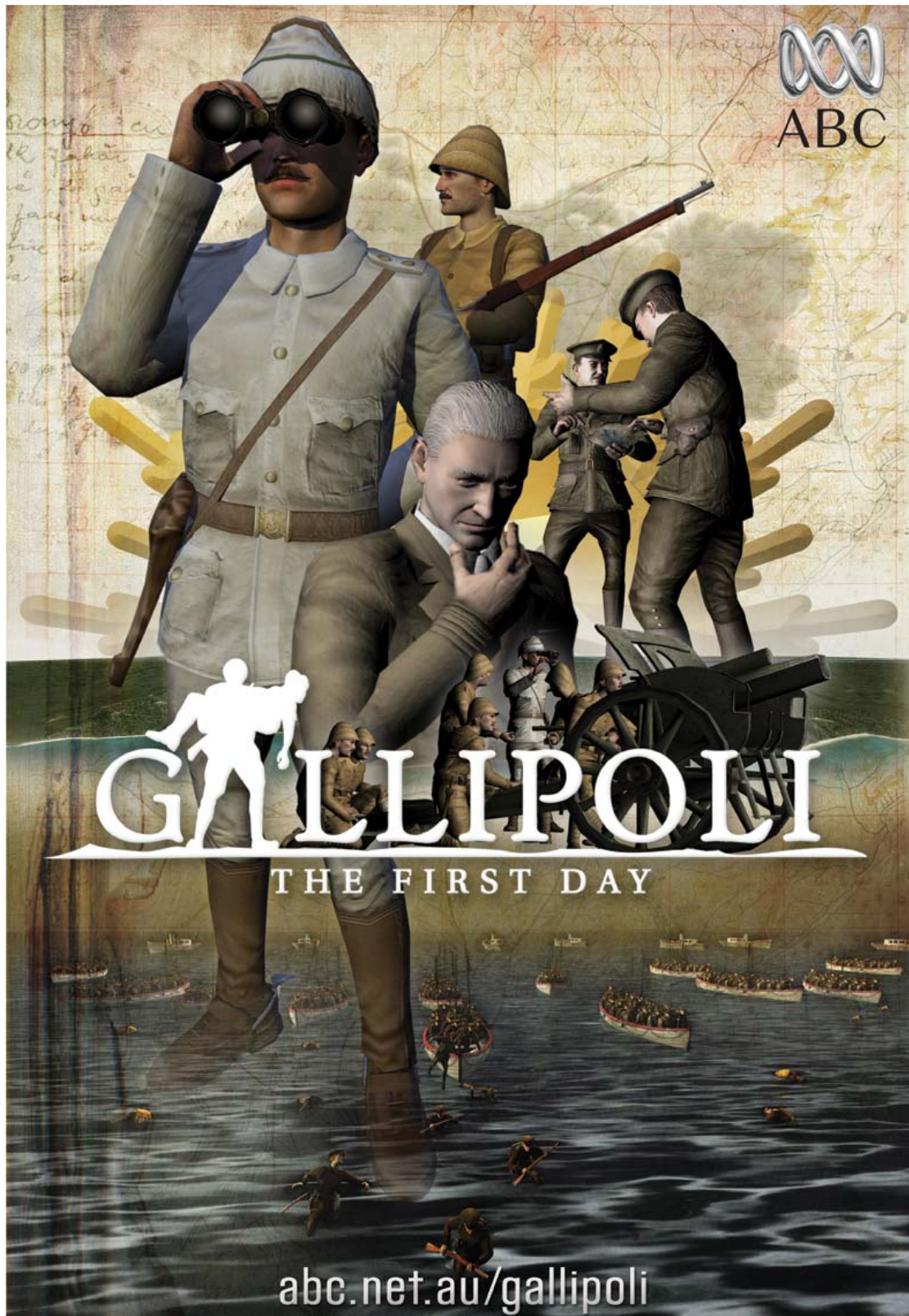


TEACHER'S GUIDE



Teacher's introduction to the site

Gallipoli: The First Day is a 3D documentary website about the First World War landing of the Australian and New Zealand Army Corps (ANZAC) on the Gallipoli peninsula on 25 April 1915. The website was designed and developed by the ABC.

