



# 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. Using resources within their community they could develop their own understanding of this important event and the impact it had on Australia's development.

### TEACHING/LEARNING ACTIVITIES FOR PRIMARY SCHOOLS

These activities are more focussed for middle to upper primary, however with slight modification activities could be adapted to suit lower primary.

All teaching and learning activities can be cross referenced and integrated into several KLA's 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 and writing in different genre.

### POINTS OF INTEREST

#### ANZAC DAY - Why 25 April?

This is the date the Anzacs landed on the Gallipoli Peninsula in Turkey in 1915.

The objective was to sweep across the Gallipoli peninsula to disarm the Turkish guns guarding the Dardanelles Straits. By opening this sea lane to the allied naval forces, the allies hoped to capture the Turkish capital, Constantinople (Istanbul). This would ensure that supplies could be transported to the Russians, who were on the allied side, and remove Turkey from the war, thereby destabilising the German effort in the south and hopefully affecting the stalemate on the Western Front.

#### THE ORIGIN OF THE WORD ANZAC

Lieutenant-General Sir William Birdwood, the commander of the Australian and New Zealand forces which landed at Gallipoli in 1915, explained how the name "Anzac" originated. "When I took over the command of the Australian and New Zealand Army Corps in Egypt in 1914 I was asked to select a telegraphic code address for them and I adopted the word Anzac. Later on, when we effected our landing at Gallipoli in April 1915, I was asked by general headquarters to suggest a name for the beach where we had made good our first precarious footing, and then asked that this might be recorded as Anzac Cove."<sup>1</sup>

<sup>1</sup>Mufti, 30th March 1968. Original information supplied by Returned Services League, Melbourne.

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.

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.	Listening, Speaking, Reading, Questioning, Thinking, Explaining, Organising, Interviewing, Report writing,

## STUDENTS LISTEN TO "AND THE BAND PLAYED WALTZING MATILDA" BY ERIC BOGLE.<sup>2</sup>

It will be necessary for students to hear the song several times and for older students to be able to read the words. Simple percussion instruments could be used to add further interest. Remember to give the students something specific to listen for each time it is played.

### DISCUSS:

- What is this song all about?
- The meaning of some of the phrases/words such as:  
"I waltzed my Matilda all over" or  
Tin hat<sup>3</sup>. Why would he need this?
- Why the national anthem was played.
- Who is Johnny Turk?
- The meaning of the lines in verse 4:  
"And the young people ask what are they marching for,  
And I ask myself the same question."

### FURTHER DISCUSSION BASED ON:

- the meaning of Anzac
- its significance for Australians
- importance of remembering Anzac Day

**BUILD UP A QUESTION BANK** which will provide a focus for further individual or class activities.

**LISTEN TO OTHER SONGS** such as:

- "Last Night I had the Strangest Dream" by Ed McCurdy
- "Diggers of the Anzac" by John Williamson.

Discuss with students.

### TWENTY QUESTIONS

If students could sit down and chat with Eric Bogle, the song writer who wrote "And the Band Played Waltzing Matilda", what would they like to ask him? Encourage students to focus on the meaning of the song, why it was written and why it became popular.

### READING

Read stories, reports and poetry, appropriate to the level of understanding of the age group, to students.

<sup>2</sup>Words and Music can be found in 'Time to Sing', ABC, 1982.

<sup>3</sup>Look at the picture in *ANZACS - The Pain and The Glory*, Peter Bowers, page 23.



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.”<sup>4</sup>*

## DISCUSS:

- Did the plan work?
- What went wrong?
- Why didn’t they land at the right spot? (You could discuss more modern navigational tools in use today)
- Why were the soldiers called ‘diggers’?

## WORLD MAP

On a map of the world locate the region where the battle took place. Show images<sup>5</sup> and point to places like Anzac Cove, Lone Pine and Gallipoli. Explain how the terrain of the area affected the fighting.

## SIMPSON AND HIS DONKEY

Tell the story of John Simpson Kirkpatrick and his little donkey. Encourage students to find out more about him and his courage.<sup>6</sup> Try to find other ‘personal’ stories of Anzacs and share them with the class.

## AWARDS

Discuss class and school awards and why they are awarded. Nine Victoria Crosses were awarded after Gallipoli. Encourage students to find out more about the Victoria Cross and other awards. List the awards. Discuss:

- Why they were awarded.
- Why people donate these awards to the Australian War Memorial.

## WRITING

Imagine you are a soldier living in the harsh conditions at Gallipoli.

Write a letter, a poem or even a song to your family which tells them how you are feeling and what is happening around you. 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.

