

# REVEALING GALLIPOLI

## STUDY GUIDE



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***Revealing Gallipoli* – a springboard to explore different points of view of a key moment in history**

# INTRODUCTION

*Revealing Gallipoli* has been produced to coincide with the 90th anniversary of the ANZACs' landing at Gallipoli. The television documentary is a rich resource for learning.

It tells the story from the points of view of the different countries involved, and from the perspectives of different groups of people (from politicians and generals to soldiers and sailors).

*Revealing Gallipoli* transports you to the locations and shows how and why events unfolded with such disastrous consequences. It explains how a muddled military campaign became the crucible for a new national identity.

The New Zealanders who fought at Gallipoli had volunteered to join the New Zealand Expeditionary Force (NZEF) in August 1914. The NZEF joined with the Australian Imperial Force in Australia. The two forces formed the Australian and New Zealand Army Corps (ANZAC), which joined British and French forces to attack Turkey on the 25th April 1915. Over 7,000 New Zealand soldiers were wounded at Gallipoli and 2,721 were killed. The Australian army also suffered heavy casualties: 26,111 were injured and 8,141 were killed.

*Revealing Gallipoli* links to the different strands, perspectives and processes of the **social studies curriculum** and gives students an opportunity to develop essential knowledge about a major historical event which has shaped New Zealand national identity.

The documentary provides essential learning opportunities for **history** and **geography** students. It is also relevant to **the arts**, **English**, **media studies**, and **technology**. It may provide the basis for an **integrated learning** unit, where students engage in their own research across several curriculum areas.

The content is more suitable for secondary-level students, but may also be relevant for upper primary and intermediate students. *Revealing Gallipoli* is around 100 minutes long. It is divided into seven parts.

This study guide explains:

1. **Using the Documentary** - how the separate parts can be used as a basis for discussion and activities
2. **Curriculum Links** - how the content can be related to individual curriculum/subject areas or as an integrated study
3. **Weblinks** - how quality assured links to websites can support teacher preparation and student research.



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## USING THE DOCUMENTARY

The documentary's 'point of view' approach (ANZAC/Turkey/Ireland) enables students to identify with different perspectives on the same event.

The perspectives of ordinary young soldiers as well as commanders, officers and politicians illustrate the **causes and effects of leadership decisions**.

The documentary hinges on three points of view:

- The ANZAC view with narrator Peter Elliot
- The Turkish view with narrator Savas Karakas
- The Irish view with narrator Professor Keith Jeffrey.

The following information will help you locate the seven main sections of the documentary and provides question starters for discussion.

## BEFORE VIEWING THE DOCUMENTARY

### LEARNING OUTCOMES

Before viewing the documentary review the learning outcomes of **Lice 'n' Latrines - New Zealanders at Gallipoli**, a five-week unit plan for students at years 9 and 10, focusing on the Gallipoli campaign (see **Weblinks**).

Identify students' prior knowledge about Gallipoli.

Identify what the students don't know.

Use the simple **KTD** (What we **K**now; What we **T**hink we know; What we **D**on't know) activity described in the Lice 'n' Latrines unit plan.

Ensure all students can refer to an atlas and can locate **WHERE** the Gallipoli campaign was fought.

Prepare your students to view the documentary. Their **INQUIRY** process will be focused through their own questions as well as the suggested questions listed below. The 5Ws & one H often provides a sound structure for students to apply as they investigate a topic.

### THE ENGLISH VIEWING AND PRESENTING PROCESSES

As they view the documentary students will be exploring language (how is the story told using the conventions of film), thinking critically (how effectively does the documentary use verbal and visual features to engage viewers), and processing information (gather and present information about the Gallipoli campaign and its significance to New Zealanders today).



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## VIEWING THE DOCUMENTARY



The documentary has an introduction and seven main sections, each divided by a title screen.

Each section is outlined below with an indication of its length along with key questions for discussion. Timings are approximate. View the documentary a section at a time and allow plenty of time for discussion and information sharing.

### INTRODUCTION

section length 1m 50s

*Setting the scene - Geographical and historic crossroads - Mapping the area*

Questions for discussion

- Where does Europe end and Asia begin?
- Why do Empires go to war?