It is a rich collection of historical evidence, images, recollections, modern commentary and interactive graphic illustrations of the place and events of the Anzac landing at Gallipoli.

It also outlines the main features of the campaign through to the Allied evacuations of December 1915 and January 1916.

It is an excellent middle-upper secondary resource, and elements of it can be used effectively at middle-upper primary levels.

The key elements of the program are:

Element	Description
<p>3D narration</p>	<p>This is the innovative element of the website. Based on advanced game technology, it tells the story of the first day in graphic documentary format, with the viewer's perspective constantly being moved between the opposing forces and around the battlefield area. The key imagery of the story is a mixture of dioramas and animation, with a linking narration and extensive sound effects.</p> <p>This can be viewed as a continuous narrative, or it can be stopped and navigated in any order at any time.</p> <p>This is the best way to get an overview of the day's events.</p>
<p>Explore each event</p>	<p>There are 47 separate time stops available during the story, and several of these stops have multiple events associated with them. Events may include some or all of these elements: Profiles (of characters mentioned), Video (of features such as weapons, or of interviews), Photographs from the time and Diaries (extracts from the time that can be read or listened to).</p> <p>This is the best way to explore aspects of the landing and the experience of the soldiers in detail.</p>

Element continued...	Description continued...
Google Earth	This is a simplified non-3D experience of the landing, but through the Google Earth methodology. You can access interviews, images and extracts from within a Google Earth view of the Gallipoli peninsula. The perspective can be changed as you access different elements of the interactive 3D program. In effect it is the same as the 3D program but without the specific 3D elements.
Campaign Overview	This is a short written summary, with accompanying highlights of the 3D map of the Gallipoli peninsula, that explains the major strategic aims of the campaign, and some key events during the campaign. It is a useful summary of the whole campaign and the place of the Anzacs within it.
Personnel	These include profiles of key participants from both sides, particularly military leaders and soldiers whose diary extracts are used in the program.
Military organisation charts	These are useful in helping you make sense of the terminology used to describe the way military forces were organized (battalions, companies, platoons, etc.)
Military hardware	This describes some of the key military weapons of both sides, and offers some useful information about the ultimate outcome of the events.
Video and Audio interviews	<p>The video clips are interviews with Australian, New Zealand and Turkish survivors who were interviewed many years later, and some of today's historians and writers about Gallipoli.</p> <p>The audio clips bring together the spoken extracts from diaries that are used in the Events segments.</p> <p>The audio collection also includes past programs about Gallipoli that have been broadcast by the ABC.</p>
Analysis	This is an essay by the Gallipoli historian Harvey Broadbent in which he discusses a variety of key questions — including leadership, the debate over whether the landing was in the wrong place, mistakes on both sides that may have changed the outcome of the campaign, and the key role of artillery in the outcome.

A number of activities can be carried out using *Gallipoli: The First Day* website as a classroom resource.

Activity	Description	Major curriculum application	Classroom level
1) Creating an overview of Gallipoli	With a set of questions to guide them, students take notes from aspects of the website to formulate a comprehensive overview of the campaign.	History Geography English	Secondary
2) Creating a story through documents	Students sample the diary extracts through the Events navigation. As a group they select key extracts that taken together provide a new narrative of the events of the first day completely through participants' own words.	History Geography Drama	Secondary
3) Understanding the geography of Gallipoli	Students use the Google Earth feature to develop knowledge and understanding of the key geographical features of the area, and how they impacted on the nature of the tactics and the fighting.	Geography History	Secondary
4) Developing empathy for the soldiers' experiences	Students use selected extracts from the diary accounts to help them empathise with the experiences of the soldiers.	History English	Primary Secondary
5) Critically analysing the website as a representation of history	Students gather information and ideas about the website as a historical construction or representation. They apply key historical criteria, and evaluate it against those criteria.	History English Media	Secondary
6) Interviewing a soldier and creating a biography	Students investigate the life of a soldier using the evidence presented in the 3D story to develop responses. They then choose a historical figure from the Profiles section and research that person.	History English	Primary

