

**ANGUS & ROBERTSON/ HARPERCOLLINS TEACHERS NOTES**

**TITLE: THE BEACH THEY CALLED GALLIPOLI  
ISBN 9780732292263**

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**ILLUSTRATOR: BRUCE WHATLEY**

**NOTES BY ROBYN SHEAHAN-BRIGHT**

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## INTRODUCTION SUMMARY

*'War snatched and battered many places. One was a Turkish beach.'* (p 6)

This book inventively and sensitively examines the landing of the Australian & New Zealand Army Corps (ANZAC) on the Gallipoli Peninsula in Turkey, at what would become known as Anzac Cove (Turkish: *Anzac Koyu*), from the point of view of the land and the beach itself.

Jackie French's poetic text traces the changes in that landscape as it was first largely uninhabited, then became a battle field, then a makeshift army field hospital, and then a cemetery for the dead. She continues the story to show the regeneration of that land and the making of a legend based on that grim encounter. Many ANZAC soldiers died on that beach and many Turkish people were also killed, captured or displaced by the conflict.

Bruce Whatley's innovative collage technique in which his own drawings are juxtaposed against photographs of people and objects which relate to the conflict presents a multi-layered effect which is visually arresting and provocative.

The book ends with the annual pilgrimage of people of Australians and people of other nationalities to the Gallipoli Peninsula which will be even more widely celebrated for the 100 year anniversary of the conflict in 2015. *'Lest We Forget.'*

## PRE-READING THE TEXT

- Invite students to share their understandings of what took place at Gallipoli IN 1915.
- Read the cover of the book. What does it tell you about the conflict?
- What other picture books, non-fiction or fiction texts have you read about this conflict?

## INSPIRATION BEHIND THE BOOK

### From Jackie French:

'Pa Jack' Sullivan fought at Gallipoli. He was my father-in-law. He married late in life, scarred and bitter from the war. But just as the horror and anguish faded for those who'd been there and lost loved ones, the Gallipoli peninsula recovered too.

It had been beautiful; a sandy fisherman's cove with bright flowers on the cliffs. The war created a place of horror. This is the story of the place, not just the men; about what is destroyed in war, but also, what grows back.

### From Bruce Whatley:

I approached this project as a documentary in the form of a picture book.

The more I researched, the more I realized I had to base my illustrations on the actual historical data as much as possible. To dramatise the images seemed disrespectful somehow, besides which the original images were far stronger than anything I could have imagined or create from scratch.

It was a privilege to be asked to work on this book. Hopefully it provides an insight, a glimpse – as it is impossible to imagine the full horror of this conflict.

## THEMES & CURRICULUM TOPICS

This book can be used in a range of subjects with relevance to a variety of topics in the classroom.

## SOSE

- **Gallipoli and Anzac Day**

The curriculum generally addresses this topic in various ages and class groups (Remembrance Day, ANZAC Day is studied at Yr 3; Gallipoli conflict is studied at Yr 9). In 2015, the topic will become even more relevant when the centenary is celebrated.

**Activity:** Research the origins and the outcomes of the Gallipoli Campaign. [Visit 'Timeline of the Gallipoli Campaign' *Wikipedia*  
<[http://en.wikipedia.org/wiki/Timeline\\_of\\_the\\_Gallipoli\\_Campaign](http://en.wikipedia.org/wiki/Timeline_of_the_Gallipoli_Campaign)>]

**Discussion Point:** Research the meaning and the myths behind the concept of 'Anzac Day' <<http://www.awm.gov.au/encyclopedia/gallipoli/>> and 'Anzac Day' <<http://www.cultureandrecreation.gov.au/articles/anzac/>>

**Discussion Point:** This book is about the beach where the conflict took place. What made the terrain so difficult to overcome? Were Australian soldiers at a disadvantage? Were the Turkish soldiers more likely to win and why?

**Activity:** Study the photos contained in the book and read the notes about them at the end of these notes. What do they reveal about the events described in the text? Look at and discuss other photos on the era. eg Visit 'World War One Picture Gallery Storyboard' *History on the Net* <[http://www.historyonthenet.com/WW1/picture\\_gallery.htm](http://www.historyonthenet.com/WW1/picture_gallery.htm)>  
The following topics relate to those photos:

**Activity:** A photo of dead bodies is shown (pp 10-11) and a 'truce' was called on 24/05/1915 to bury the dead. Discuss the symbolism of a 'truce' in war time.

