Gallipoli: The Landing

Using a Historical Graphic Text in the Classroom

Teacher’s Guide

Australian Teachers of Media
Overview

_Gallipoli: The Landing_ (Z Beach True Comics 2014 colour version) is a graphic text about the Landing at Gallipoli on 25 April 1915.

This day, Anzac Day, remains a keystone of Australian identity.

We all think we know what happened on that day. A very common view is that:

- the landing was poorly planned
- it was at the wrong beach,
- it was bungled,
- it was unsuccessful,
- it resulted in heavy casualties on the beach,
- it demonstrated poor leadership,
- the Anzacs fought magnificently against the odds and proved themselves effective soldiers even though they were a civilian army,
- and they were only defeated because of the extraordinary leadership of Mustafa Kemal.

_Gallipoli: The Landing_ challenges many aspects of this common view.

The Australian Curriculum History at Year 9 specifically requires students to investigate Gallipoli, and to consider its place in the Anzac Legend. It is important therefore that teachers present these ideas to students, and allow them to decide for themselves if they accept them. Students can then compare this view of the landing at Gallipoli with those in the textbooks they commonly use.

The engaging comic or graphic text format makes the argument very accessible to students, but they still need to be guided through a complex and detailed series of stages to the argument.

This Teacher Guide shows how to make most effective use of this graphic text in the history classroom so that students can know, understand and critically evaluate the revisionist ideas being put.

It also provides a set of criteria for helping students evaluate this and other graphic texts.
Curriculum connections

_Gallipoli: The Landing_ is a valuable resource for the Australian Curriculum History in:

**History**
Year 9, Compulsory Depth Study 3, Australia and World War 1:

**Knowledge:**

- The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign (ACDSEH095)
- The commemoration of World War I, including debates about the nature and significance of the Anzac legend (ACDSEH097)

**Skills:**

- Chronology, terms and concepts
- Historical questions and research
- Analysis and use of sources
- Perspectives and interpretations
- Explanation and communication

**English**
Year 9 -10

- Analysing texts
- Exploring genre: the graphic text

**Media Arts and Visual Arts**
Year 9-10

- Use of visual language in graphic texts
- Artists and writers working together to produce a text
Contents

There are two main elements to this Study Guide:

- **Understanding the events**

and

- **Analysing Gallipoli: The Landing as a graphic representation of history**

The Study Guide enables students to trace the stages of the events which are the basis of the comic’s arguments. In some cases this means reading the comic non-sequentially.

The stages by which knowledge of what happened and the significance of these events for understanding the true nature of the Landing of 25 April are:

<table>
<thead>
<tr>
<th>Stage</th>
<th>Key element</th>
<th>Comic pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A starting point — What do you know about the landing at Gallipoli?</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The outbreak of war</td>
<td>7-8</td>
</tr>
<tr>
<td>3</td>
<td>Australian involvement</td>
<td>9</td>
</tr>
<tr>
<td>4</td>
<td>The state of the war by early 1915</td>
<td>8, 15, 20-21, 24, 58</td>
</tr>
<tr>
<td>5</td>
<td>Turkey (Ottoman Empire) enters the war</td>
<td>10-18</td>
</tr>
<tr>
<td>6</td>
<td>Plans to defeat Turkey: 1 — Submarine B11</td>
<td>19, 22-23</td>
</tr>
<tr>
<td>7</td>
<td>Plans to defeat Turkey: 2 — Destruction of the forts</td>
<td>27-38, 41</td>
</tr>
<tr>
<td>8</td>
<td>Plans to defeat Turkey: 3 — Naval flotilla</td>
<td>42-49</td>
</tr>
<tr>
<td>9</td>
<td>Plans to defeat Turkey: 4 — Amphibious landing</td>
<td>50, 51, 52-55, 62, 60, 70-71, 63-68</td>
</tr>
<tr>
<td>10</td>
<td>Role of the submarines E15 and AE2</td>
<td>74, 61, 77-78</td>
</tr>
<tr>
<td>11</td>
<td>The Landings — Australians at Z Beach (Anzac Cove)</td>
<td>75, 79-85</td>
</tr>
<tr>
<td>12</td>
<td>The Landings — British at Helles</td>
<td>72-73</td>
</tr>
<tr>
<td>13</td>
<td>At the end of the first day — drawing conclusions</td>
<td>87-91, 4-6</td>
</tr>
</tbody>
</table>
Stage 1
A starting point — what do you know about the landing at Gallipoli?

