

## Sample Unit – History Life Skills/Modern History Life Skills – Stages 4, 5, 6

*For implementation for Year 11 in 2018*

<b>Unit title</b>	The Gallipoli Campaign	<b>Duration</b>	10 weeks
<b>Unit description</b>	<p><i>This unit integrates outcomes and content from the History Life Skills Years 7–10 and the Modern History Life Skills Stage 6 syllabuses for a multistage class.</i></p> <p>In this unit, students will be provided with opportunities to develop their understanding of the events and significance of the 1915 Gallipoli Campaign and the creation of the Anzac legend. Students explore the experiences of Australian troops, along with aspects of everyday army life such as clothing and food. Students investigate the role and significance of John ‘Simpson’ Kirkpatrick and his use of donkeys in transporting injured soldiers. Through the exploration of Anzac Day traditions, ceremonies and symbols, students have the opportunity to develop their understanding of how Australians commemorate the Gallipoli Campaign. This unit provides opportunities for students to respond to a range of sources, including photographs, music and videos.</p>		
<b>Outcomes</b>			
<b>Stage 4/5</b> <b>A student:</b> <ul style="list-style-type: none"> <li>• <b>HTLS-2</b> demonstrates an understanding of time and chronology</li> <li>• <b>HTLS-3</b> investigates how people lived in various societies from the past</li> <li>• <b>HTLS-4</b> explores the features of a particular society or time</li> <li>• <b>HTLS-6</b> explores the significance of changes and developments in the past</li> <li>• <b>HTLS-7</b> recognises a variety of historical sources</li> <li>• <b>HTLS-8</b> uses sources to understand the past</li> <li>• <b>HTLS-9</b> recognises different perspectives of people, events and issues</li> </ul>		<b>Stage 6</b> <b>A student:</b> <ul style="list-style-type: none"> <li>• <b>MHLS6-2</b> engages with the concepts of time and chronology</li> <li>• <b>MHLS6-4</b> explores events and developments of the modern world</li> <li>• <b>MHLS6-5</b> investigates features, people, ideas and movements in the modern world</li> <li>• <b>MHLS6-6</b> engages with perspectives of the past</li> <li>• <b>MHLS6-7</b> investigates a range of historical aspects in understanding the past</li> <li>• <b>MHLS6-8</b> engages with a variety of sources to investigate the past</li> <li>• <b>MHLS6-9</b> engages with differing interpretations and representations of the past</li> <li>• <b>MHLS6-10</b> investigates the past using a variety of strategies to locate, select and organise information.</li> </ul>	

Key inquiry questions	Historical concepts and skills
<ul style="list-style-type: none"> <li>• What was the Gallipoli Campaign and when did it occur?</li> <li>• What were the experiences of the Australian troops during the Gallipoli Campaign?</li> <li>• What were conditions like for the Australian troops during the Gallipoli Campaign?</li> <li>• What role and significance did John ‘Simpson’ Kirkpatrick have in the creation of the Anzac legend?</li> <li>• How do Australians commemorate the Gallipoli Campaign?</li> </ul>	<p>The following historical concepts are explored through this unit:</p> <p><b>Stage 4/5</b></p> <ul style="list-style-type: none"> <li>• Students explore the events of the Gallipoli Campaign, recognising the <b>continuity and change</b> from World War I to today.</li> <li>• Students investigate the <b>cause and effect</b> of war on the lives of Australian troops and the development of the Anzac legend.</li> <li>• Through the investigation of the conditions for the Australian troops in Gallipoli, students have opportunities to develop their <b>empathetic understanding</b> of people’s emotions and experiences.</li> </ul> <p><b>Stage 6</b></p> <ul style="list-style-type: none"> <li>• Using the language of time, students explore the events of the Gallipoli Campaign, recognising the <b>continuity and change</b> from World War I to today.</li> <li>• Students consider the <b>significance</b> of the Gallipoli Campaign and explore the ways in which people and communities commemorate the events, experiences and contributions of Australian troops.</li> <li>• Students consider the myths and <b>contestability</b> surrounding the Anzac legend.</li> </ul> <p>The following historical skills are integrated throughout this unit:</p> <ul style="list-style-type: none"> <li>• Analysis and use of sources</li> <li>• Historical investigation and research</li> <li>• Explanation and communication.</li> </ul>

Assessment overview
<p>Evidence of student learning could be gathered through:</p> <ul style="list-style-type: none"> <li>• observation of engagement with historical sources and stimulus materials</li> <li>• identification of source origin, purpose and/or information</li> <li>• identification and use of verbal and/or nonverbal language to communicate ideas and information relating to the topic</li> <li>• composition of texts communicating ideas, events and experiences of Gallipoli, such as:</li> </ul>








- collages
- verbal or written descriptions
- visual displays
- multimodal recounts
- print or digital scrapbooks
- contribution to and participation in class activities such as role-play or re-enactment of the Gallipoli landing
- responding to and/or creating music from the period
- identification of soldiers' equipment and their features
- completion of activities that demonstrate empathetic understanding, eg matching historical events to emotional feelings
- development of timelines and/or using the language of time to sequence events from the past.

