld)

www.anzacday.org.au/

Despatches From Gallipoli

www.diggerhistory.info/

Digger History

www.diggerhistory.info/

Gallipoli and the Anzacs

www.anzacsite.gov.au/

Gallipoli The First Day

www.abc.net.au/innovation/gallipoli/gallipoli2.htm

Gallipoli

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

Gallipoli Association

www.gallipoli-association.org/

New Zealand History Online — Anzac Day

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

New Zealand History online — Gallipoli campaign

www.nzhistory.net.nz/war/the-gallipoli-campaign/introduction

Lost Leaders of Anzacs

www.anzacs.org/index.html