### SECTION 1

section length 17m 50s

*Background to WW1 leading up to Gallipoli - Introducing the farmers, doctors, politicians and army commanders swept up by the war*

Questions for discussion

- Who were the leaders who made the decision to go to war? What were their aims?
- Who were the men who volunteered to fight? Where did they come from? Why were they so willing?

### SECTION 2

section length 13m 50s

*The failed Naval Campaign - Men and machines - The science and technology of war - Getting ready for a war in Egypt and Turkey - Introducing Rupert Brooke's poems*

Questions for discussion

- Why did the British and French naval attacks on Turkey fail?
- How did the Turks sink and cripple so many battleships?
- What is the national day of Turkey?
- Where did the ANZAC forces get ready for war?
- Why were soldiers and poets so keen to fight?

### SECTION 3

section length 18m 20s

*The Gallipoli battle plan - The six beaches - Mapping the territory - The diversion - Freyberg's bravery - The quality of leadership*

Questions for discussion

- What was the plan of attack?
- How much did the invading army know about Turkish territory?
- What was Bernard Freyberg's role? Why is he considered to be important?
- Why did the landings at Gallipoli go wrong?
- How would you assess the leadership of the invading forces?

### SECTION 4

section length 7m 30s

*Command perspectives - My land - Their land*

Questions for discussion

- Who are the army commanders? Where are they during the landings?
- Evacuate or dig in. What would you have done if you had been in command at Gallipoli?
- How would you assess the Turkish army leadership?
- How did the invading forces use submarines?



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## VIEWING THE DOCUMENTARY

### SECTION 5

section length 12m 00s

*Anzac Cove - Man with donkey story - The horror of war - Armistice to bury the dead*

Questions for discussion

- What was the Turkish plan of attack? What were the consequences?
- How was an armistice negotiated?
- How did invaders and Turks work together to bury the dead?
- Who was John Simpson?

### SECTION 6

section length 11m 15s

*National perspectives - Political discussions - Human massacre - Personal tragedies - Māori presence (Peter Buck)*

Questions for discussion

- How were the leaders in London dealing with the news from Gallipoli? What was their response?
- What were the living conditions of the soldiers on the ground?
- How did Turkish army commanders view their counterparts in the invading army?

### SECTION 7

section length 16m 30s

*Chunuk Bair - Qualities of leadership (Weston, Malone, Mustapha Kamal, Hamilton, Fisher) - Remembrance - Long term perspectives - Learning from the past*

Questions for discussion

- How would you have responded to the order to go "over the top"?
- Who led the Wellington Battalion which took Chunuk Bair? What happened to them?
- How did the change of command improve the situation for the soldiers on the ground?
- Who was responsible for the Gallipoli fiasco? What does fiasco mean?
- Why is Gallipoli a defining event for Australia and New Zealand?





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## CURRICULUM LINKS

*Revealing Gallipoli* can be the focus of learning in each of the curriculum areas below.

### SOCIAL STUDIES - HISTORY

*Revealing Gallipoli* links to the different strands and perspectives of the social studies curriculum, and to study in history at senior secondary levels. It gives students an opportunity to develop essential knowledge about a major historical event which has shaped New Zealand national identity. TKI contains a full unit for Years 9 and 10 based on Gallipoli (see [Weblinks](#)).

### GEOGRAPHY

The documentary places the Gallipoli campaign in its geographic setting and provides interactive contour maps, and information on location, terrain, and climatic conditions. The content illustrates the effects of the location on the people and the action, and, in its presentation, the documentary shows how people represent and interpret this particular setting.

### ENGLISH

The story is told through words and images, and uses the voices of different groups of people who were involved in the campaign. Students can respond to the documentary by analysing its content and form, and by using it as a springboard for their own descriptive and creative language work and drama activities. The way that poetry is used in the documentary is, in itself, a rich resource for study.

### VISUAL ARTS

The documentary shows how painters, photographers and filmmakers have reflected the action and the people who were at Gallipoli. Students can analyse how others have documented the events, and can create their own paintings, sculptures, and graphic images. The use of 3D rendering of original photographs is a powerful visual feature in the documentary.

### MUSIC

The theme of Gallipoli has been used to create original music, (for example, *Gallipoli* (1992) by Gary Daverne and *The Band Played Waltzing Matilda* (1971) by Eric Bogle) and the music commemorating Anzac Day has its own iconic place in New Zealand society. As with all the arts, music associated with Gallipoli can be a source of study material and of motivation for students' own creative work.