*Note: There is no expectation for formal assessment experiences for students undertaking Life Skills courses.*

Content	Teaching, learning and assessment	Resources
<p><b>Stage 4/5</b></p> <p>Investigating the Past <i>How we use sources to investigate the past</i> Students:</p> <ul style="list-style-type: none"> <li>engage with a range of historical evidence using primary and secondary sources and ICT as appropriate, eg photographs, diaries, letters 📷 📧</li> </ul> <p>The Making of The Modern World: Australians at War <i>Causes of war and where men fought</i> Students:</p> <ul style="list-style-type: none"> <li>locate on a map the places where Australian forces fought in World War I 🗺</li> </ul> <p><i>How Australians commemorate the wars</i> Students:</p> <ul style="list-style-type: none"> <li>explore the main features of the Anzac legend 🗺</li> </ul> <p><b>Stage 6</b></p> <p>Historical Concepts and Skills <i>Historical investigation and research</i> Students:</p> <ul style="list-style-type: none"> <li>engage with relevant sources to investigate questions 📷 📧</li> </ul> <p>The Shaping of the Modern World Students:</p> <ul style="list-style-type: none"> <li>explore the causes, developments and legacies that helped define the modern world in their own lives, in the local</li> </ul>	<p><b>What was the Gallipoli Campaign and when did it occur?</b></p> <p>Introduce students to the history of the Gallipoli Campaign through the creation and use of a sensory board or sensory story. Consider using sound recordings, military uniforms, sand, soil, poppy flowers, bandages or water sprays as stimulus material. Encourage students to respond to the items while introducing key terms to be used throughout the unit. <i>More information on the creation of sensory stories can be found at the Mencap website.</i></p> <p>Students explore the meaning of the term ANZAC and use digital or printed maps to identify Australia, New Zealand and Turkey (Gallipoli).</p> <p>Students choose from a range of provided sources and materials to construct a classroom display about the Gallipoli Campaign. Examples include:</p> <ul style="list-style-type: none"> <li>photographs</li> <li>artworks</li> <li>maps</li> <li>poems</li> <li>journal entries</li> <li>song lyrics.</li> </ul> <p>Encourage students to describe their selections using language associated with time, recognising that these events occurred in the past.</p> <p>Listen to or view sound recordings or video clips of music from World War I. Encourage students to respond to the music through movement such as dancing, marching, clapping or drumming. Students describe the rhythm or tempo of the music, making connections to the main message or theme of the lyrics. Students compare and contrast with their favourite music from today. Suggestions for songs from the period include:</p> <ul style="list-style-type: none"> <li><i>Come Into The Garden, Maud</i>, M. Balfe</li> </ul>	<p>Sensory Boards/Stories Information - Mencap <a href="https://www.mencap.org.uk/blog/create-your-own-sensory-story-7-steps">https://www.mencap.org.uk/blog/create-your-own-sensory-story-7-steps</a></p> <p><b>Online source material available at:</b></p> <p>Anzac Portal: Education and Community Awareness for the Anzac Centenary 2014–2018 – The Department of Veterans’ Affairs <a href="http://anzacportal.dva.gov.au/">http://anzacportal.dva.gov.au/</a></p> <p>The Australian War Memorial <a href="https://www.awm.gov.au/">https://www.awm.gov.au/</a></p> <p>National Film and Sound Archive of Australia <a href="https://www.nfsa.gov.au/">https://www.nfsa.gov.au/</a></p> <p>Music: War and patriotism – South Australian State Library <a href="http://www.samemory.sa.gov.au/site/page.cfm?u=141">http://www.samemory.sa.gov.au/site/page.cfm?u=141</a></p>

<p>community and beyond, for example:</p> <ul style="list-style-type: none"> <li>- the significance and impact of wars, revolutions, colonisation and decolonisation 🌐 ⚙️ ⚖️ 🌍 🗺️</li> <li>- similarities and differences between then and now ⚙️ 🗺️</li> </ul>	<ul style="list-style-type: none"> <li>• <i>It's a Long Way to Tipperary</i>, H. Williams and J. Judge</li> <li>• <i>Along the Road to Gundagai</i>, J. O'Hagan</li> <li>• <i>Colonel Bogey March</i>, F.J. Ricketts.</li> </ul>	