Here is a quiz. It is just to test what you do know and do not know about the landing at Gallipoli on 25 April 1915.

Don’t worry if you do not know some answers, or if you think your answer might be wrong.

Just do the best you can. You will have a chance to change any answers later if you want to.

<table>
<thead>
<tr>
<th>Questions about the landing at Gallipoli on 25 April 1915</th>
<th>Answers:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Where is Gallipoli? (Which country?)</td>
<td></td>
</tr>
<tr>
<td>2. Who were the main nations fighting there?</td>
<td></td>
</tr>
<tr>
<td>3. When did the Gallipoli landing happen? (Time)</td>
<td></td>
</tr>
<tr>
<td>4. Why did the Allies want to invade Turkey? (Objectives)</td>
<td></td>
</tr>
<tr>
<td>5. Who landed there? (Nations)</td>
<td></td>
</tr>
<tr>
<td>6. Where did they land? (Place)</td>
<td></td>
</tr>
<tr>
<td>7. Did the Australians land in the correct place?</td>
<td></td>
</tr>
<tr>
<td>8. Were there other nations landing with the Anzac troops?</td>
<td></td>
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<tr>
<td>8. Did soldiers land at any other place as well at about the same time?</td>
<td></td>
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<tr>
<td>9. Was the landing well planned?</td>
<td></td>
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<tr>
<td>10. Were the British officers good leaders?</td>
<td></td>
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<tr>
<td>11. Was the area well defended?</td>
<td></td>
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<tr>
<td>12. Were the Australian officers good leaders?</td>
<td></td>
</tr>
<tr>
<td>13. Were the Turkish officers good leaders?</td>
<td></td>
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<tr>
<td>14. What was the nature of the fighting?</td>
<td></td>
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<tr>
<td>15. Were the Australian soldiers good fighters?</td>
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<td></td>
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</tr>
<tr>
<td>16</td>
<td>Were the Turkish soldiers good fighters?</td>
</tr>
<tr>
<td>17</td>
<td>Were the British soldiers good fighters?</td>
</tr>
<tr>
<td>18</td>
<td>What main weapons were used in the fighting?</td>
</tr>
<tr>
<td>19</td>
<td>Was there bloody fighting on the beach at the landing?</td>
</tr>
<tr>
<td>20</td>
<td>Did the Anzacs suffer heavy casualties?</td>
</tr>
<tr>
<td>21</td>
<td>Did the terrain help or hinder the landing?</td>
</tr>
<tr>
<td>22</td>
<td>Did the Anzacs succeed or fail on that day?</td>
</tr>
<tr>
<td>23</td>
<td>Which country suffered the highest casualties at the landing?</td>
</tr>
<tr>
<td>24</td>
<td>Was the landing at Gallipoli important for Australian national identity? Explain your main reason.</td>
</tr>
</tbody>
</table>

You will be able to see if you were right or wrong later.
Stage 2  
The outbreak of war

On 28 June 1914 the heir to the throne of the Austro-Hungarian Empire was assassinated in Sarajevo, an area which had been taken from the Ottoman Empire and forced to be part of the Austro-Hungarian Empire in 1909.

This assassination led to a series of confrontations between the world’s main nations that resulted in a world war.

Read pages 5-6 of *Gallipoli: The Landing* and answer these questions.

1 Why would nations go to war? The comic mentions these contributing factors. Look at each and explain what it means, and why it might lead to conflict between nations:

<table>
<thead>
<tr>
<th>Imperialism</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Autocratic govern</td>
<td></td>
</tr>
<tr>
<td>Militarism</td>
<td></td>
</tr>
<tr>
<td>National rivalries</td>
<td></td>
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<tr>
<td>Alliances</td>
<td></td>
</tr>
<tr>
<td>Nationalism</td>
<td></td>
</tr>
<tr>
<td>Mobilisations</td>
<td></td>
</tr>
</tbody>
</table>

2 The key alliances were the Triple Alliance and the Triple Entente. Who were the members of each?

<table>
<thead>
<tr>
<th>Triple Alliance:</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Triple Entente:</th>
<th></th>
</tr>
</thead>
</table>
Stage 3
Australian involvement

Australia became involved in the war on 4 August 1918.