Activity 1: Creating an overview of Gallipoli

As you watch or actively explore the rich information in this website it will help you if you can take brief notes about the key aspects of the campaign. A set of key questions is provided for you to use as you work through the site. As you read or view each piece of information write down the main ideas or facts beside the relevant question.

In this way you will quickly and easily build up a clear and detailed knowledge and understanding of the events and their significance.

A guide to the parts of the website helpful in answering each of the questions is also provided.

	Before the Landing	Main Points, facts and interesting information
Key questions	Who were the Allies?	
	What did the Allies want to achieve?	
	What was the naval plan?	
	What happened to the strategy?	

	The Landing	Main Points, facts and interesting information
Key questions	Where in the world did it take place? (Country)	
	Where in the world did it take place? (Specific area)	
	How was it part of a larger strategy?	
	When?	
	Why in that place?	
	What was the main objective of the first day?	
	When did the first wave land?	
	When did the second wave land?	
	Who else landed during the day?	
	How well was the area defended?	
	What happened at the landing?	
	What were the main problems faced by Australian soldiers?	
	How did the Australian soldiers behave?	
	How did the Turkish soldiers behave?	
	What was achieved on the first day?	
	Why was the main objective of the first day not achieved?	
	What were the main weapons and tactics?	
	What was the fighting like on the first day?	

Key questions	After the Landing	Main Points, facts and interesting information
	What were the Battles of Krithia?	
	What was their outcome?	
	What was the May 19 Turkish attack?	
	What was the outcome?	
	What were the August Offensives?	
	What was the outcome?	
	What were living conditions like for the soldiers?	
	What was the weather like?	
	Was there a problem with hygiene and health?	
	Why was there a final evacuation?	
	Did the Gallipoli campaign have any effect on Australian identity?	

	3D narration	Explore each event	Google Earth	Campaign Overview	Profiles	Military organisation charts	Military hardware	Video and Audio interview	Analysis
Before the Landing									
Who were the Allies?				➔					➔
What did the Allies want to achieve?				➔					➔
What was the Naval plan?				➔					➔
What happened to the strategy?				➔					➔

The Landing

When was it?	➔	➔	➔	➔	➔	➔			
Where in the world did it take place? (Which country?)	➔	➔	➔	➔	➔				
Where in the world did it take place? Specific area?)	➔	➔	➔	➔	➔				
How was it part of a larger strategy?	➔	➔	➔	➔	➔				
Where did the ANZAC's land?	➔	➔	➔	➔	➔				
When?	➔	➔	➔	➔	➔				
Why in that place?	➔	➔	➔	➔	➔				
What was the main objective for the first day?	➔	➔	➔	➔	➔				
When did the first wave land?	➔	➔	➔	➔	➔				
Who else landed during the day?	➔	➔	➔	➔	➔				
How well was the area defended?	➔	➔	➔	➔	➔				
What happened at the landing?	➔	➔	➔	➔	➔		➔		
What were the main problems faced by Australian soldiers?	➔	➔	➔	➔	➔				
How did the Australian soldiers behave?	➔	➔	➔	➔	➔				➔
How did the Turkish soldiers behave?	➔	➔	➔	➔	➔			➔	
What was achieved on the first day?	➔	➔	➔	➔	➔			➔	

The Landing continued...