<p><b>Stage 4/5</b> Investigating the Past <i>How we use sources to investigate the past</i> Students:</p> <ul style="list-style-type: none"> <li>• engage with a range of historical evidence using primary and secondary sources and ICT as appropriate, eg photographs, diaries, letters 📷 📧</li> </ul> <p>The Making of The Modern World: Australians at War <i>Causes of war and where men fought</i> Students:</p> <ul style="list-style-type: none"> <li>• identify other countries involved in World War I and/or World War II</li> </ul> <p><i>Warfare used in World Wars I and II</i> Students:</p> <ul style="list-style-type: none"> <li>• recognise the uniforms, weaponry and transport used by Australian troops in World War I</li> </ul> <p><i>Significant events and experiences for Australians at home and at war</i> Students:</p> <ul style="list-style-type: none"> <li>• investigate the conditions and experiences of the Australian and New Zealand soldiers at Gallipoli 📖 📺 ⚙️</li> </ul>	<p><b>What were the experiences of the Australian troops during the Gallipoli Campaign?</b></p> <p>Explore the journey the Australian troops made to Turkey from Australia. Encourage students to consider what the troops may have been thinking and feeling before leaving, using a visual emotions chart. Students choose from a provided list of items to pack for a long journey. Students sort items into essential, helpful and unnecessary categories. Students consider what items Australian soldiers had access to on their journey.</p> <p>Investigate the transportation of Australian troops via boat using water sprays, rocking movements and ocean sound recordings as stimulus material. Ask students to consider the advantages and disadvantages of transporting large amounts of people in boats during this time. Independently or with assistance, students stretch, bend and follow directions to undertake a prescribed physical fitness 'drill' exercise and consider why the Australian troops would need to practise drills.</p> <p>Explore the arrival of Australian troops at Gallipoli using photographs, sand, tents, lighting and drums as stimulus material. Explore extracts from Peter Weir's <i>Gallipoli</i>. Access ABC's 3D documentary <i>Gallipoli</i> and engage with extracts from personal recounts and animations depicting the landing at Gallipoli. Compare the thoughts and feelings of the troops from the beginning of their journey, making connections between events and emotional responses.</p> <p>Using stimulus materials from previous lessons, students participate in</p>	<p><i>Gallipoli</i> (1981), film, directed by Peter Weir</p> <p>3D Documentary 'Gallipoli' – Australian Broadcasting Corporation <a href="http://www.abc.net.au/innovation/gallipoli/gallipoli2.htm#">http://www.abc.net.au/innovation/gallipoli/gallipoli2.htm#</a></p>

<p><i>How Australians commemorate the wars</i> Students:</p> <ul style="list-style-type: none"> <li>• explore the main features of the Anzac legend 🗡️</li> </ul> <p><b>Stage 6</b></p> <p>Historical Concepts and Skills <i>Historical investigation and research</i> Students:</p> <ul style="list-style-type: none"> <li>• engage with relevant sources to investigate questions 📖 📄</li> </ul> <p><i>Explanation and communication</i> Students:</p> <ul style="list-style-type: none"> <li>• select and use a range of methods to communicate about the past</li> </ul> <p>The Shaping of the Modern World Students:</p> <ul style="list-style-type: none"> <li>• explore the causes, developments and legacies that helped define the modern world in their own lives, in the local community and beyond for example:       <ul style="list-style-type: none"> <li>- the significance and impact of wars, revolutions, colonisation and decolonisation 🌐 ⚔️ 🌍 🏛️</li> <li>- similarities and differences between then and now ⚙️ #</li> </ul> </li> </ul>	<p>a sensory story re-enactment of the Gallipoli landing. As students respond and engage with the re-enactment, record photographs to be used in the creation of a multimodal recount. <i>Note: Ensure all relevant permissions and policies are adhered to when photographing students.</i></p> <p>Individually or as a group, compose a multimodal recount text as a soldier, exploring his feelings and experiences of the Gallipoli Campaign. Suggested approaches include:</p> <ul style="list-style-type: none"> <li>• looking at photographs taken during the sensory re-enactment, sequencing events and describing what part of the story they represent</li> <li>• create a digital diary using software such as Book Creator</li> <li>• discuss how and why soldiers in the Gallipoli Campaign kept diaries and the importance of sharing personal histories and experiences</li> <li>• compare and contrast student diaries with primary source materials.