### TECHNOLOGY

The technology of war features in the documentary in the use of warships, submarines, mines, and guns. Students can research these on the Imperial War Museum website (see [Weblinks](#)).

### INTEGRATED LEARNING

The Gallipoli campaign and the documentary both lend themselves to an integrated studies approach.

The topic can be the central focus for student research into people (social studies), stories (English), places (geography), the past (history), the sounds (music), the images and representations (visual art), the machinery (technology), and the physical conditions of men at war (health).

The documentary provides a focus for media studies, enabling students to research into the use of still and moving image, the use of different viewpoints and perspectives (people, politics, and places), and the technologies through which stories can be told.

Students can be primed to research and develop their own stories, based around their families, their neighborhoods, and using the range of archive and museum resources available to them.



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## WEBLINKS

Quality assured links to websites to support teacher preparation and student research

### LICE 'N' LATRINES - NEW ZEALANDERS AT GALLIPOLI

[http://www.tki.org.nz/r/socialscience/curriculum/SSOL/gallipoli/index\\_e.php](http://www.tki.org.nz/r/socialscience/curriculum/SSOL/gallipoli/index_e.php)

This is a five-week unit plan for students at years 9 and 10, focusing on the Gallipoli campaign. It provides starter activities, a comprehensive teaching and learning plan, links to the Social Sciences curriculum, case study material, and resource links.

### TKI HOT TOPICS - ANZAC DAY

[http://www.tki.org.nz/r/hot\\_topics/anzac\\_e.php](http://www.tki.org.nz/r/hot_topics/anzac_e.php)

This 'hot topic' provides fifteen links to sites with specific information about ANZAC Day, Gallipoli, World War One, World War Two, and New Zealanders associated with war. It also contains the 'Last Post' as a soundbite and a superb webquest that students can engage in by themselves.

### NEW ZEALAND HISTORY SITE - ANZAC DAY

<http://www.nzhistory.net.nz/Gallery/Anzac/Anzac.htm>

This site contains rich research content including biographies and diaries from Gallipoli soldiers, 20 photographs, and 13 paintings of the sites and battles, soundbites of oral history and music, and descriptive maps.

### IMPERIAL WAR MUSEUM - GALLIPOLI 1915

<http://www.iwm.org.uk/upload/package/2/gallipoli/navigate.htm>

This is a comprehensive site with details of the places, the action, the people, the politics, and the technology of war. It contains short QuickTime films of the locations and audio files with recorded interviews of surviving soldiers who took part in the campaign.

### BBC HISTORY - WW1

<http://www.bbc.co.uk/history/war/wwone/index.shtml>

This invaluable site on the big picture of WWI includes information on campaigns (including Gallipoli), social aspects of war, debates, and guides to historical research. Check the WW1 Curriculum bites

<http://www.bbc.co.uk/schools/worldwarone/> for student material, including interactives.

### AUSTRALIAN WAR MEMORIAL - SOLDIER'S SLANG

<http://www.awm.gov.au/education/activities/slang.htm>

Soldier's Slang is an activity designed to show the unique language soldiers used at Gallipoli.

### AUSTRALIAN WAR MEMORIAL - HARD TACK

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

This is an activity with a recipe for cooking hard tack. Have you ever thought how the Australians and New Zealanders at Gallipoli could be supplied with food: many thousands of men, at short notice, with no refrigeration? Hard tack, also known as "ANZAC Wafer", or "ANZAC Tile", has a very long shelf life, unlike bread. The original biscuits were made by Arnott's, and our recipe has been provided by Arnott's.

### ON THE TRAIL OF "THE MAN WITH THE DONKEY"

<http://www.awm.gov.au/education/simpson/index.htm>

John Simpson Kirkpatrick became known as "the man with the donkey" at Gallipoli in the space of just over three weeks. Using a donkey to carry wounded soldiers from the firing lines down to the dressing station at ANZAC Cove, he gained a reputation for being undaunted by enemy fire. Simpson was killed less than one month after the ANZAC landing on 25 April 1915. His name and deeds became an essential part of the Gallipoli legend. What was John Simpson Kirkpatrick really like? Find out by looking at documents from his life and times.

