

AUSTRALIAN GOVERNMENT  
DEPARTMENT OF VETERANS' AFFAIRS



A RESOURCE FOR  
SECONDARY SCHOOLS



Australian Government  
Department of Veterans' Affairs

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*Revealing Gallipoli: Looking beyond the myth*

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Wallace Anderson, *Evacuation*, 1925, bronze, 82.2 x 50.1 x 37.5 cm,  
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# Introduction for teachers

## Using *Gallipoli and the Anzacs* in the classroom

### The resource

*Gallipoli and the Anzacs* has been produced by the Department of Veterans' Affairs as part of the Australian Government's Commemorations program.

When studying 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:

- 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 primarily about the experiences of the Anzacs (Australians and New Zealanders) at Gallipoli in 1915, and which contextualises the involvement of the Turkish, British, French and other Allied forces in the campaign.

The focus assists students to discover

- the main features of the campaign;
- the experiences of the men and women involved; and
- the reasons why Gallipoli has been, and continues to be, an event of national significance for Australians.

It provides 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 soldiers of the other nations, the nurses dealing with the casualties of war, and the families in Australia, Britain, France, India, the Ottoman Empire (Turkey) and other places that felt the impact of the death of, and damage to, their soldiers and nurses.

### 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 two documentary films: *Australians at War* Episode 2 and *Revealing Gallipoli*.

### Teachers' Guidebook print resources

The **Teachers' Guidebook** contains seven units which provide students with resources for studying major aspects of the Gallipoli campaign. They explore:

- the reason for Australia's involvement in the First World War;
- the different national forces that fought at Gallipoli;
- the naval and amphibious plans that were made to take Gallipoli;
- the infantry landings at Anzac and Cape Helles on 25 April 1915;
- key events in the continuing campaign until the evacuations of December 1915 (Anzac) and January 1916 (Cape Helles);
- everyday life at Gallipoli through the words, sketches, paintings and photographs of the participants;
- a study of how Australians learned about the campaign in 1915 and how the legend that developed then has been passed down over time; and
- how we continue to commemorate Anzac today, and some criticisms that are made about the continuing appropriateness and strength of Gallipoli and Anzac Day in Australian national identity.

Each unit is self-contained and classroom-ready. It includes a rich collection of photocopiable print resources. Each can be used individually as a stand-alone unit, or can be part of an integrated depth study of the Gallipoli campaign and the role of the Anzacs.

The units combine elements that are appropriate for individual use in the classroom, and for small group co-operative activities. There are clear suggestions in the text when it is recommended that small group activities are the preferred option for classroom use. Teachers may choose to use the units exactly as they are, or they may adapt them to suit their own needs and circumstances.

Each unit is structured around key questions. These provide a clear focus for students' investigations and classroom activities. They also allow teachers to make decisions about which aspects of units they may want to use as 'core' elements, and which they may want to set as enrichment activities.

All units include a variety of information and evidence — including primary and secondary source materials. Much of the evidence is pictorial, including photographs, maps, drawings and sketches, paintings and cartoons. Questions have been included as signposts or scaffolding to help students draw out the implications and meanings of the evidence. The units have been constructed with the principles of excellent history pedagogy, set out in such publications as Tony Taylor and Carmel Young, *Making History: a guide for the teaching and learning of history in Australian schools* (<http://hyperhistory.org/index.php?option=displaypage&Itemid=220&op=page>). In working through the various units students are not only *learning* history, they are *doing* it.

The DVD-VIDEO and DVD-ROM resources included in this educational resource (see the next page) are integrated into the units. There are suggestions about which parts of the films are appropriate for which units, and how the interactive activities can be used as supplementary or alternative approaches to the print resources.

## DVD-ROM

The **DVD-ROM** in this education resource contains two elements.

- One is a set of ten specially constructed interactive learning tasks that enhance students' knowledge and understanding of the seven units. Some of these interactive activities are pitched at junior secondary level, and others at a more senior secondary level. There are suggestions throughout the print units where the interactives could be incorporated as a supplementary or an alternative approach to the print activities; and
- The second component of the DVD-ROM is 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 integrated into the print units suggesting 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 includes two documentary films:

- *Revealing Gallipoli* (2005), with its multi-national focus on the 1915 campaign — British, French, Australian, New Zealand and Turkish; and
- *Australians at War* Episode 2 (2002) 'Who'll come a fighting the Kaiser with me', with an Australian focus to the campaign.