Read page 9 of *Gallipoli: The Landing*
and answer these questions.

1 Why did Australia become involved?

2 Do you think all Australians felt the same way? Explain your views.

3 The illustration on page 9 of Gallipoli: The Landing shows men wearing civilian clothing. What does this tell you about the nature of the Australian Army formed to fight the war?
Stage 4
The state of the war by early 1915

The attack on the Gallipoli peninsula by an Allied force including the new Australian Imperial Force (AIF) took place in early 1915. What was the state of the war by that stage?

Read page 6 of Gallipoli: The Landing and answer these questions.

Western Front

The comic mentions the von Schleffen plan.

Look at this map.

FIG 1
1 Where was the border between Germany and France?

2 Explain the German plan to defeat France.

3 Why would the Germans come through the neutral countries Belgium and Luxemburg to invade France, rather than attacking through the German-French border along the provinces of Alsace and Lorraine?

4 The Germans had to fight France to their west, and Russia to their east. Why do you think they would want to fight France first?

5 What actually happened was that British and French troops stopped the Germans breaking through to Paris. The opposing armies now faced each other across the Western Front. What was the Western Front?

**Australia**

What was happening with Australia at this time?

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Read pages 15, 20-21, 24, 58 of *Gallipoli: The Landing* and answer these questions.

1 What do we learn about the state of the Australian army at the start of the war?

2 Why did men form bonds? How might this be useful in war?

3 Why did the Australian Imperial Force (AIF) go to Egypt rather than Britain?

4 How did they continue to train on the ships?

5 How did they continue to train in Egypt?

6 How did they behave in Cairo on leave?

7 Does any of this challenge your ideas of the Anzacs as soldiers?
Stage 5
Turkey (Ottoman Empire) enters the war

The AIF would fight the Ottoman Empire (Turkey) on the Gallipoli peninsula during 1915.

Read pages 10-18 of Gallipoli: The Landing and answer these questions.

FIG 2

FIG 3
1 The first action of the Turks even before they were at war was to fortify the Dardanelles, that narrow passage of water that provides the only link from the Russian grain-growing areas on the Black Sea with the Mediterranean Sea, and access to the Atlantic Ocean. Why were the Dardanelles so important to the Allies? (Use the maps to consider your answer.)

2 How were the Dardanelles defended by the Turks?

3 Describe the nature of the Ottoman (Turkish) army.

4 What was the connection between Turkey and Germany that brought it into the war?

5 What was connection between Turkey and Russia?

6 Why did Turkey’s actions lead to the British declaring war against them?

7 What did the British spy Charles Palmer discover about the Turkish defences of the Dardanelles?

8 What other sources of information did the British and Allies have?

9 Why was control of the Dardanelles so important for helping Russia with supplies, and for sending food from Russia to the Allied nations, during the war?
Stage 6
Plans to defeat Turkey: 1 — Submarine B11

The Allies now planned to take Turkey out of the war.

They believed that getting a naval force into the Sea of Marmara would result in a naval bombardment of the capital, Constantinople (now called Istanbul), that would force the Turkish government to surrender.

Read pages 19, 22-23 of Gallipoli: The Landing and answer these questions.

1 What was the role of the submarine B11?
2 What did it achieve?
3 Why was this achievement so limited?
Stage 7
Plans to defeat Turkey: 2 – Destruction of the forts

The Allies now concentrated on attacking and destroying the Turkish forts guarding the Dardanelles.

Read pages 27-38, 40-41 of Gallipoli: The Landing and answer these questions.

FIG 4

1 What were the main Turkish defences of the Dardanelles?
2 Why were they important?
3 What was the role of aeroplanes from the Ark Royal in this?
4 How did the planes get this information?
5 What other information about the defences did the Allies have?
6 What were the Allies’ tactics for attacking and destroying the forts?

