GALLIPOLI

Educational Activities
Introduction

*Gallipoli* is the third book in the *Australians in World War I* series published by the Department of Veterans’ Affairs (DVA). This book has also been developed into an iPad application with additional features including animated images, film clips and interviews with a historian and young Turkish students. This set of learning activities is designed to encourage students to engage with the *Gallipoli* text and the rich range of historical sources it incorporates.

This educational resource features a brief introductory activity called ‘Getting Started’, followed by seven separate activities which use inquiry-based questions to facilitate student exploration of the *Gallipoli* book. Teachers using these materials are encouraged to select specific activities or parts of activities and adapt them to suit their own purposes.

As an extension, students can share their responses and ideas in a class discussion or in an online forum such as wiki or blog. Here students can post their comments, images and reflections, and respond to the posts of other students in the class, thereby building a learning community.

All of the images and written sources used in these activities are from the book. Page numbers are provided for each image used, to allow students to view larger digital versions in the photo gallery online or on the iPad application. Some activities refer to the videos and interviews found on the iPad application.

**Downloading the Application**

To download the iPad application please go to:


This location will link you to the AppStore and will also provide PDF and Microsoft Word versions of these education materials.

**Australian Curriculum links**

**Historical knowledge and understanding: Depth study 3 – World War I (1914 – 1918)**

Students investigate key aspects of World War I and the Australian experience of the war, including the nature and significance of the war in world and Australian history.

- An overview of the causes of World War I and the reasons why men enlisted to fight in the war
- The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign
- The impact of World War I, with a particular emphasis on Australia (such as the use of propaganda to influence the civilian population)
- The commemoration of World War I, including debates about the nature and significance of the Anzac legend.
Disclaimer

This resource encourages students to explore and interpret a range of historical sources. 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.

References

Australians in World War I: Gallipoli, 2010, DVA

Australian War Memorial website
www.awm.gov.au

The Anzac Site
www.anzacsite.gov.au
Activities

GETTING STARTED
This activity introduces students to the book and to two Australian soldiers involved in the campaign.

ACTIVITY 1  What happened during the campaign and what qualities did the soldiers exhibit?
In groups, students read and record the main events of the Gallipoli campaign. Students also explore some of the themes of the campaign and the personal qualities of the soldiers.

ACTIVITY 2  What happened on 19 May 1915?
Students read and interpret the historical information on the Turkish attack in May 1915.

ACTIVITY 3  How can you explore the Gallipoli campaign through themes?
Students choose a theme and create a photo essay to demonstrate their understanding of the campaign.

ACTIVITY 4  What can primary and secondary sources tell us about Gallipoli?
Students identify primary and secondary sources from the book and analyse their historical value.

ACTIVITY 5  How and why were attitudes towards Gallipoli formed?
Students analyse a selection of images from the book.

ACTIVITY 6  Why do we remember the Gallipoli campaign?
Students critically analyse the reasons for and against commemoration. They formulate key arguments for a class debate.

ACTIVITY 7  What can you learn from different perspectives?
Students are introduced to the concept of ‘perspective’ in researching history. Students consider and compare different perspectives on the Gallipoli campaign.
Getting Started

1. Look at the front cover of the Gallipoli book. What are the two main images?

2. What does the designer want to indicate about Gallipoli?

3. The AIF soldier on the front cover is Private Frederick Adams, 8th Battalion (Victoria). Why do you think he was chosen for the cover image?

4. Go to the same image on page 56 (AWM H05906) and read the additional information. What more did you learn about Private Frederick Adams?

5. Look at the image on page 57 (AWM H02397) of Private Edgar Adams and read the additional information. This is Frederick’s brother. What have you learnt about the two brothers and what happened to them?

6. Describe the impact of the loss of Frederick and Edgar on their mother and father.
ACTIVITY 1: What happened during the campaign and what qualities did the soldiers exhibit?

A. Capturing the facts

Your teacher will divide the class into twelve groups and assign each group a chapter to read.

