AUSTRALIAN LIGHT HORSE
PALESTINE 1916–1918

Educational Activities
INTRODUCTION

_Australians in World War I: Australian Light Horse – Palestine 1916–1918_ is the first title in a series of books published by the Department of Veterans’ Affairs that explores aspects of World War I. This booklet of educational activities is designed to encourage students to become engaged with the text, the rich range of historical sources it incorporates and launch into further research to broaden their historical knowledge and skills.

A copy of the book was sent to every Australian secondary school in 2013. In addition, the text and images from _Australian Light Horse_ are available online, allowing students to more easily access them.

AUSTRALIAN CURRICULUM LINKS

All activities within this booklet are aligned to Year 9 History: Depth study 3 – World War I. However, the material can be adapted by teachers for use with other levels and curriculum areas. Teachers are encouraged to adapt the activities to suit their own purposes. Each of the six activities is discrete, allowing teachers to select and use specific activities or parts of activities.

Images and written sources from _Australian Light Horse_ can be viewed online allowing students to examine the larger digital versions. A relevant page number accompanies all sources. Further historical information about each image can be found by using the image number provided to access the collection search on the Australian War Memorial website.

<table>
<thead>
<tr>
<th>YEAR 9 HISTORY Depth Study 3: World War I</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HISTORICAL KNOWLEDGE AND UNDERSTANDING:</strong></td>
</tr>
<tr>
<td>• The places where Australians fought and the nature of warfare during World War I.</td>
</tr>
<tr>
<td>• The impact of World War I, with a particular emphasis on Australia.</td>
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<tr>
<td>• The commemoration of World War I.</td>
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<tr>
<td><strong>HISTORICAL SKILLS:</strong></td>
</tr>
<tr>
<td>• Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places.</td>
</tr>
<tr>
<td>• Use historical terms and concepts.</td>
</tr>
<tr>
<td>• Process and synthesise information from a range of sources for use as evidence in an historical argument.</td>
</tr>
<tr>
<td>• Identify and analyse different historical interpretations (including their own).</td>
</tr>
<tr>
<td>• Identify the origin, purpose and context of primary and secondary sources for their use as evidence in an historical argument.</td>
</tr>
<tr>
<td>• Evaluate the reliability and usefulness of primary and secondary sources.</td>
</tr>
<tr>
<td>• Identify and select different kinds of questions about the past to inform historical inquiry.</td>
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<tr>
<td>• Identify and analyse the perspectives of people from the past.</td>
</tr>
<tr>
<td>• Identify and locate relevant sources, using ICT and other methods.</td>
</tr>
<tr>
<td>• Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced.</td>
</tr>
<tr>
<td>• Select and use a range of communication forms (oral, graphic, written) and digital technologies.</td>
</tr>
</tbody>
</table>
REFERENCES:


NOTE:

At the time of the First World War, modern Turkey did not exist. Britain’s declaration of war was against the Ottoman Empire, which had been in existence since the 1300s. Although the Ottoman military was ethnically diverse it was commonplace to call all Ottoman soldiers Turkish soldiers, a practice that this work will follow.

DISCLAIMER:

Teachers should be aware that this resource contains images of dead animals and soldiers and should be used sensitively with students.
OVERVIEW OF ACTIVITIES

This educational resource has six discrete sets of inquiry questions, activities and sources, relating to key themes of the experience of the Australian Light Horse during World War I.

ACTIVITY 1:
Why did Australians want to serve in the Australian Light Horse?
Using external sources and the resource *Australians in World War I: Australian Light Horse – Palestine 1916–1918*, students examine primary and secondary sources to understand the decisions of people from the past.

ACTIVITY 2:
Where did Australians serve during the Sinai and Palestine campaigns?
Using the resource *Australian Light Horse*, students complete a timeline and mapping activity to develop an understanding of the location and distance of this mobile campaign.

ACTIVITY 3:
What was the nature of warfare for the Australians during the Sinai and Palestine campaigns?
Students examine historical sources to assist in interpreting and understanding desert and mobile warfare.