**Activity:** Field surgeries had to be established in some very precarious and unsanitary conditions. (See pp 12-13.) Research medical facilities and treatments in this war. Discuss the statement in the text: 'Summer breathed heat on shattered hills.. Disease killed more than bullets now.' (p 14)

**Activity:** The photo (p 12-13?) is of a Turkish soldier who was taken prisoner. Research the treatment of prisoners of war during and after this conflict.

**Discussion Point:** Private John Simpson Kirkpatrick of the 3<sup>rd</sup> Field Ambulance who was known as 'The Man with the Donkey' is seen in a photo in this book (pp 12-13). Do further research by reading non-fiction or visiting websites which cover his history [See **Bibliography** below].

**Activity:** There were many boy soldiers like the one depicted on the cover of this book, Alec William Campbell (26 February 1899 – 16 May 2002). Why did such young men often lie about their ages in order to enlist? [See also **Bibliography** below.]

**Activity:** Tributes to the 'Unknown Soldier' recognize that many of the dead were not identified. There are photos of several such unidentified soldiers (pp 24-5). Read Keating, Paul 'The Unknown Soldier: Remembrance Day 1993' Eulogy delivered by the Prime Minister the Hon. P. J. Keating MP at the funeral service of the unknown soldier, 11 November 1993. <<http://www.awm.gov.au/commemoration/keating.asp>> Discuss.

**Discussion Point:** Every year Australians celebrate as a nation the concept of Anzac Day. See 'National Ceremony' <<http://www.awm.gov.au/commemoration/anzac/national/>> Why should a nation celebrate such a tragic loss in a conflict which took so many lives? ANZAC Day celebrations at Gallipoli Peninsula have grown in popularity and there will be a lottery next year to determine who can attend the centenary. (Those who fail to win a 'ticket' will be able to attend 'Camp Gallipoli' a series of 'sleep-outs' with entertainment and food, all over Australia and New Zealand) <<https://www.campgallipoli.com.au/>> On 18 October 2005 the former federal minister for veterans affairs, Danna Vale, called for the battlefield to be recreated in Australia, saying that the physical similarity between the end of the Mornington Peninsula, in Victoria, and Anzac Cove, in Turkey, is "uncanny". [See 'Anzac Cove' *Wikipedia* <[http://en.wikipedia.org/wiki/ANZAC\\_Cove](http://en.wikipedia.org/wiki/ANZAC_Cove)>] Do such examples suggest that the tragedy may be being used by some people for political or less than genuine purposes?

**Activity:** There is a portrait of Mustafa Kemal (Atatürk) on p 19. Research his life and history at: 'Atatürk (Mustafa Kamal)' Australian War Memorial <<http://www.awm.gov.au/encyclopedia/ataturk/>> and 'Kemal Atatürk' *Encyclopaedia Britannica* <<http://www.britannica.com/EBchecked/topic/40411/Kemal-Ataturk>>

**Activity:** What is Remembrance Day (or 'Poppy Day' or 'Armistice Day') which has been held on 11 November since 1919? [Visit websites such as 'Remembrance Day' <<http://www.cultureandrecreation.gov.au/articles/remembrance/>> and 'Remembrance Day' <[http://en.wikipedia.org/wiki/Remembrance\\_Day](http://en.wikipedia.org/wiki/Remembrance_Day)>]

**Discussion Point:** Why is 'A Period of Silence' observed on ANZAC Day and Remembrance Day? [See <<http://www.awm.gov.au/commemoration/customs/silence.asp>>] See also **Blackline Masters 1** and **2** below.]

- **World War One**

**Discussion Point:** Gallipoli was just one of many engagements between Australian troops and other nations during World War One. 'First World War 1914–18' *Australian War Memorial* <<http://www.awm.gov.au/atwar/ww1/>> Research some of the other battles as well.

