



George Lambert, ANZAC, the landing 1915. ART02873



Book a facilitated program for 2010 and we will provide a much deeper learning experience.

# education services 2010





# George Lambert ANZAC, the landing 1915

The first wave of Australian troops stormed the beaches of Gallipoli just after 4.30 am on 25 April 1915. On the beach they were separated from their units and confused about where they had landed. They were under the command of leaders they may not have known, and under enemy fire. The men scrambled up the steep slope behind the beach, seeking out an enemy they knew was there but whom they couldn't see. By the time they made their way up the slippery ravines in the pre-dawn light, it was clear that this campaign was not going to be what they had expected.

The painting depicts the confusion that the men of the 11th Battalion faced on that first morning. Many of the men were untested in combat, and were facing an enemy on his home soil, in terrain that was much more severe than they had anticipated. It was a baptism of fire and an opportunity for the newly formed Australian and New Zealand Army Corps (ANZAC) to do its bit for the Empire. George Lambert was an Official War Artist appointed by the Australian government. He travelled to Gallipoli and the Middle East in 1919 to record the places where the battles were enacted, and to make drawings that would help him create this painting.

## Unpacking the painting

### Look at the terrain. What can it tell us about the fighting and the climate?

The steep rocky terrain was a constant problem for the attacking force. The Turkish defenders held the high ground,

firing down on the Australian troops, and there were few places to hide. The ground was dry, hard, and unstable; as the advancing ANZACs made their way to the heights, they were trying to stay on their feet, move quickly, and dodge enemy fire. The colours in the painting show a dry, hot landscape that created its own challenges for both sides. Water was scarce for the ANZAC troops; the hot conditions dehydrated men and created perfect conditions for the spread of disease. The soldiers also faced conditions other than those depicted in the painting. A snow storm struck the peninsula in November, freezing men at their posts.

### What do you think of the camouflage? How functional do you think the uniform was?

The Australian camouflage is quite good. Olive greens and browns, which were standard among most Commonwealth forces, proved to be more useful to the men on Gallipoli than in most other places. The uniform consisted of a woollen tunic and pants worn over a cotton or linen undershirt, leather hobnail boots, and puttees used to cover the join between the top of the boot and the bottom of the pants. The uniform was hot, heavy and uncomfortable.

### What are those white bags?

The white bags carried by the Australians contained three days' iron rations. This was essential food that would sustain them until supply lines could be established. Unfortunately the white bags were easily seen by the Turkish defenders. As the sun rose behind the Turks, the white bags stood out even more. Some Australian troops recognised the problem and would rub their bags in the dirt to try to camouflage them.

### Look at the Australian hats. What are they called?

The iconic Australian hat that is depicted in the painting is called the slouch hat. Among all the soldiers wearing a hat in this painting, all but one wear the slouch hat. In reality, many types of headgear were worn, some more common than the slouch hat, including peaked caps and pith helmets. The painting was completed in 1921, when the slouch hat had become synonymous with Australian soldiers.

### Where are the enemy?

The enemy were scattered along the tops of the ridges. When the battle began, only 200 Turkish troops faced the onslaught. As the day progressed and the Australians struggled to make their way up the slopes, more and more Turkish troops arrived. The only Turkish soldier depicted in the painting is in the bottom right-hand corner, probably one of those first Turkish defenders killed and overrun by the attacking force.

Book a facilitated program for your school group; a program will provide a much deeper learning experience

# Information for teachers

The Australian War Memorial provides a wide range of educational programs and in 2011, these programs will align with the new National Curriculum for History.

When you visit the Memorial, and book a facilitated program, students gain a much deeper learning experience. Our trained educators draw on the personal stories represented by the displays in the galleries and real artefacts. The educators tell amazing tales of Australian wartime history, making the most of your students' time.

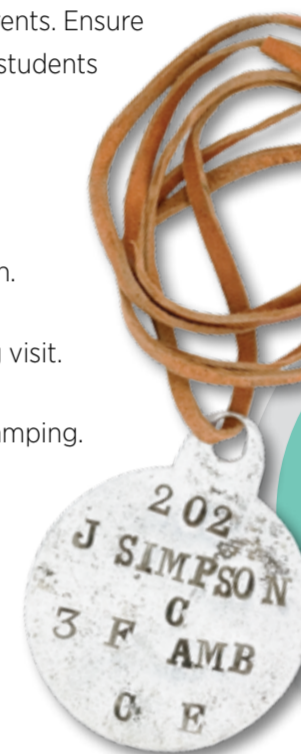
Bookings are essential for all school groups visiting the Memorial, whether you are choosing a facilitated program (led by Memorial staff) or a teacher-guided tour.