ACTIVITY 4:
What contribution did the Australian Light Horse make to the Battle of Beersheba?
Students analyse and assess the usefulness and reliability of four different historical sources of the same event.

ACTIVITY 5:
Research project - What do primary and secondary sources tell us about the experiences of a Light Horse soldier during the Sinai and Palestine campaigns?
Students research a light horseman of their choice using a variety of online databases and sources to gather historical information. Students present their findings in a small exhibition display.

ACTIVITY 6:
What have you learnt about the Australian Light Horse?
Students reflect on what they have learnt about the Australian Light Horse and display their own historical interpretation of the Sinai and Palestine campaigns.
**ACTIVITY 1: Why did Australians volunteer to serve in the Australian Light Horse?**

**A. ANALYSING HISTORICAL SOURCES**

Examine the sources below and answer the questions relating to each source.

**SOURCE 1: THE STORY OF TROOPER ALBERT (TIBBY OR TIBBIE) COTTER**

In the early 1900s Albert ‘Tibby’ Cotter was a well-known Australian fast bowler - the Glenn McGrath of his day. Tibby’s illustrious cricketing career made him an Australian household name; so when Tibby volunteered for the Australian Light Horse in April 1915, his enlistment was widely publicised. Many Australians admired Tibby Cotter for “doing his bit”.

A lantern slide of Trooper Tibbie Cotter used in a 1917 Australian Imperial Force recruitment drive AWM P04366.001.

The Australian Light Horse was a popular choice for many Australian volunteers when enlisting and many men were disappointed when they were allocated to other units. Whilst Tibby was an exceptionally talented cricketer, he lacked the ability and experience to ride as a front line trooper. Instead, he was assigned as a stretcher bearer, riding just behind the front line of troopers and dismounting to treat wounded horsemen. Tibby’s physique, with his powerful chest and shoulders, gave him the strength and stamina required of stretcher bearers.

After serving briefly in Gallipoli, Tibby was transferred to the 12th Light Horse Regiment. The Light Horse was in the Middle East to support the British forces in driving the Turks from Sinai and Palestine.

During the Second Battle of Gaza, Trooper Cotter was commended for his “fine work under heavy fire”. The Official History records “he behaved in action as a man without fear” (*Official History of Australia in the War of 1914 – 1918*, Vol. VII, Chapter XXIII, page 401).

Tibby’s 12th Light Horse Regiment was part of the most famous Australian battle of the Palestine campaign when the village of Beersheba was attacked on 31 October, 1917.
At 4:30pm approximately 800 troops of the 4th (VIC) and the 12th (NSW) Regiments were assembled in three long lines for the assault. The determined light horsemen knew they had to take Beersheba quickly or they would run out of water. As they moved off at a trot heading for the system of concealed enemy trenches, Tibby Cotter was riding close behind, ready to assist with the wounded.

In some of the trenches the close fighting was intense and bitter, in other trenches the Turks seemed stunned and threw down their arms. Within an hour, Beersheba was in Allied hands and the Australians’ exhausted horses, some of which had not drunk for thirty hours, received a well-earned reward from the wells. Tibby was seen to have dismounted after the charge, but was then shot in the head at close range by a Turkish soldier. Tibby died in one of the world’s last great cavalry charges.

Trooper Albert Cotter was buried in Beersheba War Cemetery, in what is now Israel. The epitaph on his headstone reads: “In memory of our dearly loved son and brother”. For the Cotter family their loss was two-fold; Tibby’s older brother John was killed in France three weeks prior to Tibby’s death.

“Doing his bit” was a common colloquial phrase during World War I: what does it mean?

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_________________________________________________________________________________

_________________________________________________________________________________

What does Tibby Cotter’s story tell you about why someone would volunteer to fight in the Light Horse?

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_________________________________________________________________________________

_________________________________________________________________________________

Why was Tibby Cotter used as a recruiting tool for the Australian Imperial Force (AIF)?

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_________________________________________________________________________________

What effect do you think Tibby’s death would have had on recruitment at home?

