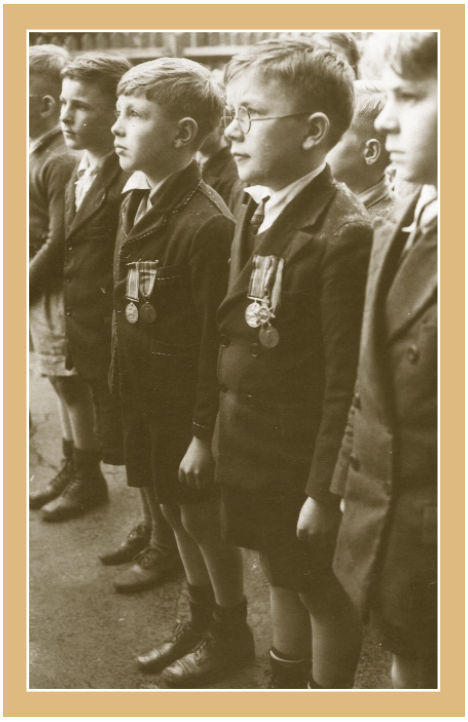

AWM No. 138716

ANZACS
THE PAIN AND THE GLORY

BY PETER BOWERS

ANZACS - The Pain and The Glory is an ideal project to link with local communities and local area historical studies. It provides an opportunity for students to investigate the meaning of ANZAC for all Australians while linking it back to their own community and using resources within their community to develop their own understanding of this important event and the impact it had on Australia's development.

The following activities are planned to provide you with ways of introducing the *ANZACS* project to your class. The activities are written for secondary students and can easily be adapted for upper primary students.

TEACHING/LEARNING ACTIVITIES FOR SECONDARY SCHOOLS

All teaching and learning activities can be cross referenced and integrated into several KLAs in the national curriculum and the national profiles particularly English, Studies of Society and the Environment (SOSE) and The Arts.

The following activities could be either a stand-alone lesson or for integration into a unit of work. They could lead to the development of question banks, brainstorming charts, clarification and elaboration of the ideas on the charts, research and analysing, interviewing, writing in different genre, discussion and projection of self into the lives of former Anzacs.

WHERE TO BEGIN SECONDARY SCHOOLS

AWM No. J01386

Learners need to be immersed in a rich environment that provides plenty of relevant examples, demonstrations and experiences of all kinds. For learning to take place, it must be relevant to the learner's needs. All activities in this unit focus on student participation and engagement. Class teachers are in the best position to decide how these activities will be presented to their students and what activities may need to be modified or adapted to suit their students and locality.

This booklet *ANZACS - The Pain and The Glory* by Peter Bowers is a great place to start a unit. More information can be gained from older members in the community or resources in your school or local community library, and other materials supplied by organisations such as the Department of Veterans' Affairs and the Australian War Memorial.

There are also many websites which will assist further investigation into the meaning and significance of Anzac Day, the service and sacrifice of Australia's veterans and the role these people have played in the development of our nation.

OUTCOME:	SKILLS/PROCESSES:
Students will have an understanding of why Anzac Day is remembered every year and the impact the Anzacs had on the development of the Australian legend.	**Listening, Speaking, Reading, Questioning, Thinking, Explaining, Organising, Interviewing, Note taking, Report writing,**

READ THE FOLLOWING QUOTES TO STUDENTS

"Once it seemed odd to me that each Anzac Day grown-ups mourned so intensely a thing so long ago and so far away. Now I know that no event matches Gallipoli in its impact on our country. Anzac Cove is Australia's largest memorial, part of Australia, part of being Australian."

Bill Gammage author of THE BROKEN YEARS - AUSTRALIAN SOLDIERS IN THE GREAT WAR[1]

It's weird coming home after visiting Gallipoli. "What are you going to wear, Nikki?" a friend asks. You think "Oh God, how pathetic", compared with what happened over there.

Nikki Macor (14) - Student, Simpson Essay Winner[2]

WHOLE GROUP DISCUSSION on each of these quotes including

- the meaning of Anzac
- its significance for Australians
- the differences and similarities between these two writers from different generations
- importance of keeping the Anzac tradition alive.