	3D narration	Explore each event	Google Earth	Campaign Overview	Profiles	Military organisation charts	Military hardware	Video and Audio interview	Analysis
Why was the main objective of the first day not achieved?	➔	➔	➔	➔	➔				➔
What were the main weapons and tactics?	➔	➔	➔	➔	➔				➔
What was the fighting like on the first day?	➔	➔	➔	➔	➔		➔	➔	➔
Why was an evacuation nearly ordered?	➔	➔	➔	➔	➔			➔	➔
Why was the landing a failure?	➔	➔	➔	➔	➔				➔
Who else was involved in other areas of the peninsula at the same time?	➔	➔	➔	➔	➔				➔
What happened at those other landing sites?									➔

After the Landing

What were the battles of Krithia?				➔					➔
What was the outcome?				➔					
What happened on May 19th?				➔					
What was the outcome?				➔					
What were the August Offensives?				➔					
What was the outcome?				➔					
What were the living conditions for the soldiers?				➔					
What was the weather like?				➔				➔	
Was there a problem with hygiene and health?				➔				➔	
Why was there a final evacuation?				➔				➔	
Did the Gallipoli campaign have any effect on Australian identity?				➔					

Activity 2: Creating a story through documents

Gallipoli: The First Day includes a rich collection of document extracts that can be used to create your own story of the first 24 hours at Gallipoli.

This task is best done by groups within the class.

Open the website *Gallipoli: The First Day* and click on [ANZAC Landing in 3D](#). Enter, and click on [Explore Timeline and Map](#).

This will bring up a timeline from 0200 to 2400 on 25 April 1915. As you click on the event for various key moments you will see a screen with Photos, Video, Profiles and Diary. Sometimes there are additional diary entries listed in the Profiles.

There are 46 key moments in time (see list below) that are explored in detail, and some of these times have multiple events included. Your task will be to explore the diary entries and the photographs presented for the events, and then to create part of a whole class story of the landing.

The times are:

0200	0230	0235	0253	0257	0330
0345	0415	0420	0421	0423	0425
0430	0435	0440	0445	0450	0500
0515	0530	0600	0720	0800	0830
0900	0930	1000	1010	1015	1030
1045	1100	1200	1400	1425	1630
1730	1800	1900	2103	2115	2200
	2230	2245	2330	2400	

Each group has a number of these times allocated to it by the teacher.

The group has to create the key elements of the story of the day for their time periods, as far as possible through the voices of the people there. The diary extracts and profiles provide information on both Allied and Turkish leaders, and Allied and Turkish soldiers. The key is to identify diary extracts that tell the story of what happened during the day, and what the men involved experienced. This will mean picking out the diary extracts that provide basic information about unfolding events, as well as helping the audience understand the sights, sounds, smells, feelings and reflections of the planners and the fighters of both sides.

The narrative that is created can be used as a theatrical presentation or as background information for a school Anzac Day assembly.

Activity 3: Understanding the Geography of Gallipoli

The geographical features of the Gallipoli peninsula were crucial to the events that occurred there.

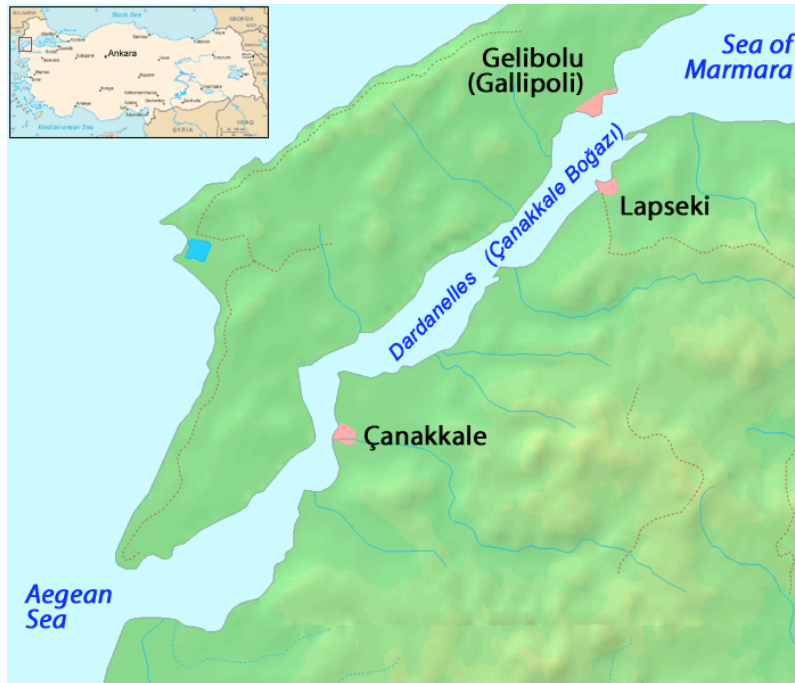
In this activity you can devise your own landing plan, and then compare it with what actually happened on the day.