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_________________________________________________________________________________

_________________________________________________________________________________
Es Salt raid, by George Lambert, oil on canvas, 51.1 x 61 cm, painted in London in 1918. Light horsemen gallop across rough ground. Two horses fall. Steep hills behind. This painting depicts the action east of Jordan on 30 April 1918, when the Anzac Mounted Division attacked and captured Es Salt. (AWM ART02872)

What does the artwork show about the idealised image of the Light Horseman?

_________________________________________________________________________________

_________________________________________________________________________________

Look closely at the Light Horsemen in this painting. Why would the Australian Light Horse have appealed to young men enlisting during World War I?

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_________________________________________________________________________________

Who is omitted from the artwork? Why?

_________________________________________________________________________________

_________________________________________________________________________________
Dead horses lie on the ground near a line of soldiers and other horses after the Battle of Beersheba on 31 October 1917. (AWM P02400.026)

What was the reality of horse-mounted charges in the age of the machine gun and artillery?

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

How does this image differ from the artwork of Source 2?

_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
**ACTIVITY 2:**
WHERE DID AUSTRALIANS SERVE DURING THE SINAI AND PALESTINE CAMPAIGNS?

**A. TIMELINE OF THE SINAI AND PALESTINE CAMPAIGNS**

Use the publication *Australian Light Horse* to identify some key events of the Sinai and Palestine campaigns. Select a location from each box to complete a timeline of the campaign.

<table>
<thead>
<tr>
<th>Magdhaba</th>
<th>Beersheba</th>
<th>Romani</th>
<th>Es Salt</th>
<th>Wady um Mukheib</th>
<th>Jerusalem</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gallipoli</td>
<td>Damascus</td>
<td>Jenin</td>
<td>Rafa</td>
<td>Southern Palestine</td>
<td>Gaza</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DATE</th>
<th>EVENT</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 1915</td>
<td>Anzac troops withdrew from</td>
<td>5</td>
</tr>
<tr>
<td>21 March 1916</td>
<td>The Australian Light Horsemens perform a reconnaissance to</td>
<td>6</td>
</tr>
<tr>
<td>3-5 August 1916</td>
<td>The Australian Light Horse participates in a decisive British victory at</td>
<td>7-8</td>
</tr>
<tr>
<td>23 December 1916</td>
<td>The ANZAC Mounted Division and the Imperial Camel Corps Brigade attack</td>
<td>9</td>
</tr>
<tr>
<td>9 January 1917</td>
<td>The Turkish post at</td>
<td>9</td>
</tr>
<tr>
<td>26 March 1917</td>
<td>Australian horsemen enter the northern outskirts of</td>
<td>11</td>
</tr>
<tr>
<td>19 April 1917</td>
<td>A second unsuccessful attempt is made to capture Gaza. The Australians are ordered to retire and the Turks strengthen their defences, convinced they can hold</td>
<td>12</td>
</tr>
<tr>
<td>31 October 1917</td>
<td>The 4th and 12th Regiments of the Australian Light Horse play a pivotal role in successfully attacking the</td>
<td>14-15</td>
</tr>
<tr>
<td>9 December 1917</td>
<td>The Australian Light Horse, attached to a British force, succeed in breaking through the Turkish defences at</td>
<td>16</td>
</tr>
<tr>
<td>4 May 1918</td>
<td>After some heavy fighting over the previous four days, the Australian Light Horse are ordered to retire from</td>
<td>18</td>
</tr>
<tr>
<td>20 September 1918</td>
<td>The 3rd Light Horse Brigade is positioned at to assist in catching the main section of a retreating Turkish force.</td>
<td>19</td>
</tr>
<tr>
<td>2 October 1918</td>
<td>The Australian Light Horse, led by their commander Lieutenant General Sir Harry Chauvel, enter</td>
<td>21</td>
</tr>
</tbody>
</table>
B. MAPPING THE CAMPAIGN

Using the map below of the Sinai and Palestine campaigns, complete the following:

I. Identify and highlight the following key locations to map the progress of the Australian Light Horse from 1916 to 1918.