All school bookings are made at [www.awm.gov.au/education/bookings](http://www.awm.gov.au/education/bookings).

For further assistance, and for your school password to book online, please email the Memorial's Bookings Officer at [school.bookings@awm.gov.au](mailto:school.bookings@awm.gov.au).

## Teacher's checklist

- Log on to [www.awm.gov.au/education](http://www.awm.gov.au/education) and read about the Memorial's curriculum-based programs and choose which program best suits the needs of your students.
- Book your visit online and record your booking reference number.
- Arrange your transport; collect permission forms and money. A risk assessment guide is available from the NCETP website [www.ncetp.org.au](http://www.ncetp.org.au)
- Arrange adequate supervision by teachers and parents. Ensure a supervising adult accompanies each group of 15 students and remains with them at all times.
- Talk to your students, parents, and accompanying teachers about behaviour that is appropriate for a special place of remembrance and commemoration.
- Link your classroom activities with your impending visit.
- Bring your PACER paperwork for validation and stamping.
- If your group numbers change, please email your increase or decrease to [school.bookings@awm.gov.au](mailto:school.bookings@awm.gov.au), quoting your booking reference number. Cancellations should be made no less than five working days prior to your scheduled visit.
- When you arrive at the Memorial, please enter via the Schools' Entrance, which can be found on the map on our website. Remember to leave school bags on the bus.



New programs, aligned to the National Curriculum for History, will be available in 2011.

# Primary school activities

The following worksheets, answers to questions, and further activities can be downloaded for classroom use from [www.awm.gov.au/education](http://www.awm.gov.au/education)

**Getting started** – Students record what they know about Gallipoli, what they want to learn, and how they will learn it.

What I know about Gallipoli	What I want to learn about Gallipoli	How I will learn it

**Word box** – The following key words and definitions are jumbled up. Students are asked to match up the word to the appropriate definition to enhance their knowledge and understanding.

troops	disease carrying pests such as rats and fleas
allied	Australian and New Zealand Army Corps
vermin	a place where soldiers fight
courageous	a group of soldiers
ANZAC	fearless and brave
mateship	friends of Britain
slouch hat	an injury to a soldier, sailor, or flyer
battlefield	gives good protection from the sun and rain
wound	arrangement of flowers in commemoration
wreath	a bond between comrades

**Stimulus questions** – The following stimulus questions can be used with the poster of *ANZAC, the landing 1915*.

- What is happening in this painting?
- Who are these men?
- Where are they? How did they get there?
- When do you think this happened?
- What are these men doing?
- Why would this have been difficult?
- What is the environment like?
- What are the men wearing?
- What colour is their uniform? Why wear this colour?
- What is inside the white bag tied to each soldier's hip?

**Investigate** – Students interview parents, family, or members of their local community to research the service of an Australian man or woman. Check your local area. Most Australian communities list the fallen on cenotaphs. Further information regarding these Australian servicemen and women can be found at [http://www.awm.gov.au/research/people/roll\\_of\\_honour](http://www.awm.gov.au/research/people/roll_of_honour).

**Facts and feelings organiser** – Discuss the differences between facts and feelings. Students use the poster of *ANZAC, the landing 1915* to identify three facts and three feelings. Students share their findings.

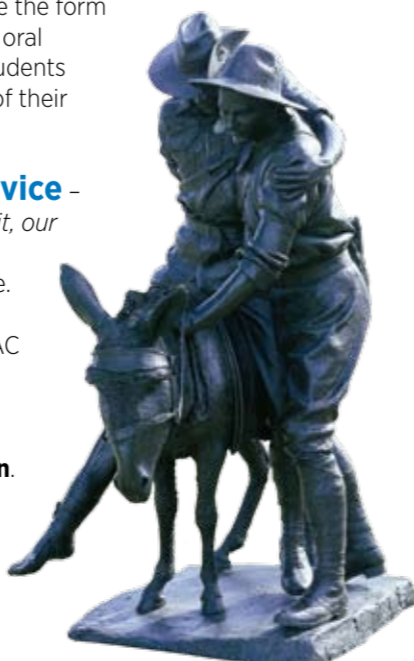
**Research project** – Divide the class into four groups, allocating to each group one of the following themes:

- Environment
- Food
- Uniforms
- Technology

Students investigate their topic and list the six most important facts from their research, in order of priority.