- 1) Go into the Gallipoli: The First Day website and follow the instructions to download the Google Earth feature.
- 2) This will take you to the Gallipoli peninsula. Adjust the screen image so that you can see the area shown in the map below. Now read the following information while having the Google Earth image on screen.
- 3) The Allies wanted to sail their war ships through the narrow Strait from the Aegean Sea into the Sea of Marmara where they could attack Constantinople (Istanbul) and make Turkey surrender. Once this was achieved supply ships could sail into the Black Sea and provide Russia with supplies and weapons, and help keep the war going against Austria-Hungary and Germany on the Eastern Front. This would mean that Germany could not send all its troops to the Western Front.



http://commons.wikimedia.org/wiki/File:Black_Sea_map.png

4) The problem was that the Dardanelles Strait was protected on both sides up to Canakkale on the Asian side and Eceabat (opposite Canakkale and on the European side) by forts and mobile artillery batteries, and by mines. To enable the Allied warships to sail through the Dardanelles and into the Sea of Marmara these forts and artillery batteries had to be destroyed.

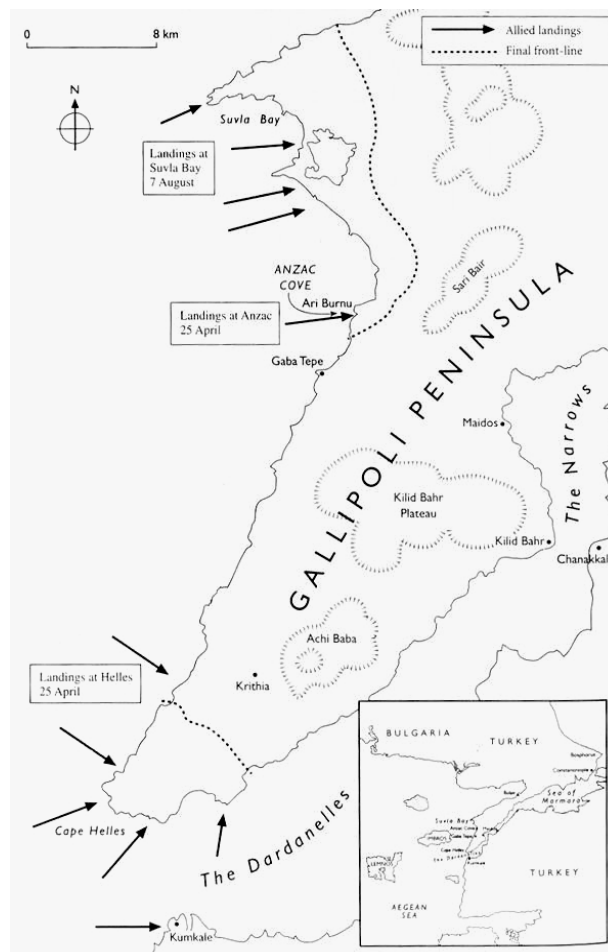


http://en.wikipedia.org/wiki/File:Dardanelles_map2.png

5) The Allies tried to sail warships through, but were forced back. The Strait could only be entered if the forts and mobile artillery along the shores were destroyed by a land attack. Adjust the Google Earth image to show only the peninsula and decide where you might land troops to achieve this. Remember that the Allies had maps, but they did not have the aerial view that you will have. The lighter shades on the Google image show cultivated fields, while the green shows hilly ground. Take a screenshot of the peninsula then print it and mark on it where you would land troops. To take a screenshot with a PC press Print screen, for a Mac press Command Shift 3 simultaneously. You might land them in one place, or in several. Explain why you have selected those places.