- Romani
- El Arish
- Magdhaba
- Rafa
- Gaza
- Beersheba
- Jerusalem
- Es Salt
- Semakh
- Damascus
II. Using the scale on the map, estimate the approximate distance from Romani to Damascus.

_________________________________________________________________________________

III. In small groups, use a map of your local area and find a location a similar distance away. Imagine you have to travel to this place on horseback. What difficulties would you face on your journey?

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### ACTIVITY 3: WHAT WAS THE NATURE OF WARFARE FOR THE AUSTRALIANS DURING THE SINAI AND PALESTINE CAMPAIGNS?

#### A. MATCHING TERMS AND DEFINITIONS

Draw a line from each term to the correct definition.

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>TERRITORIAL INFANTRY DIVISION</td>
<td>The forerunner of the Royal Australian Air Force, this organisation operated aircraft during WWI.</td>
</tr>
<tr>
<td>OFFENSIVE</td>
<td>Fighting in an area where water, climate, equipment, mobility and individual protection requires special consideration. Can be equally as dangerous and fatal to troops as can a physical engagement with the enemy.</td>
</tr>
<tr>
<td>DESERT WARFARE</td>
<td>The gaining of information on the enemy’s resources and activities.</td>
</tr>
<tr>
<td>FLANK</td>
<td>The gaining of information on the terrain, enemy and weather for immediate use in local battles.</td>
</tr>
<tr>
<td>AUSTRALIAN FLYING CORPS</td>
<td>A volunteer reservist unit of approximately 10,000 British soldiers who fought on foot.</td>
</tr>
<tr>
<td>STRATEGIC RECONNAISSANCE</td>
<td>To advance, then assault or attack an enemy position.</td>
</tr>
<tr>
<td>TACTICAL RECONNAISSANCE</td>
<td>Three of these made up a Light Horse regiment.</td>
</tr>
<tr>
<td>SQUADRON</td>
<td>Extremity or side of the formation.</td>
</tr>
</tbody>
</table>
B. ANALYSING HISTORICAL SOURCES

The examination of historical sources assists us in interpreting and understanding what happened in the past. The following photographs and excerpts are historical sources from the resource, *Australian Light Horse*.

I. Examine this photograph to complete the accompanying questions.

**SOURCE 1: IMAGE AND CAPTION FROM AUSTRALIAN LIGHT HORSE, PAGE 27**

*Men of the 2nd Light Horse Field Ambulance have lunch in the desert en route to Hassainya in the Sinai in November 1916. Left to right: Basil Strachan, Joseph Palmier, Arthur Garbutt, Lowes Skyring and Eric Goldsmith. Skyring was awarded the Military Medal in Routine Orders for the first attack on Amman in March 1918, but when he was captured a month later during the second attack, the award was cancelled. He died while a prisoner of war on 9 August 1918 and is commemorated at Baghdad (North Gate) War Cemetery in Iraq. (AWM JO2901)*

Troops were provided with food, equipment and protective items. List as many of these objects as you can find in this photograph.

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_________________________________________________________________________________
This photograph was taken in the Sinai Desert in November 1916. Describe what living in this environment would have been like for these Australians?

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_________________________________________________________________________________

II. Carefully examine the four photographs in Sources 2 to 5 and complete the following activities.

**SOURCE 2: IMAGE AND CAPTION FROM AUSTRALIAN LIGHT HORSE, PAGE 54**

Several motor ambulances wait in front of a mosque at Beersheba to collect battle casualties from the local Turkish hospital, which is out of sight on the left, and transport them to facilities further down the line of medical evacuation, November 1917. (AWM PO1668.004, photographer D Macaulay)
**SOURCE 3: IMAGE AND CAPTION FROM AUSTRALIAN LIGHT HORSE, PAGE 55**

Beersheba Railway Station, 8 November 1917. (AWM JO2504)

**SOURCE 4: IMAGE AND CAPTION FROM AUSTRALIAN LIGHT HORSE, PAGE 73**

Lieutenants John Smyth and James Holland MC, 1st Battalion, Imperial Camel Corps, at Surafend in July 1918. The Imperial Camel Corps was disbanded that month and both officers transferred to the 14th Australian Light Horse Regiment. (AWM JO5695)
III. Identify six types of transport used by the Australian Light Horse in Sources 2-5. List the advantages and disadvantages of each type of transport to complete the table below.