In your groups:

1. Read the chapter you have been assigned and write a 100-word summary in the table below.

2. From the range of images in the book, select one image that typifies, for you, what your chapter is about. Justify your answer.

3. When you have finished, present your summary to the rest of your class and discuss the image you chose. When the other groups present their summary, write down the main points for the other eleven chapters in the boxes provided. Also note the image they selected for their chapter and their justification.

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Chapter summary (100 words)</th>
<th>Which image typifies the chapter? Justify your answer.</th>
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</thead>
<tbody>
<tr>
<td>Gallipoli: February 1915 – January 1916</td>
<td></td>
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<tr>
<td>Chapter</td>
<td>Chapter summary (100 words)</td>
<td>Which image typifies the chapter? Justify your answer.</td>
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<tr>
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<tr>
<td><em>On the way to England:</em> The Australian Imperial Force</td>
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<tr>
<td><em>Such an array of might and power:</em> 18 March 1915</td>
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<tr>
<td>Chapter</td>
<td>Chapter summary (100 words)</td>
<td>Which image typifies the chapter? Justify your answer.</td>
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<tr>
<td><em>Australia’s chance:</em> Gallipoli invasion plans</td>
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<tr>
<td><em>The difficult business:</em> The Battle of the Landing, 25 April – 3 May 1915</td>
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<tr>
<td>Chapter summary (100 words)</td>
<td>Which image typifies the chapter? Justify your answer.</td>
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<td>--------------------------------------------------------------------------------------------</td>
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<tr>
<td><strong>As if into fierce rain:</strong> The Second Battle of Krithia, 8 May 1915</td>
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<td></td>
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<tr>
<td><strong>No sound came from that terrible space:</strong> The Turkish attack of 19 May 1915</td>
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<tr>
<td><strong>Of all the bastards of places:</strong> Life at Anzac</td>
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<tr>
<td>Chapter</td>
<td>Chapter summary (100 words)</td>
<td>Which image typifies the chapter? Justify your answer.</td>
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<tr>
<td>Like corn before a scythe: The August Offensive, 6-10 August 1915</td>
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<tr>
<td>Land is very dear here: Hill 60, 21-28 August 1915</td>
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<tr>
<td>Chapter</td>
<td>Chapter summary (100 words)</td>
<td>Which image typifies the chapter? Justify your answer.</td>
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<tr>
<td>It was a lonely feeling: The evacuation of Gallipoli, November 1915 – January 1916</td>
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<tr>
<td>Laid down his life at Gallipoli: Remembering Anzac</td>
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</table>
B. Extension activity

As a class, develop a timeline of the events of the Gallipoli campaign. You can do this as each group presents their chapter summary. You may also wish to read more widely and add more images and dates.

C. What were the fighting and personal qualities of the soldiers?

1. Discuss the qualities soldiers needed to fight in the Gallipoli campaign e.g. mateship and bravery.

2. In your groups, re-read your assigned chapter and look for references to how the soldiers behaved and fought during the campaign. List four qualities the soldiers showed in the table below.

3. For each of the four qualities, provide evidence from the text which supports your claim.

<table>
<thead>
<tr>
<th>Qualities of soldiers</th>
<th>Supporting evidence from the text</th>
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</tbody>
</table>

4. Share your answers with another group. Compare your lists. What different qualities did they list?

5. Discuss what evidence the other groups provided to support their choices.
D. Extension activity

The Hall of Memory at the Australian War Memorial (AWM) features fifteen stained glass windows, each representing fighting qualities of Australian soldiers. They are: coolness, control, audacity, endurance, decision, resourcefulness, candour, devotion, curiosity, independence, comradeship, ancestry, patriotism, chivalry and loyalty.

1. Which qualities were also on the lists developed by students in your class?

2. Did any of the qualities featured in the Hall of Memory surprise you? Why?

3. Did the class lists contain any qualities that are not included in the Hall of Memory?

You can learn more about the stained glass windows on the AWM website: www.awm.gov.au/encyclopedia/hall.
ACTIVITY 2: What happened on 19 May 1915?