Now look at the two main places where the Allies did land on 25 April. One was at various places on the southern tip of the peninsula, in the area called Cape Helles. The other was north-west of Cape Helles, at what is now called Anzac Cove.

Now, using the Google Earth image, zoom in and describe the terrain at Anzac Cove.



www.britain-at-war.org.uk/ww1/corporal_charles_bourke/html/gallipoli_map.htm

7) List what the main advantages and disadvantages were for the attackers and the defenders at this site.

8) Would you land by day or by night? Think about the advantages and disadvantages of each, and explain your decision.

9) The invasion failed. The Australian and New Zealand soldiers at Anzac Cove and the British and French at Helles were not able to advance much beyond the areas where they landed, and so were not able to attack the forts and artillery batteries. Suggest reasons why the invasion might have failed. You might speculate on a variety of reasons — leadership, the terrain, the quality of the men on both sides as soldiers, their weapons and tactics, and so on.

10) Now go to the Gallipoli: The First Day, watch the narrative of the day's events, and test your ideas against the story that unfolds. You should also read the Campaign Overview and Analysis sections to help test your ideas.

11) How significant do you think geography was in the outcome of the first day of the Gallipoli campaign? Explain your views.

Activity 4: Developing empathy with the soldiers

One of the things we try to do in history is to develop empathy for the people we study — that is, to try to put ourselves in other people's position and understand what it was like for them.

Of course, that is very hard to do — especially for something like a war, when most of us do not really know what it is like to be in that situation. Nor can we fully comprehend how the soldiers of 1915 were thinking about their role and responsibilities.

But this is why we use evidence from the time — to listen to what people who were there said, how they behaved, what they felt and saw.

Your task is to understand what it must have been like to be a soldier serving at Gallipoli.

Here is a table that you can use to record words that will help you understand what it was like:

An Australian Soldier's experience at Gallipoli

Things the soldiers <i>SAW</i>	Sounds the soldiers <i>HEARD</i>	<i>SMELLS</i> the soldiers experienced	Things the soldiers <i>TASTED</i>	Things the soldiers <i>TOUCHED</i>

Once you have created your list use the information to write a story or a poem or do a drawing of the first day at Gallipoli.

To help you with this:

- 1) Watch the 3D version on the website and listen to the sound effects.
- 2) Go to the 'Events section', and look at some photographs.
- 3) In the 'Events section', read or listen to some of the diary entries where the soldiers describe the events, and their feelings. Some good ones to use are:
 - Anonymous soldier 2
 - Lieutenant Aubrey H Darnell
 - Corporal George Deane Mitchell
 - Private Harold Walter Cavill
- 4) Look at some of the video interviews with veterans in the Video section.

Activity 5: Critically analysing *Gallipoli: The First Day* as a representation of history

Gallipoli: The First Day is a representation of history — that is, it is somebody's version of what happened. Somebody chose what to put in, what to leave out, what to emphasise, what to play down, and how the events depicted would be explained or interpreted.

Many schools ask students to critically analyse representations — whether in a text book, a museum display, a feature film a documentary, a novel — or a website.

Your task is to critically analyse this website, and decide if it is a fair and reasonable representation of Gallipoli. There are two ways you can do this:

Option 1 Where you have a good knowledge of what happened at Gallipoli and you are testing that against the information presented in *Gallipoli: The First Day*

- Read the criteria in column A
- Complete column B, using your existing knowledge
- Look at *Gallipoli: The First Day* website and complete column C.