**Activity:** Conduct a Google search for 'Images for World War One and Australia' <[https://www.google.com.au/search?q=world+war+one+and+australia&hl=en-GB&rlz=1T4GGLF\\_en-GBAU221AU221&tbm=isch&tbo=u&source=univ&sa=X&ei=hhHsU57tCoWD8gW9pYKwD](https://www.google.com.au/search?q=world+war+one+and+australia&hl=en-GB&rlz=1T4GGLF_en-GBAU221AU221&tbm=isch&tbo=u&source=univ&sa=X&ei=hhHsU57tCoWD8gW9pYKwD)>

g&ved=0CFQQsAQ&biw=1680&bih=894 >There are several posters included here. Discuss their meanings and significance. [See also **Further Activities** below.]

**Discussion Point:** What was the impact of WWI on Australian economy, culture and society? Discuss topics such as 'women in war', 'industry in war' etc.

## ENGLISH LANGUAGE & LITERACY

- **Research the story of a person who was at Gallipoli.** Visit 'Diary of an Anzac: A Gallipoli Perspective (HV Reynolds)  
<<http://www.awm.gov.au/education/schools/resources/diary-of-an-anzac/>> **Activity:** Write your own 'diary' of a fictional person's feelings on the day they landed there.

- **Literary Devices** are used in this text to describe this conflict. eg **Similes:** 'Bullets whizzed like wasps' (p 8) or 'Men dug like wombats' (p 10); **Personification:** 'Summer breathed heat on shattered hills.' (p 14) or 'Waves slipped silent tongues among artillery casings.' (p 26) **Activity:** Discuss such figurative language with your students. Then invite them to create an original simile or metaphor denoting war.

**Activity:** Read some poetry about WWI. There are a variety of themes covered in such poetry from celebrating heroism or propaganda, to lamenting the dead, to criticising war and its outcomes. eg The poem 'My Boy Jack' (1915) by Rudyard Kipling about his son who was killed in WWI, inspired a play by David Haig and a television drama starring Daniel Radcliffe. [Links to each are at:

<[http://en.wikipedia.org/wiki/MyBoy\\_Jack](http://en.wikipedia.org/wiki/MyBoy_Jack)>]

Read and discuss the two well-known poems listed here 'In Flanders Field' by John Macrae and 'For the Fallen' by Lawrence Binyon 'Poems'

<<https://www.awm.gov.au/commemoration/customs/poems/>> See the picture book *In Flanders Field* by Norman Jorgensen and Brian Harrison-Lever (2002) as well.

- **Activity:** What other objects containing texts did you observe in this book? eg Posters; maps; postcards, memorials, badges, sympathy cards. Create your own version of one of these forms of text.
- **Activity:** Read other picture books, fictions and non-fiction texts about Gallipoli to inform your understanding of this text. [See **Bibliography** below.]

## VISUAL LITERACY

- **Every part of a book is important in its overall design**, including the **cover** and the **title page**. **Activity:** Design your own cover for this book.
- Picture books can be **landscape, portrait or square** in format or shape. This book is **square**. In most picture books a story is told by turning the pages much as a film works in narration, by using a storyboard of connected actions and effects. Give the students a typed version of the words in the book. Then have students discuss how they might have designed a storyboard for this text, and then to create one. [See **Blackline Master 4** for an outline.]
- **Discussion Point:** What symbols of war did you identify in these pictures?

- **Discussion Point:** Identify the flags depicted (pp 6-7).
- **Activity:** Draw an image in response to some of the events described in this book. Then use collage techniques to finish the image. [See also **Blackline Master 2** below.]

### **BACKGROUND TO THE AUTHOR**

**Jackie French** is a multiple award-winning author who deals with a very wide-range of topics. Of her books she says on her website that: *'There were over 140 at last count, slightly more than we have varieties of apples. If something is worth doing you may as well go heart and soul and boot leather ... I write for kids and adults, fiction, history, gardening, pests control, chooks and some that must be a nightmare for book shops to work out what genre they are. Have a look at 'which book?' for a probably not quite up to date list of what is where and for whom.'* Jackie's vast body of work contains both fictional and non-fictional accounts of the last 60,000 years of Australian history, with books like *Nanberry: black brother white; The Girl from Snowy River, Tom Appleby: Convict Boy; The Night They Stormed Eureka; A Day to Remember* created with Mark Wilson; and *Flood*, created with Bruce Whatley. Her non-fiction also includes an eight volume history of Australia for young people (The Dinkum History series). *Let the Land Speak: how our land created a nation* (October 2013) is a work of history for adults, showing how the land itself contributed to iconic events from the first human foot on Australian soil to Eureka, Federation, Gallipoli, and how the land will continue to shape our future. She is current Australian Children's Laureate 2014-2015 and has been shortlisted for *The Road to Gundagai* in the Young People's History Prize category of the 2014 NSW Premier's History Awards. Her website offers further detailed and fascinating insights into her life and work.  
[http:// www.jackiefrench.com.au](http://www.jackiefrench.com.au)

**Activity:** Read some of her other works to gain an insight into her style and interests in history and the environment.