DEBATE

From the initial discussion encourage students to suggest topics for debating. e.g.:

World War 1 has had no impact on Australia's development as a nation.
Australia did not need to go to war so why did Australians enlist so enthusiastically?
England was involved in the war therefore Australia had to be involved too.

INTERVIEW

Visit the local war memorial or cenotaph and choose a name for further research. Interview remaining family members and write a brief report to share with the class, school or local veterans' group.

READING

Provide a reading list, appropriate to the level of understanding of the age group, of reports, stories and poetry to students. Talk to your local librarian.

REFERENCES

www.acn.net.au
www.awm.gov.au
www.dva.gov.au
www.anzacday.org.au/
www.naa.gov.au
wwwrsl.org.au/

[1]Bower, Peter *ANZACS - The Pain and The Glory*, Australia Post. Melbourne 1999. page 37.

[2]Bower, Peter *ANZACS - The Pain and The Glory*, Australia Post. Melbourne 1999. page 37.

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OUTCOME:	SKILLS/PROCESSES:
Increased knowledge and understanding of the difficulties experienced by Australian troops from 25 April - 19 December 1915.	**Listening, Speaking, Reading, Questioning, Thinking, Explaining, Organising, Interviewing, Researching,**

READ THE FOLLOWING TO THE STUDENTS:

"Very early on the morning of 25 April 1915, long before sunrise, the Anzacs were getting ready to go into battle. They had sailed from Egypt, and now lay off the coast of Turkey in the darkness. They quietly climbed down rope ladders and stepped into small row boats. These were then towed as close as possible to the beach before the men rowed the last part to the shore. They had practised this many times.

But they were still very nervous. They didn't know if the Turkish soldiers would be awake, or how many there were. All they knew was that once ashore, they had to go inland, as far from the beach as possible, and make room for more men to land behind them. That was the plan.[3]*"*

RESEARCH

But the plan didn't work. Find out what did happen and what the results were. Explain how this event has become the Australian legend.

AWARDS

Provide information on awards presented to service personnel e.g. Victoria Cross. Students research more about other types of awards and why they were awarded.

SIMPSON AND HIS DONKEY

Find out more about the role of Private John Simpson Kirkpatrick (died at age 22) and his donkey.

MAPPING

Draw a map of the region and mark in places like Anzac Cove, Lone Pine and Gallipoli. Explain how the terrain of the area affected the fighting.

SHARE THE FOLLOWING WITH STUDENTS

"The heat, conditions, and the lack of replacement clothing saw soldiers reduced to cut-down clothing, singlets and head gear of every description. Of necessity it became a rag-tag army, creating the legendary image of the men of ANZAC, as their killing paddock was now called. Food was limited to the essentials of bully beef, biscuits, tinned cheese and jam. Fresh vegetables were seen only in dreams and there was never enough water.

The sheer mass of men within the tiny perimeter, the lack of sanitation, the dead bodies buried every where among the living, together with those lying in no man's land, saw dysentry endemic and sickness widespread. Only vaccination prevented the decimation of the ANZAC corps from cholera and typhoid. As the summer months advanced, a fit man was one who could stand in a trench and hold a rifle. Men died from dysentry after being refused evacuation by doctors who had been directed to keep all but the worst cases in the trenches.[4]*"*

WRITE A LETTER a soldier would have written to his family while living and fighting in these conditions. Discuss how much detail may have been included in a letter and the reasons why. Try to obtain examples of letters written from Anzacs to family and compare.

POETRY AND SONGS

Read and discuss the poem *In Flanders Fields* by Lieutenant Colonel J.M. McCrae. Share other examples of poetry and songs from that era. Provide opportunities for students to write their own poetry and songs and perform in front of others.

MEMORABILIA EXHIBITION

Travelling exhibitions from the Australian War Memorial have provided Australians, especially those in rural cities and towns, the opportunity to see displays that depict the experiences of Australia's veterans.

Many homes in Australia have personal memorabilia. Consider setting up a display in a secure section in the school foyer. Invite older members of the community to attend a special morning tea to view the display and share their knowledge and memories of war time.