7 Why did the naval bombardment of the forts fail?

8 They then tried to land marines to take the forts. How successful were these landings?

9 What was the role of the minesweepers?

10 Why did they fail?

11 What was the outcome of the plans to destroy the Dardanelles forts?
Stage 8
Plans to defeat Turkey: 3 — Naval flotilla

The Allies now prepared a joint British-French naval fleet to force its way through the defences of the Dardanelles.

Read pages 42-49 of Gallipoli: The Landing and answer these questions.

FIG 5

1 What alternative plan to take Constantinople did Lord Kitchener propose?

2 What was General Hamilton’s reaction?

3 What was the new naval plan that was put into action?

4 How were the Turks aware of what was planned?

5 What was the result of the proposed invasion?

6 Why did it fail?
7 What did this mean for plans to force the Dardanelles by use of warships?
Stage 9
Plans to defeat Turkey: 4 — Amphibious landing

The plan now was to launch an amphibious landing — a large force of soldiers landed from ships. They would force the Turkish forts and mobile artillery defending the Dardanelles to surrender or be destroyed from the land. This would open the way for an invading fleet to sail through and threaten Constantinople.

Read page 50 of Gallipoli: The Landing and answer these questions.

FIG 6
1 How would landing troops on the Gallipoli peninsula enable the destruction or capture of the forts protecting the Dardanelles?

**Read page 51 of *Gallipoli: The Landing* and answer these questions.**

2 Identify the location of these Turkish Divisions on the peninsula: 5th, 7th, 9th, 19th.

FIG 7
Read pages 52-55 of Gallipoli: The Landing and answer these questions.

3 What Turkish defences were there around Gaba Tepe?
4 Why were they so effective?

Read page 62 and 70-71 of Gallipoli: The Landing and answer these questions.

5 What was the Allied plan to invade Turkey? Explain each of the four elements:
   The Anzacs
   The British
   The French
   The Royal Naval Detachment.

6 Where were the Australians to land?
7 What was their objective?
8 How would this help the British landing at Cape Helles?
9 Who was to accompany the Anzacs?
10 What problem was there with this proposed landing place?

11 Why were delays due to poor weather so significant for the landing plans?

Read pages 63-68 of Gallipoli: The Landing and answer these questions.

12 How did the Allies keep getting information about the Turkish defences?

13 What did they know about Z Beach (Anzac Cove)?

14 What would be the advantages of landing at Z Beach, rather than Brighton Beach?

15 What were the disadvantages?

16 Where would you have landed — Z Beach or Brighton Beach? Explain your reasons.
Stage 10
Role of the submarines $E15$ and $AE2$

Two submarines were part of the overall invasion plan, the British $E15$ and the Australian $AE2$.

Read pages 69 and 74 of *Gallipoli: The Landing* and answer these questions.

1. What was the role of the $E15$?
2. What happened to it?
3. How did Charles Palmer now influence the achievement of the landing plan?

Read pages 61, 77-78 of *Gallipoli: The Landing* and answer these questions.

4. What was the role of the $AE2$?
5. What did the message ‘running amok in the Sea of Marmora’ mean?
6. How would this help the Allied invasion of Gallipoli?
7. What was the significance of the message it sent after reaching Nagara?
8. What influence might this have on the landing on 25 April?
Stage 11
The Landings — Australians at Z Beach (Anzac Cove)

The invasion at Anzac Cove started before dawn on 25 April with the first of several waves of landing boats carrying the soldiers to the beach.

Read pages 75, 79-85 of Gallipoli: The Landing and answer these questions.

FIG 9

1 How were the men moved to the landing beach?
2 Where did they land?
3 What was this area like?
4 What were the objectives?

FIG 10
5 Did the Anzacs land at the correct spot?

6 Were they able to land easily, or were there major casualties?

7 Why were they not able to push inland?

8 Describe the fighting as presented by the artist.

9 What happened with later waves?

10 If the aim of the Australians was to stop reinforcements reaching the British invasion area at Helles, did they succeed?
Stage 12
The Landings — British at Helles

On the same day British troops landed on Cape Helles.