OR

Option 2 Where you do not have a good knowledge of what happened at Gallipoli, gather your main information from the *Gallipoli: The First Day* website, and you then research other sources to see if the website information is fair and accurate.

- Read the criteria in column A
- Look at *Gallipoli: The First Day* website and complete column C
- Complete column B, after you have completed further research.

Website Study: Analysing a website as a representation of history

Aspects to consider	Your ideas or expectations	What the site does
What does the website claim to do?		
Is the historical context explained clearly?		
Is the significance of the events clearly explained?		
Is a variety of types of evidence presented?		
Is the information authentic for that event or period?		
Is the information presented comprehensive?		
Are the descriptions clear and informative?		
How are design elements used to enhance the experience?		
How is the navigation organised?		
Is there a particular message being conveyed?		
Is the nature of the event clearly identified (e.g. am I told if it is controversial or contested)?		
Do I know where the evidence has come from and what sort of evidence it is?		
Is its purpose to be neutral, or to argue a particular partisan view?		
At the end, do I feel that I really understand the situation?		
My final judgement about the site is?		

Activity 6: Interviewing a soldier and creating a biography

Here is a photograph of an Australian soldier who landed at Gallipoli on 25 April 1915. His name is Edgar.



AWM H14064

Imagine that Edgar is coming to your class today to talk to you about the landing at Gallipoli.

1) **List three questions** that you might want to ask him.

A _____

B _____

C _____

2) Share your list of questions with the rest of the class. From all the questions that your class has come up with, **choose the best ten questions**. Write these down in the first column of this table.

Question	Answer
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

3) Now look at *Gallipoli: The First Day* and follow the 3D version of what happened on 25 April 1915. Use the information in that 3D presentation to answer as many of your ten questions as you can. You could also read or listen to some of the diary extracts and interviews that you will find in the Personnel section. These will also help you work out the answers to your questions.

4) Read your questions to a friend. Take it in turns asking each other the questions you have written down, and reading out your answers.

5) Select a New Zealand, British or Turkish soldier from the Personnel section of the website. Ask the same 10 questions of this soldier that you did for the Australian. Write down how their experiences might be similar in some ways and different in others to those of the Australians. Use a table like this:

Compare the experiences of an Australian soldier with a _____ soldier at Gallipoli on 25 April 1915

Similarities	Differences

6) The soldier whom you met on the first page, Edgar, has a mysterious and sad story. His name was Edgar Robert Colbeck Adams. You can find out more information about him by looking at his official record, held in the National Archives of Australia, and available online.

To find out these details go to www.naa.gov.au.

- Open Defence service records in the quick links
- Open Australian Army First World War
- scroll down to Name Search and open Name Search
- enter his family name and open the Category of records, and open First World War
- open 'Search' - this will give you many possible names, so
- open Refine display search
- enter his given names and/or service number (1127)
- open display
- open View digital copy.

He landed at Gallipoli on 25 April 1915, when it appears he was taken Prisoner of War (POW). He managed to send a message in a bottle which was picked up in Egypt on 1 November 1915. The message read "am prisoner about 2 miles from where we landed..." However no official record of Private Adams as a prisoner or any subsequent fate was ever received. An inquiry was held.

You can see what that inquiry decided happened to him. Go to www.awm.gov.au

- open Biographical databases
- open First World War Red Cross Society Wounded and Missing Enquiry Bureau files
- enter his surname and service number (1127)
- open the file. There you will find information about what may have happened to him.

7) When you have finished finding information and recording your findings, complete the soldier's profile. You could use this talk about your soldier as part of your school's commemoration service on Anzac Day.

A soldier's profile

Family name	
Given name	
Occupation before enlisting	
Age on 25 April 1915	
Height	
Date enlisted	
Did he survive Gallipoli?	