</li> </ul> <p>Explore Australia's relationship with Turkey in modern times. Students respond to and engage with Turkish culture through a range of activities such as:</p> <ul style="list-style-type: none"> <li>• responding to the Turkish national anthem or popular Turkish music</li> <li>• waving, describing or re-creating the national Turkish flag</li> <li>• cooking, tasting or describing traditional and modern Turkish cuisine such as Turkish delight, baklava or pide</li> <li>• responding to smells and textures of a variety of spices common in Turkey cuisine such as mint, cumin and oregano.</li> </ul> <p><b>Additional activities:</b> recreate a scene from the Gallipoli Campaign using figurines, toys or puppets. Students may use stop-motion software to record their re-enactment. See <i>Lego: The Anzacs of Gallipoli</i> for an example of a re-enactment using Lego.</p>	<p>Lego– The Anzacs of Gallipoli movie <a href="https://www.youtube.com/watch?v=KILX7Yi7LWM">https://www.youtube.com/watch?v=KILX7Yi7LWM</a></p>
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<p><b>Stage 4/5</b> Investigating the Past <i>How we use sources to investigate the past</i> Students:</p> <ul style="list-style-type: none"> <li>engage with a range of historical evidence using primary and secondary sources and ICT as appropriate, eg photographs, diaries, letters  </li> </ul> <p>The Making of The Modern World: Australians at War <i>Warfare used in World Wars I and II</i> Students:</p> <ul style="list-style-type: none"> <li>recognise items a soldier would need when going to war</li> <li>recognise the uniforms, weaponry and transport used by Australian troops in World War I</li> </ul> <p><i>Significant events and experiences for Australians at home and at war</i> Students:</p> <ul style="list-style-type: none"> <li>investigate the conditions and experiences of the Australian and New Zealand soldiers at Gallipoli   </li> </ul> <p><b>Stage 6</b> Historical Concepts and Skills <i>Historical investigation and research</i> Students:</p> <ul style="list-style-type: none"> <li>engage with relevant sources to investigate questions  </li> </ul> <p><i>Explanation and communication</i> Students:</p>	<p><b>What were conditions like for the Australian troops during the Gallipoli Campaign?</b></p> <p>Investigate the features of everyday life for the Australian troops involved in the Gallipoli Campaign.</p> <p><b>Clothing</b> Display different types of clothing worn by soldiers and officers in the Australian Army during World War I. Students compare and describe the similarities and differences between outfits, suggesting reasons for design choices, eg ‘the helmet is hard in order to protect the soldier’s head’. Students use the Anzac Day Commemoration Committee’s interactive activities to match uniform items to the corresponding person and equipment name.</p> <p>If possible, provide samples of military uniforms (past or present) for students to touch and feel, describing the texture of the fabrics and fixtures, making comparisons between uniforms and everyday clothing. Compare photos of modern military uniforms to those from 1915, encouraging students to recognise that women now serve in the military and had different roles during World War I, eg nursing.</p> <p><b>Food and diet</b> Investigate the limited food options that were available to Australian troops during the Gallipoli Campaign. Discuss the importance of food hygiene and consider what types of food would have been safe for troops to eat. Discuss the lack of refrigeration and categorise different food items into ‘kit bag’ or ‘fridge’ categories.</p> <p>Create or demonstrate the making of hardtack, a biscuit/bread commonly included in Australian troops’ food rations, renowned for its hard texture and durability. Investigate the ways soldiers attempted to make hardtack easier to eat such as soaking in water, crushing or even grating the biscuits. Encourage students to compare the look, smell, texture and if appropriate, taste of hardtack with bread that is available today. Compare the rate of decomposition between hardtack and</p>	<p>Anzac Day: uniforms over time – Anzac Day Commemoration Committee <a href="https://anzacday.org.au/interactives">https://anzacday.org.au/interactives</a></p> <p>Making Hard Tack – Australian War Memorial <a href="https://www.awm.gov.au/learn/schools/resources/hard-tack">https://www.awm.gov.au/learn/schools/resources/hard-tack</a></p>