They take very different approaches to the topic. *Australians at War* considers the campaign, and its impacts on soldiers, nurses, civilians and home front almost entirely from an Australian perspective. It provides film and photographic material that supplements the print units.

*Revealing Gallipoli* has a multi-nation focus — including British and Turkish as well as Australian and New Zealand. It focuses on the Anzac experience at Gallipoli, but also on the broader nature of the campaign. It includes photographs and archival film footage, also historical reconstructions, and an innovative use of graphics and maps to help explain the Gallipoli story.

There is a time code and chapter guide to using relevant segments of both films at appropriate places in the seven print units.

## Inquiry methodology

The resource has been designed to allow students to engage with the story of Gallipoli, and to develop a knowledge and understanding of the events of the time. The main focus is on the common 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.

The resource adopts an inquiry approach — students are provided with a variety of evidence and information, and they analyse this material to form their own conclusions about the focus questions in each unit. Students are encouraged to critically analyse material, as well as to understand the society that it reveals, and to make empathetic judgements rather than to apply today's standards to events of the time.

They are also encouraged to understand why Anzac has been so important to past generations, and to reflect on how they see it today. Students will become aware that there are some historians and commentators who question why Gallipoli has achieved its current status as a defining national event. They believe that other events ought to be given more emphasis in our history and the classroom. They also see the popularity of the Gallipoli story as a militaristic and jingoistic element in Australian education. We encourage students to consider such views, and to come to their own fair and balanced conclusions about the appropriateness and relevance of Gallipoli as part of our national identity.

## Curriculum outcomes

The materials have been shaped around the 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 on pages 8 and 9.

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 as the basis of a Depth Study at Year 10 level of the new curriculum.

## Incorporating other websites

Each unit includes references to resources available on two websites: the Department of Veterans' Affairs (DVA) website [www.anzacsite.gov.au](http://www.anzacsite.gov.au), and the ABC website *Gallipoli: The First Day*, [www.abc.net.au/innovation/gallipoli/](http://www.abc.net.au/innovation/gallipoli/).

The DVA website includes a rich collection of material on all aspects of Gallipoli and the Anzacs, and is an essential site for students to explore the topic in greater depth.

A version of the ABC website is included in the DVD-ROM in this resource, but teachers should refer students to the actual site for the additional material that may be added online periodically.

## Disclaimer

The inquiry approach which is the guiding methodology of this resource requires students to be exposed to a fair and balanced range of evidence for them to develop their own conclusions. 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.

# Introduction for teachers

## Integrated learning activities guide: Print, CD-ROM, DVD-VIDEO and websites

### Unit

# 1

#### PRINT FOCUS QUESTIONS

#### DVD-ROM INTERACTIVES and GALLIPOLI AND THE ANZACS WEBSITE

#### DVD-VIDEO CHAPTERS

### Australia is at war — 1914

- 1 Why did a world war start in 1914?
- 2 How did the Australian Government react? Why?
- 3 How did the Australian people respond? Why?
- 4 Why did Australian men and women volunteer to participate in the war?

- DVD-ROM:**
- *Can you help the troops get to the battlefield?*

*Revealing Gallipoli*  
00:00-06:30 (Part 1 Chapter 1)

*Australians At War*  
Episode 2  
'Who'll come a fighting the Kaiser with me'  
00:00-09:20 (Chapter 1)

# 2

### The Dardanelles strategy and geography

- 1 Why was there to be an attack at Gallipoli?
- 2 What was the naval plan to take the Dardanelles?
- 3 What was the new plan to take the Dardanelles?