<table>
<thead>
<tr>
<th>Type of transport</th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
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<td>2</td>
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<td>3</td>
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<td>4</td>
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<tr>
<td>5</td>
<td></td>
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<tr>
<td>6</td>
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</tbody>
</table>
IV. If you were responsible for supplying the Australian Light Horse serving in Sinai and Palestine during World War I, prioritise a list of requirements for the troops, with number 1 being the most important. In brackets beside each ( ), identify the most appropriate types of transport you would use to convey each item to the troops.

1. _____________________________________________________________________________
2. _____________________________________________________________________________
3. _____________________________________________________________________________
4. _____________________________________________________________________________
5. _____________________________________________________________________________
6. _____________________________________________________________________________

IV. The following excerpts are taken from the *Australian Light Horse*. Read each passage carefully before attempting to answer the following questions. You may need to investigate other sources prior to answering these questions.

**SOURCE 6: TEXT FROM AUSTRALIAN LIGHT HORSE, PAGE 6**

*By the middle of 1916, Murray was left with four weak British territorial infantry divisions and a force of British Yeomanry, Australian Light Horse and New Zealand Mounted Rifles. Despite the loss of the ten divisions that had moved to France, Murray decided to take the offensive and to move across the Sinai towards El Arish. His advance would be along the coast, but accompanied by the construction of a railway and a water pipeline. Water supply was the limiting factor in desert warfare and would have an influence on many of the battles.*

**SOURCE 7: TEXT FROM AUSTRALIAN LIGHT HORSE, PAGE 13**

*The attack [on Beersheba] was set for the end of October in order to avoid the winter rains. Men and supplies were moved by night during the last week of October from the coast to the inland flank. During this time the Royal Flying Corps with some modern machines kept the German airmen away from the eastward movement. In the four months between July and October the Australian Flying Corps performed all the strategic reconnaissance, some of the tactical reconnaissance and much of the photography at a time when experienced Australian pilots and mechanics were being drafted to support three Australian squadrons on the Western Front. The vacancies caused were filled in many cases by light horsemen.*
Consider why General Murray, commander of the Egypt Expeditionary Force, limited the Allied advance to coastal areas in 1916. Why would a coastal advance have been preferable to an inland operation? (The map on page 4 may assist you in answering this question.)

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Before the attack on Beersheba in October 1917, why were supplies moved at night?

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Why was water supply “a limiting factor” in many of the Sinai and Palestine campaign battles?

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_________________________________________________________________________________
Activity 4:
What contribution did the Australian Light Horse make to the Battle of Beersheba?

The Battle of Beersheba, or what is sometimes called the Third Battle of Gaza, is Australia’s most well known battle of the Sinai and Palestine campaigns. A relatively small group of Australian Light Horsemen successfully charged into the remote township of Beersheba to take the enemy stronghold and its precious water.

The following four sources provide four different perspectives of the same event.

I. Analyse each of these four historical interpretations before completing the worksheet.

<table>
<thead>
<tr>
<th>SOURCE</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who produced this source?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How reliable is this source?</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>What historical perspective does this source provide?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What impact did this source have on you?</td>
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<td></td>
</tr>
</tbody>
</table>
With time running out for the Australians to capture Beersheba and its wells before dark, Chauvel ordered Brigadier General William Grant, commanding the 4th Light Horse Brigade, to make a mounted attack directly towards the town.

...The light horse moved off at the trot, and almost at once quickened to a gallop. As they came over the top of the ridge and looked down the long, gentle open slope to Beersheba, they were seen by the Turkish gunners, who opened fire with shrapnel. But the pace was too fast for the gunners. After 3 kilometres Turkish machine-guns opened fire from the flank, but they were detected and silenced by British artillery. The rifle fire from the Turkish trenches was wild and high as the light horse approached. The front trench and the main trench were jumped, and some men dismounted and then attacked the Turks with rifles and bayonets from the rear. Some galloped ahead to seize the rear trenches, while other squadrons galloped straight into Beersheba.