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<ul style="list-style-type: none"> <li>• select and use a range of methods to communicate about the past</li> </ul> <p>The Shaping of the Modern World Students:</p> <ul style="list-style-type: none"> <li>• explore the causes, developments and legacies that helped define the modern world in their own lives, in the local community and beyond, for example: <ul style="list-style-type: none"> <li>– origins of developments and legacies 🌐</li> <li>– wars, revolutions, colonisation and key individuals and countries involved ⚙️ 🏛️</li> <li>– similarities and differences between then and now ⚙️ #</li> </ul> </li> </ul>	<p>bread. Explore the Australian War Memorial’s collection of hardtack biscuits from the war that still exists today.</p> <p>Discuss the myth that Anzac biscuits were supplied to soldiers during the war, highlighting the contestability of the biscuits’ origins and linking the food to modern customs for commemorating the Gallipoli Campaign. Create or demonstrate the making of Anzac biscuits. Compare Anzac biscuits with the previously made hardtack, encouraging students to express preferences and opinions about the different foods.</p> <p><b>Additional activities:</b> Investigate the living conditions for soldiers in the trenches, including lice infestation and ‘trench foot’.</p>	<p>Anzac biscuits – Australian War Memorial  <a href="https://www.awm.gov.au/articles/blog/anzac-biscuits">https://www.awm.gov.au/articles/blog/anzac-biscuits</a></p>
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<p><b>Stage 4/5</b></p> <p>Historical Concepts and Skills  <i>How we use sources to investigate the past</i>  Students:</p> <ul style="list-style-type: none"> <li>• use skills of inquiry to investigate the life of one or more 'heroes' or 'villains' in history and how and why they are remembered 📖 🌍</li> </ul> <p>The Making of The Modern World:  Australians at War  <i>Warfare used in World Wars I and II</i>  Students:</p> <ul style="list-style-type: none"> <li>• recognise the uniforms, weaponry and transport used by Australian troops in World War I</li> </ul> <p><b>Stage 6</b></p> <p>The Shaping of the Modern World  Students:</p> <ul style="list-style-type: none"> <li>• explore the causes, developments and legacies that helped define the modern world in their own lives, in the local community and beyond, for example: <ul style="list-style-type: none"> <li>– origins of developments and legacies 🌐</li> <li>– wars, revolutions, colonisation and key individuals and countries involved ⚔️ 🌍</li> <li>– interpretations and representations of developments and legacies 📖 🌐 🗺️</li> </ul> </li> </ul>	<p><b>What role and significance did John ‘Simpson’ Kirkpatrick have in the creation of the Anzac legend?</b></p> <p>Ask students to consider ways people can help one another. Make a list of possible activities. Discuss the importance of friendship or ‘mateship’ among the Australian troops, linking to feelings of togetherness. Students consider what they could do to help if their friends were sick or hurt, eg call for help or take them to a teacher.</p> <p>Explain that John Simpson Kirkpatrick is commonly known as ‘Simpson’ and is remembered by many people for being a kind and brave soldier. Students list examples or role-play scenarios of people showing kindness and bravery.</p> <p>Using a variety of visual source materials, discuss the life of Simpson, including information about his early life and previous experience working with donkeys. Explore the features of donkeys as working animals, considering how they have been used to help transport goods and provide rides for people. Create a text showing the features of a donkey, such as an artwork, collage or labelled diagram.