- DVD-ROM:**
- *Gallipoli: who, where and why?*
- Gallipoli and the Anzacs website:**  
[www.anzacsite.gov.au](http://www.anzacsite.gov.au):
- *Lead-up events*  
[www.anzacsite.gov.au/1landing/why.html](http://www.anzacsite.gov.au/1landing/why.html)
  - *Background*  
[www.anzacsite.gov.au/1landing/bgrnd.html](http://www.anzacsite.gov.au/1landing/bgrnd.html)
  - *A Duty Clear Before Us*  
[www.anzacsite.gov.au/1landing/nbeachc.html](http://www.anzacsite.gov.au/1landing/nbeachc.html)
  - *Interpretative Panel 1 – Map of the Gallipoli peninsula*  
[www.anzacsite.gov.au/4panels/index.html](http://www.anzacsite.gov.au/4panels/index.html)

*Revealing Gallipoli*  
13:14-27:05 (Part 1 Chapter 3)

*Australians At War*  
Episode 2  
'Who'll come a fighting the Kaiser with me'  
17:30-19:50 (Chapter 3)

# 3

### The landings at Gallipoli 25 April 1915

- 1 What was the plan for the landings?
- 2 What happened at Anzac Cove?
- 3 What happened at the other landing sites?
- 4 How do we judge the landing at Anzac?

- DVD-ROM:**
- *Can you plan the landing at Anzac?*
  - *Gallipoli: The First Day*
- Gallipoli and the Anzacs website:**  
[www.anzacsite.gov.au](http://www.anzacsite.gov.au):
- *The Anzac Landing at Gallipoli*  
[www.anzacsite.gov.au/1landing/index.html](http://www.anzacsite.gov.au/1landing/index.html)
  - *War correspondents Ellis Ashmead-Bartlett and Charles Bean*  
[www.anzacsite.gov.au/1landing/](http://www.anzacsite.gov.au/1landing/)
  - *Signaller Silas*  
[www.anzacsite.gov.au/1landing/s\\_intro.html](http://www.anzacsite.gov.au/1landing/s_intro.html)
  - *A Duty Clear Before Us*  
[www.anzacsite.gov.au/1landing/nbeachc.html](http://www.anzacsite.gov.au/1landing/nbeachc.html)
  - *Interpretative - Panel 2 Anzac The Landing 1915*  
[www.anzacsite.gov.au/4panels/index.html](http://www.anzacsite.gov.au/4panels/index.html)
  - *The Drawings of Major LFS Hore*  
[www.anzacsite.gov.au/5environment/hore/hore.html](http://www.anzacsite.gov.au/5environment/hore/hore.html)
  - *Submarines at Gallipoli*  
[www.anzacsite.gov.au/5environment/submarines/ae2.html](http://www.anzacsite.gov.au/5environment/submarines/ae2.html)
  - *First to Fall*  
[www.anzacsite.gov.au/1landing/first-to-fall/index.html](http://www.anzacsite.gov.au/1landing/first-to-fall/index.html)
- Gallipoli: The First Day website:**  
[www.abc.net.au/innovation/gallipoli/](http://www.abc.net.au/innovation/gallipoli/)

*Revealing Gallipoli*  
34:35-37:13 (Part 1 Chapter 4)  
37:13-51:25 (Part 1 Chapter 5)

*Australians At War*  
Episode 2  
'Who'll come a fighting the Kaiser with me'  
19:50-24:30 (Chapter 4)