**Demonstrate your findings** – Students present findings from their research project (described above). Presentation can take the form of a diorama, sandpit model, oral presentation, collage, etc. Students share the synthesised ideas of their group with the class.

**Commemorative service** – Using the resource *Their spirit, our history*, organise a classroom or school ANZAC Day service. The resource includes an outline for planning an ANZAC Day (or Remembrance Day) ceremony and it can be downloaded from [www.awm.gov.au/education](http://www.awm.gov.au/education).



# Secondary school activities

The following activities worksheets, and answers to questions can be downloaded for classroom use from [www.awm.gov.au/education](http://www.awm.gov.au/education)

**Getting started** – Students record what they know about Gallipoli, what they think they know, and what they want to know about Gallipoli.

What I know about Gallipoli	What I think I know about Gallipoli	What I want to know about Gallipoli

**Enlistment** – All the soldiers of the Australian Imperial Force (AIF) were volunteers. Students complete the following table:

Reasons for enlisting	Reasons for not enlisting

**Taking it further** – Students assess the following statements and rate them as True, False, or Not Sure.

Statements about Australians during the First World War:

- At the outbreak of war, most Australians were of British descent.
- Most Australians believed that when Great Britain was at war, Australia was at war.
- The majority of Australian soldiers were from country areas.
- At the beginning of the war, Australian soldiers were paid less than their British counterparts.
- Australians had a realistic idea of war.
- Originally the ANZAC force was to be sent to France.
- Winston Churchill (later Sir Winston), First Lord of the Admiralty, promoted the idea of attacking Turkey from the sea.
- The ANZAC troops were landed in the wrong place.

**Stimulus questions** – The following stimulus questions can be used with the poster of *ANZAC, the landing 1915*:

- Where is Gallipoli? Who was involved in this campaign?
- What was the objective of the campaign? What was the outcome of the campaign?
- What were the costs (physical, social, emotional, environmental, political) of the campaign?
- The painting *ANZAC, the landing 1915* depicts the arrival at ANZAC Cove of Australian soldiers from the 11th Battalion on 25 April 1915. List the difficulties these soldiers may have encountered during the campaign.

- Investigate the contribution of the other Allied forces at Gallipoli; how significant was the contribution of the ANZACs to the Gallipoli campaign?
- Gallipoli inspired a distinctive ANZAC legend. What is this legend and how did it evolve? Is this legend a valid interpretation of the campaign?

**Chronology of the Gallipoli campaign** – The following key dates and actions are incorrectly matched. Students are required to match the date with the appropriate action to enhance their knowledge and understanding.

- 4 Aug 1914** British forces land at Suvla Bay; ANZAC charge at the Nek.
- 5 Aug 1914** Allied fleet fails to force the Dardanelles and retreats after heavy losses.
- 18 Mar 1915** Blizzards at ANZAC; thousands evacuated due to frostbite and exposure.
- 25 Apr 1915** Following German invasion of Belgium, Britain declares war on Germany.
- 30 Apr 1915** Battle to hold Lone Pine against Turkish counter-attacks; seven Victoria Crosses awarded.
- 6–8 May 1915** Australia joins Britain in declaring war on Germany.
- 18–19 May 1915** Crippled *AE2* scuttled in Sea of Marmara, crew captured.
- 20 May 1915** Allies evacuate Helles; Gallipoli campaign ends.
- 6–9 Aug 1915** Turkish offensive fails with heavy losses; Albert Jacka later awarded the Victoria Cross.
- 7 Aug 1915** Preparations for withdrawal. Sick, wounded, or surplus troops, with stores and vehicles, are removed from ANZAC. Cricket match on Shell Green.
- 27–28 Nov 1915** Allied landings at Cape Helles, Kum Kale, and ANZAC Cove. *AE2* submarine slips through the Dardanelles.
- 8–17 Dec 1915** Australian troops take part in the second battle of Krithia at Cape Helles.
- 8–9 Jan 1916** Unofficial truce to bury the dead.

**Research** – Students log on to the Australian War Memorial's research website [www.awm.gov.au/research](http://www.awm.gov.au/research) and investigate the Memorial's rich collection, including digitised war diaries, unit diaries, troopship and other written records. Students can search for a First World War sailor, soldier, or nurse from their local area; cenotaphs, memorials, nominal rolls, and the internet may be helpful.