</p> <p>Investigate Simpson’s use of donkeys in transporting wounded soldiers from the battlefields of Gallipoli. Complete a 5 senses activity on what Simpson may have seen, heard, felt, tasted and smelt during his time collecting wounded soldiers. Create a timeline of events including his eventual death during the Gallipoli Campaign. Using puppets or digital animation technology such as Puppet Pals, role-play a scene of Simpson providing aid to others.</p> <p>Explore the origins and reliability of the sources of information relating to Simpson. Discuss how Simpson was one of many medics providing help to soldiers and consider why people would want to make Simpson into a ‘hero’. Discuss what makes someone a ‘hero’ and how stories about people can change over time.</p>	<p>Not only a hero: An Illustrated Life of Simpson, the Man with the Donkey – Anzac Day Commemoration Committee  <a href="https://anzacday.org.au/not-only-a-hero">https://anzacday.org.au/not-only-a-hero</a></p> <p>Forging The Nation: Simpson and his donkey – The Australian War Memorial  <a href="https://www.awm.gov.au/visit/exhibitions/forging/australians/simpson">https://www.awm.gov.au/visit/exhibitions/forging/australians/simpson</a></p>
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<p><b>Stage 4/5</b></p> <p>The Making of The Modern World: Australians at War <i>How Australians commemorate the wars</i> Students:</p> <ul style="list-style-type: none"> <li>• explore the main features of the Anzac legend 🇺🇲</li> <li>• identify how and why Australians have commemorated the wars, eg Anzac Day and Remembrance Day 🇺🇲</li> </ul> <p><b>Stage 6</b></p> <p>The Shaping of the Modern World Students:</p> <ul style="list-style-type: none"> <li>• explore the causes, developments and legacies that helped define the modern world in their own lives, in the local community and beyond, for example: <ul style="list-style-type: none"> <li>- the significance and impact of wars, revolutions, colonisation and decolonisation 🌐 🗳️ 🌍 🗳️</li> </ul> </li> </ul>	<p><b>How do Australians commemorate the Gallipoli Campaign?</b></p> <p>Discuss how ceremonies are special events that people participate in on special days or occasions. Students consider:</p> <ul style="list-style-type: none"> <li>• What are some other ceremonies that you have been involved with?</li> <li>• Are there any ceremonies that happen at school?</li> <li>• Do any of these ceremonies have special symbols or songs?</li> <li>• How do these ceremonies make you feel?</li> </ul> <p>Students explore how in Australia the Gallipoli Campaign is remembered on Anzac Day as this was the date of the original landing. Discuss how this day has evolved to become a national day of remembrance to commemorate the efforts of all servicemen and women throughout Australia's history.</p> <p>Investigate the role and significance of the Dawn Service ceremony, making connections between the time the service is held and the dawn landings.</p> <p>Listen to or view recordings of the 'Last Post' and 'The Ode'. Discuss why people use silence to commemorate the servicemen and women who died fighting in wars. Discuss the differences between silence and the loud noises of a battle. Experiment with creating different sounds to represent different feelings.</p> <p>Explore the symbolic significance of poppy flowers used in Anzac Day ceremonies. Create a paper poppy or poppy wreath and discuss where people would use or display poppies on Anzac Day, eg wearing a badge or laying a wreath at a memorial.</p> <p>Listen to or view recordings of veteran soldiers describing their experiences and the importance of Anzac Day ceremonies. As a group, design a memorial to be added to the classroom display. Students consider symbols, shapes and colours that could be used in the design and why it is important to remember the events of the past.</p>	<p>Last Post Ceremony – The Australian War Memorial <a href="https://www.awm.gov.au/index.php/commemoration/last-post-ceremony">https://www.awm.gov.au/index.php/commemoration/last-post-ceremony</a></p> <p>A very special day: why do we use symbols and ceremonies? – The Australian War Memorial <a href="https://oldsite.awm.gov.au/education/why-do-we-use-symbols-and-ceremonies/">https://oldsite.awm.gov.au/education/why-do-we-use-symbols-and-ceremonies/</a></p> <p>Commemoration – The Australian War Memorial <a href="https://www.awm.gov.au/index.php/commemoration">https://www.awm.gov.au/index.php/commemoration</a></p>
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## Reflection and Evaluation