# Unit 4

## PRINT FOCUS QUESTIONS

## DVD-ROM INTERACTIVES and GALLIPOLI AND THE ANZACS WEBSITE

## DVD-VIDEO CHAPTERS

### The Gallipoli campaign

1 What happened at Anzac after the landing?

**Gallipoli and the Anzacs website:**  
[www.anzacsite.gov.au](http://www.anzacsite.gov.au):  
 – *A Duty Clear Before Us*  
[www.anzacsite.gov.au/1landing/nbeachc.html](http://www.anzacsite.gov.au/1landing/nbeachc.html)  
 – *Interpretative – Panel 3 2nd Krithia*  
[www.anzacsite.gov.au/4panels/index.html](http://www.anzacsite.gov.au/4panels/index.html)  
 – *Interpretative – Panel 4 The Turkish counter-attack of 19 May*  
[www.anzacsite.gov.au/4panels/index.html](http://www.anzacsite.gov.au/4panels/index.html)  
 – *Interpretative – Panel 5 Stretcher bearers*  
[www.anzacsite.gov.au/4panels/index.html](http://www.anzacsite.gov.au/4panels/index.html)  
 – *Interpretative – Panel 6 Lone Pine and The Nek*  
[www.anzacsite.gov.au/4panels/index.html](http://www.anzacsite.gov.au/4panels/index.html)  
 – *Interpretative – Panel 7 Chunuk Bair*  
[www.anzacsite.gov.au/4panels/index.html](http://www.anzacsite.gov.au/4panels/index.html)  
 – *Interpretative – Panel 8 Evacuation*  
[www.anzacsite.gov.au/4panels/index.html](http://www.anzacsite.gov.au/4panels/index.html)  
 – *Interpretative – Panel 9 Mustafa Kemal*  
[www.anzacsite.gov.au/4panels/index.html](http://www.anzacsite.gov.au/4panels/index.html)

*Revealing Gallipoli*  
 00:57-05:54 (Part 2 Chapter 2)  
 05:54-13:40 (Part 2 Chapter 3)  
 13:40-15:16 (Part 2 Chapter 4)  
 20:12-22:14 (Part 2 Chapter 6)  
 24:19-28:38 (Part 2 Chapter 8)  
 28:38-51:53 (Part 2 Chapter 9)

*Australians At War*  
 Episode 2  
 'Who'll come a fighting the Kaiser with me'  
 32:07-44:05 (Chapter 8)  
 44:05-46:15 (Chapter 9)  
 46:15-48:31 (Chapter 10)  
 48:31-52:36 (Chapter 11)  
 52:36-54:31 (Chapter 12)

# 5

### Fighting and surviving at Gallipoli

1 What was life like for the soldiers at Anzac?

**DVD-ROM:**

- *The story of Private Jim Martin*
- *Who were the nurses in the Gallipoli campaign?*
- *The Gallipoli Times*

**Gallipoli and the Anzacs website:**  
[www.anzacsite.gov.au](http://www.anzacsite.gov.au):  
 – *A Duty Clear Before Us*  
[www.anzacsite.gov.au/1landing/nbeachc.html](http://www.anzacsite.gov.au/1landing/nbeachc.html)  
 – *Signaller Silas*  
[www.anzacsite.gov.au/1landing/s\\_intro.html](http://www.anzacsite.gov.au/1landing/s_intro.html)  
 – *The Drawings of Major LFS Hore*  
[www.anzacsite.gov.au/5environment/hore/hore.html](http://www.anzacsite.gov.au/5environment/hore/hore.html)  
 – *Nurses' Stories*  
[www.anzacsite.gov.au/5environment/nurses.html](http://www.anzacsite.gov.au/5environment/nurses.html)  
 – *Photographs of the 3rd Australian General Hospital on Lemnos Island*  
[www.anzacsite.gov.au/5environment/nursephoto.html](http://www.anzacsite.gov.au/5environment/nursephoto.html)  
 – *Bravery Awards at Gallipoli*  
[www.anzacsite.gov.au/5environment/bravery.html](http://www.anzacsite.gov.au/5environment/bravery.html)

*Revealing Gallipoli*  
 15:16-20:12 (Part 2 Chapter 5)

*Australians At War*  
 Episode 2  
 'Who'll come a fighting the Kaiser with me'  
 26:20-30:55 (Chapter 6)

# 6

### Receiving news of Gallipoli on the home front

1 How did Australians learn about Gallipoli, and what image of the campaign was presented?

2 How did an 'Anzac legend' develop during the Gallipoli campaign?

**DVD-ROM:**

- *The Anzac Legend over time*
- *The Gallipoli Times*
- *Listening to the headstones*

**Gallipoli and the Anzacs website:**  
[www.anzacsite.gov.au](http://www.anzacsite.gov.au):  
 – *War Correspondent Ellis Ashmead-Bartlett and Charles Bean*  
[www.anzacsite.gov.au/1landing/](http://www.anzacsite.gov.au/1landing/)  
 – *Anzac: A National Heirloom*  
[www.anzacsite.gov.au/5environment/anzac/anzac.html](http://www.anzacsite.gov.au/5environment/anzac/anzac.html)  
 – *Gallipoli and a Country Town: Yass*  
[www.anzacsite.gov.au/5environment/homefront.html](http://www.anzacsite.gov.au/5environment/homefront.html)