A. Interpreting and responding to the text

(This activity is based on a Three Level Guide)

Definitions

Literal statements are ones that reflect what is directly stated in the text. There is no need to go beyond what is stated in the text.

Interpretative statements are ones that ask the reader to think deeper about the literal meaning of the texts and make inferences and draw conclusions about the ideas behind the text.

Applied statements are ones that ask you to go beyond the text and apply your interpretations of the text to ideas and issues in the broader world.

Read the text, ‘No sound came from that terrible space: The Turkish attack of 19 May 1915’ on pages 12 and 13 and then respond to the following statements. Tick (✔) if you agree, cross (✗) if you disagree.

Level 1: Literal Statements

Does the text say this?

☐ Out of 42,000 Turkish troops, 3000 died and 10000 were wounded.

☐ Anzac losses were worse than the Turkish in this phase of the campaign.

☐ The Anzacs were caught by surprise by the Turkish attack on May 19 1915.

☐ A truce was arranged so that the bodies could be buried.

☐ Anzac soldiers grew to appreciate that the Turkish soldiers were just like themselves.

Level 2: Interpretive Statements

Does the text give you this idea?

☐ This attack was well planned.

☐ Soldiers from both sides felt comfortable during the truce.

☐ Thousands of lives were lost for no benefit to either side.

☐ The Turkish attack of 19 May was a huge success for the Anzacs.

☐ The Gallipoli campaign was fought with respect.
What words and phrases support your answer?

Level 3: Applied Statements
Do you agree with these statements?

☐ The Gallipoli campaign was a waste of Australian and New Zealand life.
☐ In 1915, Gallipoli defined Australia’s national character.
☐ War was a great adventure for soldiers.
☐ Sacrificing your life in wartime is the highest honour one can have.
☐ War is futile.

Share your responses with another student.

B. Collage of images and ideas
Prepare a poster or a multimedia presentation to share with students who are new to Australia and have no knowledge of the Gallipoli campaign. Work with your partner to create a collage of images and words that reflect your knowledge and thoughts about the Gallipoli campaign.

You may wish to use the qualities you listed in Activity 1C as headings, to help you to organise the information in your collage.
ACTIVITY 3: How can you explore the Gallipoli campaign through themes?

A. Photo essay

1. Work in small groups and use the image gallery to select 5 – 10 images to create a photo essay on one of the following themes. For each image write two sentences of information to assist the viewer to interpret the image.

   Themes:
   - Hardships of Gallipoli
   - Technology and innovation
   - Health, hygiene and medical support
   - The Australian Imperial Force
   - Remembering the campaign
   - Portraits of Gallipoli

2. Present your photo essay to the class and explain how each image reflects your chosen theme.
ACTIVITY 4: What can primary and secondary sources tell us about Gallipoli?

Through research, historians interpret important events and trends in history. In their research they use primary sources and secondary sources.

Definitions

**Primary sources** are first-hand accounts often created at about the time the events they describe occurred or very soon after. These accounts are often in written or spoken form (letters, records, speeches, interviews, newspaper reports, maps, diaries and emails). Primary sources can also include first-hand accounts that were documented later, such as autobiographies, memoirs, and oral histories. By using primary source documents, you are not reading a historian’s interpretation of past events or conditions – you are interpreting the original data for yourself.

**Secondary sources** are second-hand accounts about people, events, topics or places that are based on a writer’s experiences and the writing has a particular point of view to offer. They describe, interpret, analyse and draw conclusions from the primary sources. Examples include encyclopaedias, dictionaries, books, newspapers, pamphlets, journal, articles, documentaries, museum exhibitions and other materials in which information has been gathered for you.

**Can secondary sources also be considered primary sources?**

Yes. If you were looking at a painting completed just after the end of World War I showing Australian soldiers fighting at Gallipoli, you could say it is a secondary source because it is someone’s (the artist’s) interpretation of what happened in 1915.