### **BACKGROUND TO THE ILLUSTRATOR**

**Bruce Whatley** spent his early career in advertising as an art director and illustrator but since 1992 he has written and/or illustrated over 60 children's picture books published both in Australia and overseas. His award winning titles include *The Ugliest Dog in the World, Looking for Crabs, Detective Donut and the Wild Goose Chase, Diary of a Wombat* and *Baby Wombat's Week* which took out the Australian Book Industry Award in 2010. *Flood* (with Jackie French) and *The Little Refugee* (with Anh Doh) both were CBCA Honour books in 2012, and *Nog and the Land of Noses*, a Notable book. He uses a variety of illustration medium including gouache, pen and ink, pencil, oils, watercolour and more recently CGI software. He often works with his my wife Rosie Smith, and in 2002 formed a successful partnership with Jackie French resulting in the Award winning *Diary of a Wombat* series of books. Other books include *Hunting for Dragons, Zoobots* and *Tin Toys* (illustrated with his son Ben), *Monster* – a collaboration with Andrew Daddo. *Nog and the Land of Noses* (CBCA notable book 2012). He completed a PhD in 2008, *Left Hand Right Hand: implications of ambidextrous image making* he likes to look for new innovative ways to make images to tell visual narratives. Visit his website for more information:  
<http://www.brucewhatley.com/>

**Activity:** Find out more about Bruce Whatley, by examining some of his other books, and also reading the interview with him on the HarperCollins website  
<http://www.harpercollins.com.au/author/authorExtra.aspx?authorID=12885&displayType=in>

interview. Bruce has worked in many different styles in his books, according to the subject matter. Investigate the mediums Bruce works in, in this book, and how he used them.

### FURTHER ACTIVITIES

1. The ANZAC Centenary commemorations <<http://www.anzacentenary.gov.au>> take place (2014-2018). Prepare as a class/school/ community to join these celebrations. Present a balanced program of events examining both sides of the conflict and analysing the losses as well as the heroic memory of the ANZACs; include tributes to Turkish soldiers. This could also present an opportunity to trace family histories and how the conflict impacted on members of their family and relatives. [See also **English Language and Literacy**.]
2. **Secondary students could watch and discuss** *Gallipoli* Director: Peter Weir Screenplay: David Williamson R&R Films, 1981.
3. **Create a classroom display** of the writing and drawing and other activities from this unit. Include a display of related books you've read.
4. **Have students design a poster** incorporating a slogan to protest against young men enlisting as soldiers during WWI.
5. **Create a Diorama** of a scene depicted in any image in this book.

### BLACKLINE MASTER 1 QUIZ

1. What does the red poppy symbolise?
2. Which other books has Jackie French collaborated with Bruce Whatley on?
3. What style of art is used in this picture book?
4. Who is the soldier whose photograph is on the cover of this book?
5. What do the letters stand for in ANZAC?
6. Who was Mustafa Kemal (Atatürk)?
7. Why are Australian soldiers called 'Diggers'?
8. When was the so-called 'Unknown Soldier' buried in the Australian War Memorial? When and where was he killed?
9. Apart from the red poppy what other plant is worn on ANZAC Day?
10. What is the Turkish word for Gallipoli?