*Australians at War*  
 Episode 2  
 'Who'll come a fighting the Kaiser with me'  
 24:30-26:20 (Chapter 5)  
 30:55-32:35 (Chapter 7)  
 44:10-46:18 (Chapter 9)  
 48:40-49:30 (Chapter 11)  
 52:15-52:40 (Chapter 12)

# 7

### Understanding Anzac Day — past, present, future

1 How have we commemorated Gallipoli and Anzac Day in the past?

2 How do we commemorate Anzac Day today?

3 What do Gallipoli and Anzac Day mean to you today?

**DVD-ROM:**

- *The Anzac Legend over time*
- *Community memorial board*
- *Analyse a museum display*

**Gallipoli and the Anzacs website:**  
[www.anzacsite.gov.au](http://www.anzacsite.gov.au):  
 – *Visiting Gallipoli Today*  
[www.anzacsite.gov.au/2visiting/index.html](http://www.anzacsite.gov.au/2visiting/index.html)  
 – *Building the Anzac Commemorative Site*  
[www.anzacsite.gov.au/3building/index.html](http://www.anzacsite.gov.au/3building/index.html)  
 – *Researching Gallipoli and Australians at War*  
[www.anzacsite.gov.au/5environment](http://www.anzacsite.gov.au/5environment)

# Introduction for teachers

## Curriculum Guide

Areas where *Gallipoli and the Anzacs* may be appropriate in states' and territories' current secondary history curriculum documents, and the proposed National Curriculum in History scheduled for introduction in 2011, are:

State/Territory	Major area	Level	Emphases
ACT	SOSE	7–8 9–10	Turning points, change and continuity in the 20th century
		11–12	Australian History
NSW	History	9–10	Australia in World War I
NT	SOSE	7–8	Significant events in the past
		9–10	Events and ideas that have shaped Australian society Impacts of conflicts on domestic life in Australia
	History	11–12	Depth Study: Remembering Australians in Wartime
QLD	SOSE	7–8	Situations before and after a rapid change
	Modern History	11–12	Possible themes of Conflict, The history of everyday lives, Studies of change
SA	SOSE	9–10	Interpretations and representations of events
	History	11–12	Depth Study: Remembering Australians in Wartime
TAS	Society and History		Historical inquiry — Students undertake historical inquiries in relation to continuity and change in society as specified at:
		7–8	Stages 9–13
		9–10	Stages 13–15
	Australian Studies	11–12	Australians at war
VIC	History	9–10	Continuing significance of major events shaping society
	Australian History	11–12	Testing the new nation 1914–1950
WA	S & E	7–8 9–10	Exploring causes and consequences of events
	Australian History	11–12	Exploring ideas in Australian history
<b>National Curriculum</b>	History	10	Depth Study — War and peace: A study of Australia's involvement in an overseas conflict and the impact on the home front, with the First World War as an option.

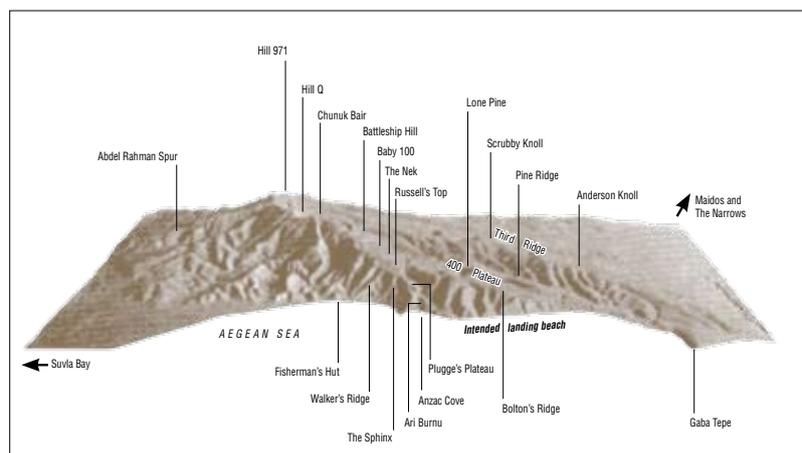
## An explanation of important terms

### 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 (and explained in more detail on page 33).
- 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.