This painting might also be considered a primary source if you were comparing or contrasting it with a contemporary painting of the same event. In this case, both paintings would be primary sources of information about how artists’ attitudes towards Gallipoli have changed over time.
### A. Identifying primary and secondary sources

Following is a list of source material from the Gallipoli book, providing information about the campaign.

Sort them into primary and secondary sources. Write ‘P’ next to each primary source and ‘S’ next to each secondary source.

<table>
<thead>
<tr>
<th>Source</th>
<th>Primary(P) Secondary (S)</th>
<th>Source</th>
<th>Primary(P) Secondary (S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay about Gallipoli (pp. 5 – 26)</td>
<td></td>
<td>Advertisements (p. 112)</td>
<td></td>
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<tr>
<td>Commentary on the photographs</td>
<td></td>
<td>Commemorative cards (p. 164)</td>
<td></td>
</tr>
<tr>
<td>Drawings by soldiers (pp. 66, 72, 88, 90, 91, 102, 148)</td>
<td></td>
<td>Grave markers (pp. 59, 81)</td>
<td></td>
</tr>
<tr>
<td>Recruitment posters (pp. 106 – 7, 131, 166)</td>
<td></td>
<td>Object such as the souvenir cloth map (p. 28) and spray of leaves (p. 163)</td>
<td></td>
</tr>
<tr>
<td>Reports and dispatches written during the campaign (p. 145)</td>
<td></td>
<td>Letters and messages written by soldiers (pp. 57, 86, 87, 162)</td>
<td></td>
</tr>
<tr>
<td>Maps of Turkey, and the battlefield published in 1916 (pp. 4, 27)</td>
<td></td>
<td>Paintings (pp. 46 – 7, 70, 122 – 3)</td>
<td></td>
</tr>
<tr>
<td>Diaries written by soldiers and by the war historian CEW Bean (pp. 34)</td>
<td></td>
<td>Interviews with the author.</td>
<td></td>
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<tr>
<td>Photographs taken at Gallipoli</td>
<td></td>
<td>Interviews with Turkish students.</td>
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</tbody>
</table>
B. Analysing primary and secondary sources

1. Examine the three sources provided and complete the table on page 20.

2. The images are primary sources. Write what you can learn about the campaign from each of the three images in the primary source column.

3. The caption is a secondary source. Record what you can learn from the captions in the secondary source column. What does it add to your understanding and the way you feel about the image?

4. Consider what information you have obtained from both sources and then answer the question in the third column.

Source 1

An Australian serviceman prepares for burial the bodies of some of the thirty-six members of the 11th Battalion killed during the fighting at Leane’s Trench. This trench was originally a section of the front line developed by the Turks in the southern segment of Anzac and seized by men of the 11th Battalion under Lieutenant Raymond Leane on the night of 31 July 1915. At dawn on 6 August the Turks took it back, and then it was retaken by Leane’s men.

Gallipoli, p. 108.
Source 2

Officers of the 1st Battalion (New South Wales) outside their tents at Mena Camp, Egypt, during training, March 1915. Sitting on the left in the back row is Major Blair Swannell, a rugby international who, according to one witness, had ‘his head half blown off’ on the day of the Gallipoli landings. Also killed that day was the man sitting in front of Swannell, Lieutenant William Duchesne. Next to Swannell sits Lieutenant Alfred Shout, who received the Victoria Cross for bravery at Lone Pine, but died on 11 August 1915 of wounds received in the fighting. Captain Harold Jacobs, seated in front on the right, was the only one to survive the war.

_Gallipoli_, p. 35.

Source 3

Letters were written whenever and wherever a man might find an opportunity; here men shelter in the dug out sides of a trench and rest their writing paper on their knees.

_Gallipoli_, p. 87.
B. Analysing primary and secondary sources

<table>
<thead>
<tr>
<th></th>
<th>Primary Source</th>
<th>Secondary Source</th>
<th>Why are both of these sources valuable?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<td>3.</td>
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</tr>
</tbody>
</table>
C. Strengths and weaknesses of sources

1. Form a group of four students. Two students discuss the strengths and weaknesses of primary sources in providing historical information while the other pair discuss the strengths and weaknesses of secondary sources. Consider their reliability and usefulness. Record your ideas in the table below.