Invite a guest speaker, or students could present some of their own work e.g.: poetry, stories, sections from their case study or art work.

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[3]Captain Matt Anderson, *Australia and the First World War*, Army Public Affairs. Page 5

[4]Bower, Peter *ANZACS - The Pain and The Glory*, Australia Post. Melbourne 1999. page 22.

AWM No. J1389

Research Activities - Case Study

Secondary Schools

Through the 'collection' and use of primary resources such as letters, postcards, photographs, journals, diaries and newspapers students will be able to appreciate and utilize how much local history is 'retained' in the minds and memories of older citizens. This is an ideal time to visit older citizens and obtain oral history which can then be documented and stored as a source of data for the future Australians.

Outcome:	Skills/Processes:
Students take on the identity of a veteran involved in World War I and give an account of their life during the war in a personal diary/journal. **Students will have a better understanding of the Anzac experience and will have in-depth knowledge of one particular veteran and life at the beginning of last century.** **A diary/personal journal recording this information is produced.**	**Listening, Speaking, Reading, Drawing, Questioning, Thinking, Explaining, Organising, Interviewing, Researching, Locating and Analysing, Presenting**

This activity will require considerable research and ideally would follow after students have been immersed in other related activities.

Visit the local cenotaph or war memorial and read the list of names.

The National Archives of Australia has a personal war records section which provides information on the subject's enlistment, war service, wounds, death and includes all official letters sent by and to each family.

Personal diary/journal

Students either select an identity from their local community and seek factual information from a surviving relative or member of the community or they may take on a fictional name and use as much factual information as they can from their research to recreate the past.

Discuss with the local historian or museum staff who in the local community might be interviewed.

Suggested questions/prompts to help diary/journal entries:

Where were you born?
What were your family circumstances?
What was life like?
What did you look like?
Draw your portrait or family portrait.
Where were you and what were you doing when war was declared?
Show on a map where you lived.
Why did you decide to enlist?
What did your family say and how did they feel about your decision?
Where did you sign up?
Where were you trained?
Describe your feelings as you sailed off to war.
Show on a world map the route your boat sailed.
Write a letter home to your family describing your first impressions of Gallipoli.
Describe your daily routine during the war and include comments on:
- where you lived;
- food;
- medicine;
- friendship;
- clothing;
- entertainment.

What news/supplies did you receive from home?
Describe the end of your life.

The final outcome is a complete booklet capturing the personal life of one person and their history and involvement during the war.

Further activities

Share diaries/journals with other classes.
Rewrite one section into a play.
Write a persuasive speech encouraging your peers in 1914 to join up.
Write the conversation that took place between you and your family when you informed them of your decision to join.

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OUTCOME:	SKILLS/PROCESSES:
Students plan and present their own Anzac ceremony for the rest of the school. **Research and present a written report about Anzac Day.**	**Planning, Presenting, Researching, Organising, Speaking, Listening, Reading, Questioning, Thinking, Explaining, Writing.**

ANZAC SERVICE

Plan and present an Anzac service at your school on or around Anzac Day.

Invite a veteran or one of the remaining family to address your school as part of the service.

DAWN SERVICE

Provide an opportunity for students to attend a Dawn Service with their peers.

Discuss afterwards:

their feelings and impressions.
the meaning of the hymn 'O Valiant Hearts'
the origin of 'Lest We Forget'.

REPORT WRITING

Research and prepare a written report on Anzac Day:

Some questions to help:

What is Anzac Day?
What do the initials stand for?
Why do we have a national holiday?
How is it commemorated?
Why do people march?/
Why do some people wear a sprig of rosemary?
Why are floral tributes presented at Anzac services?
What else can you find out about Anzac Day?
Do you know any one who marches or used to march? Can you find out anything about the medals worn on Anzac Day and what they represent?

Finished reports could be presented as a class book or newspaper which could be copied for each class member.

POST CARD TO A VETERAN

Ready-printed post cards or cards designed by students could be sent to veterans near Anzac Day remembering their involvement and contribution to our national life. Some sample postcards are included in this package.