**Answers:** 1. 2. *Diary of a Wombat, Pete the Sheep, The Shaggy Gully Times, Flood!* (Scholastic, 2011), *Josephine Wants to Dance, Emily and the Big Bad Bunyip, Baby Wombat's Week, Queen Victoria's Underpants, Queen Victoria's Christmas, Christmas Wombat.* 3. Collage (Photographs and drawing). 4. Alec William Campbell (26 February 1899 – 16 May 2002). 5. Australian and New Zealand Army Corps. 6. Mustafa Kemal (Atatürk) was the Commander of the Turkish 19th Division during the Gallipoli Campaign and the first President of the Turkish Republic from 1924-1938. 7. It is said that the



nickname "Digger" derives from the number of ex-gold diggers in the early army units and also to the trench digging activities of the Australian soldiers during WW1. The origin of the name is not generally known, but the Australian soldier is still known as a 'Digger'. **8.** He was buried on 11 November 1993 and was killed in France in WW1. **9.** Rosemary has been regarded as a symbol of remembrance since ancient days since it is said to have properties which aid the memory. It also grows wild at Gallipoli, so has special significance to those remembering ANZAC Day. **10.** Gelibolu. (The original port town and district called Gelibolu is by the strait of Dardanelles.)

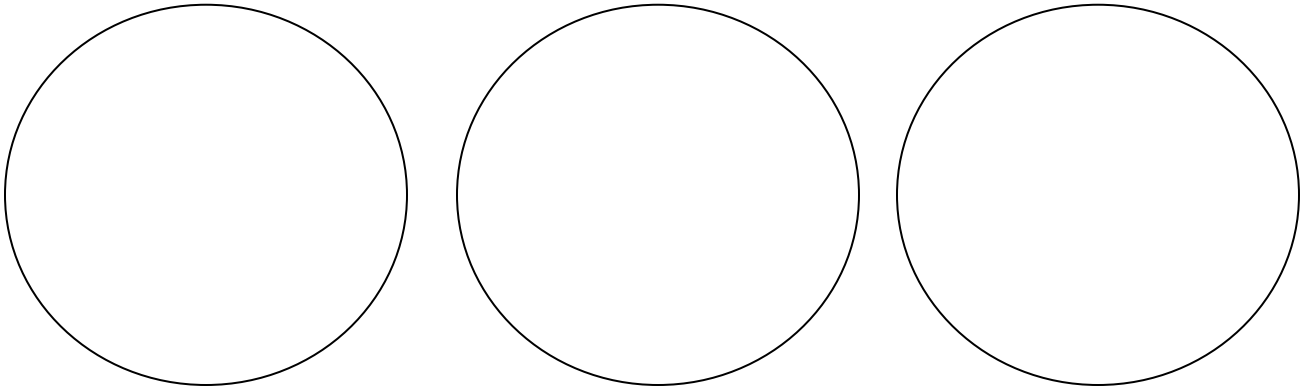
## BLACKLINE MASTER 2 ANZAC COLLAGE






This is a drawing done by Bruce Whatley of the soldiers at Gallipoli. Use it as the template for an imaginative collage using any materials such as paper, feathers, leaves, fabric etc, to enhance the scene. Then display all the pictures in your classroom.



### BLACKLINE MASTER 3 ANZAC SYMBOLS

Invite your students to explain in a brief sentence what these five images symbolize? Then cut them out and either use a badge making machine, or simply glue them onto a circle of cardboard, to make badges out of these images to wear at your Anzac Day celebration.



	
	 <small>© Can Stock Photo - csp18991547</small>
 <small>www.shutterstock.com - 93083706</small>	<p>Design your own ANZAC Day logo or symbol here.</p>

**BLACKLINE MASTER 4 CREATE A STORYBOARD**

Print this out and give your students a copy on which to draw thumbnail sketches, and write the text below the images. (You could also enlarge it to an A3 size to give them more room to work on.)

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UTOPIAN PRODUCTIONS STORYBOARD TEMPLATE

Image from: <[http:// utopian.flipbrothers.com](http://utopian.flipbrothers.com)>

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### **ABOUT THE AUTHOR OF THE NOTES**

Dr Robyn Sheahan-Bright operates justified text writing and publishing consultancy services, and publishes regularly on children's literature, Australian fiction, and publishing history. She was inaugural director of and is a Life Member of the Queensland Writers Centre, and was co-founder of Jam Roll Press. Her publications include *Paper Empires: A History of the Book in Australia (1946-2005)* (2006) co-edited with Craig Munro and *Hot Iron Corrugated Sky: 100 Years of Queensland Writing* (2002) co-edited with Stuart Glover. In 2011 she was recipient of the Dame Annabelle Rankin Award for Distinguished Services to Children's Literature in Queensland, and in 2012 she was recipient of the CBCA Nan Chauncy Award for Outstanding Services to Children's Literature.

### **NOTES ON PHOTOS**