2. Each pair then present their ideas to the other pair. Discuss the similarities and differences. Fill in the remaining boxes on your table from your group’s discussion.

<table>
<thead>
<tr>
<th></th>
<th>What are their strengths?</th>
<th>What are their weaknesses?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Primary Sources</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Secondary Sources</strong></td>
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</tbody>
</table>

3. Why is it important to use both primary and secondary sources when studying history?
### ACTIVITY 5: How and why were attitudes towards Gallipoli formed?

#### A. Analysing the images

1. Examine each of the images below and record your thoughts about what is in the image and how it might have influenced the people’s attitudes towards the Gallipoli campaign.

2. When you have finished examining the four images provided, find a partner and choose two more images from the book. Discuss and analyse them together, and then add your analysis of each image to the table. The first one is done for you.

<table>
<thead>
<tr>
<th>Image</th>
<th>What do you think about this image?</th>
<th>How might this image have influenced attitudes towards the Gallipoli campaign?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Image" /></td>
<td>The man is really brave carrying a wounded soldier on his back when he is under fire.</td>
<td>This would have encouraged Australians to feel proud of the soldiers and to support the war effort.</td>
</tr>
<tr>
<td><img src="image2.png" alt="Image" /></td>
<td>Gallipoli, p. 112</td>
<td></td>
</tr>
<tr>
<td><img src="image3.png" alt="Image" /></td>
<td>Gallipoli, p. 70</td>
<td></td>
</tr>
<tr>
<td>Image</td>
<td>What do you think about this image?</td>
<td>How might this image have influenced attitudes towards the Gallipoli campaign?</td>
</tr>
<tr>
<td>-------</td>
<td>-----------------------------------</td>
<td>-----------------------------------------------------------------</td>
</tr>
<tr>
<td>![Image](Gallipoli, p. 79)</td>
<td></td>
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<tr>
<td>![Image](Gallipoli, p. 75)</td>
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<td></td>
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<tr>
<td>Your image</td>
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<tr>
<td>Your image</td>
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</tbody>
</table>
B. Propaganda

When the war began in 1914, the government called on Australians to volunteer their services for the war effort in whatever way they could – to fight, to carry out medical work, to provide comforts for soldiers at the front, or to work in war related industries.

The government used posters and postcards to encourage the Australian people to support the war effort. This intensified as the war progressed.

This form of persuasion is called propaganda. Propaganda involves attempting to influence attitudes by deliberately spreading information and ideas to support a cause.

1. Look at the images below. Which of these images are examples of propaganda? Why? Draw on aspects of the images to justify your response and respond below each image.

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**Gallipoli, p. 105**

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**Gallipoli, p. 106**

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2. Look at the two images below and complete the table.

<table>
<thead>
<tr>
<th>Gallipoli, p. 166</th>
<th>Gallipoli, p. 107</th>
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</thead>
<tbody>
<tr>
<td><strong>Who does the image target?</strong></td>
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<tr>
<td><strong>How do you know this?</strong></td>
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<tr>
<td><strong>Is the image trying to support a particular cause? Explain your answer.</strong></td>
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</tbody>
</table>
ACTIVITY 6: Why do we remember the Gallipoli campaign?

A. Reflecting on Gallipoli

Look at the photograph on page 167 (AWM H15729) and read the caption accompanying the photograph.

Why did the Gallipoli campaign have such an impact on Australians when only 8,700 were killed there compared to more than 42,000 Australians who were killed on the Western Front in World War I? Justify your answer based on the and images and what you have learnt from the book.
B. Debate

1. Prepare a debate on one of the following statements:
   - Gallipoli was a waste of Australian and New Zealand life.
   - In 1915, Gallipoli defined Australia’s national character.
   - War was a great adventure for soldiers.
   - Sacrificing your life is the highest honour one can have.
   - War is futile.

You can work in pairs, small groups or as a class. A debate requires you to present your own arguments and to rebut those of the other side. Draw on the text and images in Gallipoli as evidence for your arguments.