Nearly all the wells of Beersheba were intact and further water was available from a storm that had filled the pools. The 4th and 12th Light Horse casualties were thirty-one killed and thirty-six wounded; they captured over 700 men.

But the Turks were now so demoralised that they offered only a feeble resistance to the bayonet, and any shooting on their part was wild and comparatively harmless. After between thirty and forty had been killed with the steel, the rest threw down their rifles and begged for pity. One of the troopers had galloped on to a reserve trench further ahead. The Turks shot his horse as he jumped, and the animal fell into the trench. When the dazed Australian found his feet he was surrounded by five Turks with their hands up. The enemy had been beaten rather by the sheer recklessness of the charge than by the very limited fighting powers of this handful of Australians.
II. With reference to the previous four sources, answer the following questions.

Source 3 was painted by George Lambert, an official Australian war artist, who travelled to the Middle East in 1917 and again in 1919, to record the battlefields. Why did Lambert choose to depict the fighting at the Turkish trenches, in preference to the storming of Beersheba, as the main subject?
What role does an artist play in depicting historical events?

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_________________________________________________________________________________
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_________________________________________________________________________________

The authenticity of Source 4 has generated much discussion over the years. Some earlier reports maintained a Turkish soldier took the image on the day of the battle, but a later enquiry found that it was probably taken some 4 months later during a staged re-enactment. Why would there be a staged re-enactment?

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How important is it that the authenticity of this photograph be established?

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_________________________________________________________________________________
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What difficulties would an Official War Artist or Official War Photographer face in capturing images during battles?

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_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

Though the above sources provide different perspectives of the Battle of Beersheba, they only provide the point of view of the Australians. List the other nations who were involved in the battle. How would the Turks have viewed this battle?

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_________________________________________________________________________________
_________________________________________________________________________________
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_________________________________________________________________________________
ACTIVITY 5:
RESEARCH PROJECT - WHAT DO PRIMARY AND SECONDARY SOURCES TELL US ABOUT THE EXPERIENCES OF A LIGHT HORSE SOLDIER DURING THE SINAI AND PALESTINE CAMPAIGNS?

ASSIGNMENT TASK:
Imagine that you have been asked to curate a small exhibition about an Australian Light Horseman who served in the Sinai and Palestine campaigns. You will be required to complete the following:

A. Research a Light Horseman;
B. Research an historically significant event which your trooper was involved in; and
C. Present your findings in an exhibit of your choice (oral, graphic, written or a combination).

A. RESEARCH A LIGHT HORSEMAN

You can either select a name from the list below or a trooper of your own choice. The following names are Australian Light Horsemen who appear within the resource Australian Light Horse.

Henry George CHAUVEL (page 29)
Claude Michael LEAHY (page 43)
Ernest James CRAGGS (page 44)
Norman Charles HALLIDAY (page 20)
Stephen Frederick MONAGHAN (page 6)
Sidney Lane SAAL (page 49)
Michael SHANAHAN (page 7)
Lowes Henry SKYRING (page 27)
Claude Henry VAUTIN (page 34)

Using the online databases below, investigate and record your light horseman’s service details during World War I to complete the profile of your trooper. Identify each source as a primary (P) or secondary (S) source.

Online databases for:

- World War I Service Records and Mapping our Anzacs at The National Archives of Australia
  www.naa.gov.au
- World War I Embarkation Roll; Unit Diaries; Roll of Honour; Roll of Honour circular; photographs; World War I Red Cross Wounded and Missing files at the Australian War Memorial
  www.awm.gov.au
- Digitised newspaper articles at the National Library of Australia
  www.trove.nla.gov.au
<table>
<thead>
<tr>
<th>WWI service record details.</th>
<th>Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date and place of enlistment</td>
<td></td>
</tr>
<tr>
<td>Age at enlistment</td>
<td></td>
</tr>
<tr>
<td>Occupation</td>
<td></td>
</tr>
<tr>
<td>Did your trooper survive WWI?</td>
<td></td>
</tr>
<tr>
<td>If so, when did he return to Australia?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WWI Embarkation Roll details. P/S</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date and place of embarkation</td>
<td></td>
</tr>
<tr>
<td>Daily rate of pay, after embarkation and excluding deferred pay</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Roll of Honour details. P/S (Only applicable if trooper died during WWI)</th>
<th>Date and place of death</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cause of death</td>
<td></td>
</tr>
<tr>
<td>Cemetery or memorial details</td>
<td></td>
</tr>
<tr>
<td>Additional information from Roll of Honour Circular, if available</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WWI Red Cross Wounded and Missing File. P/S (Only If trooper was wounded or a prisoner of war)</th>
<th>File Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pick a source contained within the file:</td>
<td></td>
</tr>
<tr>
<td>1. Who is the author?</td>
<td></td>
</tr>
<tr>
<td>2. What was the relationship between the author and the trooper?</td>
<td></td>
</tr>
<tr>
<td>3. Is the source reliable?</td>
<td></td>
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</tbody>
</table>

| Additional sources relating to your trooper’s service. P/S | Such as photographs, film, newspaper articles or correspondence. |
B. RESEARCH AN HISTORICALLY SIGNIFICANT EVENT RELEVANT TO YOUR TROOPER’S SERVICE

During World War I the Australian Light Horse was organised into Corps, Divisions, Brigades, Regiments, Squadrons, Troops and Sections. Identify your light horseman’s allotted regiment and use the Australian Light Horse and the Australian War Memorial site www.awm.gov.au to research the experience of the regiment in the Sinai and Palestine campaigns. Select one historically significant event (battle, raid or the campaign) to place your trooper’s experience into context. The following worksheet may assist you in organising your research.

<table>
<thead>
<tr>
<th>What was the event?</th>
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<table>
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<tr>
<th>When was the event?</th>
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<tr>
<th>Why did the event happen?</th>
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<table>
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<tr>
<th>Give a short overview of the event.</th>
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<table>
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<tr>
<th>What was the outcome of the event?</th>
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</table>

<table>
<thead>
<tr>
<th>Additional sources</th>
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</table>
C. EXHIBITION DISPLAY

You can present your findings in a range of communication formats - oral, graphic, written or a combination.

- Pick 3-4 photographs or artworks from Australian Light Horse. Write a 100 word text panel for each image to create a short exhibition on a battle or theme from the book.
- Exhibition panels require a title. A sub-title may assist you in keeping your presentation concise.
- If choosing an oral, short film or slideshow format for your presentation, duration should be no longer than 5 minutes.
- All sources in your display must be referenced.
ACTIVITY 6: WHAT HAVE YOU LEARNT ABOUT THE AUSTRALIAN LIGHT HORSE?

Read the following excerpts from the Australian Light Horse and reflect on everything you have learnt about the Light Horse so far. Write a short (100 words) reflection, newspaper article or poem to display your historical interpretation of the campaign.

SOURCE 1: TEXT FROM AUSTRALIAN LIGHT HORSE, PAGES 9-10

In mid-February (1917), the remaining Turkish garrisons from the interior of Sinai were eliminated. It was almost entirely due to mounted troops, of whom four-fifths were Anzacs, that the Sinai Peninsula was cleared. Hearing that Birdwood wanted the light horse reinforcements in Egypt to be sent to France for the infantry, Murray wrote: ‘I cannot spare a single man from these reinforcements. These Anzac troops are the keystone of the defence of Egypt’.

SOURCE 2: TEXT FROM AUSTRALIAN LIGHT HORSE, PAGE 21

The Prime Minister of Australia, the Right Honourable William Hughes MP, arrived back in Australia in September 1919 having signed the Treaty of Versailles on behalf of Australia. In addressing the House of Representatives, Hughes said, ‘In the history of the world, there never was a greater victory than that which was achieved in Palestine, and in it, also, as in France, the soldiers of Australia played a great part.’

The sculpture of a mounted light horseman by Peter Corlett at the Park of the Australian Soldier in Be’er-Sheva.