## MEMORABILIA EXHIBITION

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

## SET UP YOUR OWN DISPLAY

Many homes in Australia have personal memorabilia. Consider setting up a display in a secure section in the school. Perhaps a joint display with the local high school could be considered. 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 to the class. Students could present some of their own work e.g.: poetry, stories, sections from their case study or art work to their visitor.

## POST CARD TO A VETERAN

In this kit there are some postcards for students to send to veterans living in the local community. Students design their own post cards which could be sent to veterans or remaining family members. The design should reflect the student’s understanding of Anzac.

<sup>4</sup>Captain Matt Anderson, *Australia and the First World War*, Army Public Affairs. Page 5

<sup>5</sup>Bower, Peter *ANZACS - The Pain and The Glory*, Australia Post. Melbourne 1999. page 28.

<sup>6</sup>ibid.,

# RESEARCH ACTIVITIES - CASE STUDY

## PRIMARY SCHOOLS



AWM No. J1447

This activity is more detailed in the high school component but there are many possibilities here for upper primary students to research and present a case study. Students could be encouraged to 'age' their diaries by 'washing' the pages with a light wash of black tea or coffee.

OUTCOME:	SKILLS/PROCESSES:
<b>Students imagine they are a veteran involved in World War 1 and give an account of their life during the war in a personal diary/journal. A diary/personal journal recording this information is produced.</b>	<b>Listening, Speaking, Reading, Drawing, Questioning, Thinking, Explaining, Organising, Interviewing, Researching, Locating and Analysing, Presenting</b>

This activity will require some guided 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. Some websites provide personal data on individual people: [www.acn.net.au](http://www.acn.net.au), [www.awm.gov.au](http://www.awm.gov.au), [www.dva.gov.au](http://www.dva.gov.au), [www.anzacday.org.au/](http://www.anzacday.org.au/), [www.naa.gov.au](http://www.naa.gov.au), [www.rsl.gov.au](http://www.rsl.gov.au), [www.rsl.org.au/](http://www.rsl.org.au/).

## 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.

Take on a fictional name and use as much factual information as they can from their research to recreate the past.

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?
- Describe your feelings as you sailed off to war.
- Write a letter home to your family describing your first impressions of Gallipoli.
- Describe your daily routine during the war.
- 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.



OUTCOME:	SKILLS/PROCESSES:
<p>Students commemorate Anzac Day as a ‘special day’ to remember.</p> <p>Students plan and present their own Anzac ceremony for their class or school.</p> <p>Research and present a written report about Anzac Day.</p>	<p>Planning, Presenting, Researching, Measuring, Organising, Speaking, Listening, Reading, Questioning, Thinking, Explaining, Writing.</p>

## PLANNING

Before Anzac Day discuss with students how best to commemorate the day as an important part of our history and to make it a day the students will remember.

Even though Anzac Day in 2000 falls within a holiday period, a special day could be held before the end of term.

## DAWN SERVICE

Provide an opportunity for students who have attended a dawn service in previous years to share their feelings and impressions. Discuss the meaning of the hymn ‘O Valiant Hearts’ and the origin of ‘Lest We Forget’.

## ANZAC SERVICE

Plan and present an Anzac Service for your class or better still the whole school. A possible program might be:

1. Introduction - a short explanation of what Anzac Day is about.
2. Origins of World War I
3. Anzacs - where did the name come from?
4. Gallipoli Campaign.
5. Anzac Song.
6. Famous Anzac Stories (e.g. Simpson and his donkey).
7. Why we remember.
8. Some statistics.
9. The Ode.
10. National Anthem.

Invite a veteran or his/her remaining family to address your class/school as part of the service.

## COOKING

Anzac Biscuits - these were baked and included in soldier’s parcels from home.

Make these in class (great maths lesson!), cook at school and share for morning tea.

## REMEMBERING ANZAC DAY CONTINUED

### REPORT WRITING

In pairs or small groups research and prepare a brief written report on Anzac Day. These could be shared during the day.

Some prompts 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?

### LEARN A NEW SKILL

Investigate and list some skills and/or activities that were popular during the early years of this century. Some of these skills are still popular today but perhaps to a lesser extent (e.g. knitting) however some have died out altogether because of advances in technology (e.g. mending spokes on a bicycle wheel).

Arrange for someone to come in and work with a small group of students to learn a new skill e.g. knitting, crotchetting, leather work, Morse code or inventing a new code.

### CREATE YOUR OWN PEACE PARK

This idea was originally developed in Canada as a way of promoting world peace and organisations were encouraged to develop Peace Parks. In your school you could identify an area which could be developed into a 'peaceful place' where occasions such as Anzac Remembrance Services could take place or where students could go and sit quietly. Each year on 25 April a special tree could be planted. In small communities this could be a section in the local park.