Use the following table to assist you to form your arguments and anticipate those of the other side.

<table>
<thead>
<tr>
<th>Debate topic:</th>
<th>Pro points:</th>
<th>Evidence from the book:</th>
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<tbody>
<tr>
<td>1</td>
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<td>5</td>
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<tr>
<td>Con points:</td>
<td>Evidence from the book:</td>
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<td>5</td>
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</tbody>
</table>
ACTIVITY 7: What can you learn from different perspectives?

A. Factors that influence a person’s perspective

Definition

**Perspective** is a point of view from which historical events, trends, problems and issues can be analysed. An individual’s perspective can be influenced by a range of factors – their religious and cultural beliefs, personal motives, employment, level of education, location, and whether or not they were present at the time of the event.

1. Write (in 50 – 100 words) what you think about the Gallipoli campaign. E.g. what occurred during the campaign or why you think a particular part of the campaign was important.

2. What you have written above is your perspective of the campaign. Share your answer with another student. Note any differences.
3. Read the definition of ‘perspective’ given above. What factors might have influenced what you think about the campaign?

4. What other factors might influence a person’s perspective?

5. Why is it important to consider people’s perspectives when researching history?
B. Five perspectives on the Gallipoli campaign

Examine the following five sources which offer different perspectives on the Gallipoli campaign. Think about the particular perspective of the campaign that is communicated in each source. Also consider what factors might have influenced how the people in each source think about the campaign. Use this information to complete the table on page 33. Note: a number of individuals are interviewed in Source 4 and Source 5. Choose two people to analyse from these sources.

Source 1

_The men chaffed each other dryly, after the manner of spectators waiting to see a football match. Some belated messenger hurried along the trench to find his platoon, and, in passing, recognised a friend. _'Au revoir, Bill', he nodded, 'meet you over there'. 'So long, Tom', was the answer, 'see you again in half an hour'._

Charles Bean, Australia’s official war correspondent, later official historian, describing the men of the First Australian Brigade filing into the trenches of Lone Pine during the August Offensive in 1915. Note: ‘chaffed’ means ‘to joke’.

_(Gallipoli, page 15)_

Source 2

_At 12 o’clock ... we were entrenched where the enemy had been. I can’t speak of our Dead and wounded – too sad Jimmie ... bullets were again flying around like flies ... I’m scratches all over ... It’s a sad, sad day when we land in Fremantle, if we ever do, what’s left of our old 16th West Aust Batt._

Private Les Wallis describing the events of the night of 2 – 3 May 1915 at Gallipoli in a letter to his brother

_(Gallipoli, page 11)_

Source 3

_Interview with Dr Richard Reid, historian and author of the Gallipoli book._

Please refer to the iPad Application.

Source 4

_Interviews with Turkish students (Note: choose 2 people to analyse)_

Please refer to the iPad Application.

Source 5

_Dawn of the Legend_ video (Note: choose 2 people to analyse)

_Dawn of the Legend_ is a 12 minute video featuring archival images and extracts from personal accounts. It provides a unique perspective on the Gallipoli campaign from the landing to the evacuation through personal accounts from letters, war diaries and correspondence. Please refer to the iPad Application.
<table>
<thead>
<tr>
<th>Source 1:</th>
<th>Summarise the perspective on the Gallipoli campaign?</th>
<th>What factors might have influenced this person's perspective?</th>
</tr>
</thead>
</table>
| Charles Bean  
Official War Correspondent | | |
| Source 2: | | |
| Private Les Wallis  
16th Battalion | | |
| Source 3: | | |
| Dr Richard Reid  
Historian and author of *Gallipoli* | | |
| Source 4: | Person 1: | Person 1: |
| Turkish students | Person 2: | Person 2: |
| Source 5: | Person 1: | Person 1: |
| *Dawn of the legend* | Person 2: | Person 2: |
1. Look at your responses in the table on page 33. What perspectives on the Gallipoli campaign might be missing?

2. Are these other perspectives important? Why?