Les Carlyon, *Gallipoli*, Macmillan, Sydney, 2001, 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'. After the initial reference to the Ottoman Empire in each unit this resource refers to the area 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, Light Horse, 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](http://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

# Introduction for teachers

## Recommended resources

### Books

#### Reference works

- 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/](http://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, Sydney, 2001
- 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, *The Anzac Experience*, Raupo (Penguin) Auckland, 2001
- 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, Australia, 2006
- Denis Winter, *25 April 1915*, University of Queensland Press, St Lucia, 1994

#### For older students

- Patrick Carlyon, *The Gallipoli Story*, Penguin, Melbourne, 2003
- Leon Davidson, *The Anzacs at Gallipoli. Scarecrow Army*, Black Dog Books, Melbourne, 2005
- Jackie French, *A Rose for the Anzac Boys*, Angus and Robertson, Sydney, 2008
- Anthony Hill, *Soldier Boy*, Penguin, Melbourne, 2001
- John Laffin, *Gallipoli*, Kangaroo Press, Sydney, 1999

### Websites

Australian War Memorial [www.awm.gov.au](http://www.awm.gov.au), including:

Australian War Memorial Online exhibitions

*Dawn of the Legend*

[www.awm.gov.au/exhibitions/dawn/index.asp](http://www.awm.gov.au/exhibitions/dawn/index.asp)

*Forging the nation- Federation the first twenty years*

[www.awm.gov.au/exhibitions/forging/](http://www.awm.gov.au/exhibitions/forging/)

*Gallipoli 1915: the drama of the Dardanelles*

[www.iwm.org.uk/upload/package/2/gallipoli/index.htm](http://www.iwm.org.uk/upload/package/2/gallipoli/index.htm)

*Fifty Australians - Albert Jacka*

[www.awm.gov.au/exhibitions/fiftyaustralians/26.asp](http://www.awm.gov.au/exhibitions/fiftyaustralians/26.asp)

*George Lambert: Gallipoli and Palestine landscapes*

[www.awm.gov.au/blog/category/exhibitions/george-lambert/](http://www.awm.gov.au/blog/category/exhibitions/george-lambert/)

*Sidney Nolan: the Gallipoli series*

[www.awm.gov.au/exhibitions/nolan/](http://www.awm.gov.au/exhibitions/nolan/)

Education activities

*Hard Tack*

[www.awm.gov.au/education/activities/hard\\_tack.asp](http://www.awm.gov.au/education/activities/hard_tack.asp)

*Soldiers' slang at Gallipoli*

[www.awm.gov.au/education/activities/slang.asp](http://www.awm.gov.au/education/activities/slang.asp)

ANZAC Day Commemoration Committee (Qld)

[www.anzacday.org.au/](http://www.anzacday.org.au/)

*Despatches From Gallipoli*

[www.diggerhistory.info/](http://www.diggerhistory.info/)

*Digger History*

[www.diggerhistory.info/](http://www.diggerhistory.info/)

*Gallipoli and the Anzacs*

[www.anzacsite.gov.au/](http://www.anzacsite.gov.au/)

*Gallipoli The First Day*

[www.abc.net.au/innovation/gallipoli/gallipoli2.htm](http://www.abc.net.au/innovation/gallipoli/gallipoli2.htm)

*Gallipoli*

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

*Gallipoli Association*

[www.gallipoli-association.org/](http://www.gallipoli-association.org/)

*New Zealand History Online — Anzac Day*

[www.nzhistory.net.nz/war/anzac-day/introduction](http://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](http://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](http://www.nzhistory.net.nz/war/the-gallipoli-campaign/introduction)

*Lost Leaders of Anzacs*

[www.anzacs.org/index.html](http://www.anzacs.org/index.html)