Read page 86 and 72-73 of Gallipoli: The Landing and answer these questions.

FIG 11

The Landings, 25 April 1915
1 What happened at Cape Helles?

2 What happened at Kum Kale?

3 What happened at Belair?

4 If the aim of the British invasion was to force a way through to seize Achi Baba and allow artillery to shell the forts from the high ground, did it succeed?
Stage 13
At the end of the first day — drawing conclusions

What was the result at the end of the first day?

Read pages 87-91 of Gallipoli: The Landing and answer these questions.

FIG 12

THE MAIN OTTOMAN COUNTER-ATTACK

Map 8.1: The main Ottoman counter-attack in the late afternoon and early evening of 25 April 1915.
1 How did the Turks respond to the invasion?

2 Where did the Australians end up?

3 Why were they unable to advance?

4 At the end of the first day the planners had to choose: should they order the troops dig in, or to withdraw. What did they choose? Why?

5 Was this a sensible decision?

6 In what aspects was the landing successful and unsuccessful?

**Read pages 4-6 of *Gallipoli: The Landing* and answer these questions.**

7 Leadership was a key element of the Gallipoli plan and landing. Look at this information on key British, Australian and Turkish leaders, and summarise their strengths and weaknesses

<table>
<thead>
<tr>
<th>Leader</th>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Sir Ian Standish Hamilton</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lieutenant General William Birdwood</td>
<td></td>
<td></td>
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<td>------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major General William Throsby Bridges</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lieutenant Colonel Brudenell White</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major Charles Herbert Villiers-Stuart</td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Otto Liman Von Sanders</td>
<td></td>
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<tr>
<td>--------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Colonel Mustafa Kemal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lieutenant Colonel Sefik Aker</td>
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</tbody>
</table>
Conclusions

1 What were the strengths and weaknesses, and the significance, of these weapons in the Gallipoli landing:

- naval artillery
- land-based artillery
- machine guns
- observation balloons
- aeroplanes.

2 What was the importance of intelligence or knowledge in the planning of the invasion, and defending against it?

3 What was the importance of secrecy and deception?

4 What was the importance of controlling the high ground?

5 What have you learned about the behaviour of the troops involved?

6 Now that you have studied this version or representation of the landing you can look back at Activity 1 and see if you would now change any of your answers.
## Analysing *Gallipoli: The Landing* as a graphic representation of history

Every account of Gallipoli that you read or see is a representation of the event — that is, it is somebody’s version of what happened. The person who created the account chose what to include, and what to exclude, what to emphasise, and what to play down. Every account is influenced by the creator’s own knowledge, understanding, values, attitudes and the messages or meanings he or she wants to get across.

The representation that is created also depends on the target audience (for example an account for Year 9 students will be different to one for military historians), and there are also physical considerations — how much space does the creator have to deal with the topic. A text book history of Australian history from Aboriginal occupation to today will have far less space for Gallipoli than a book just on World War 1.

It is also influenced by its method of presentation, in this case a graphic text, combining words and drawn images.

1 Look at this list of elements of a graphic representation of history. They will help you think about Gallipoli: The Landing as a history text, as a graphic text, and as a work of visual art.

Write your answers and ideas in the space beside each of the criteria or elements.

<p>| Is it physically well-produced and effective? |  |
| Is the story clear and coherent? |  |
| Is the text easy to read, clear and not obscured by images? |  |
| Is the language clear and simple? |  |
| What is the art style (realistic, stylised)? |  |
| Are the illustrations clear? |  |
| Do the illustrations echo the words or add more ideas and meanings by themselves? |  |
| Does it use these film language techniques well, such as: |  |
| • Different shots |  |
| • Different angles |  |
| • Lighting |  |
| • Editing |  |
| Is it factually accurate? |  |
| Is it fair and balanced? |  |</p>
<table>
<thead>
<tr>
<th>Are there good maps where needed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is there variety in the pages (number of frames, portrait and landscape boxes)?</td>
</tr>
<tr>
<td>Are the panels varied?</td>
</tr>
<tr>
<td>Are the illustrations clear or cluttered?</td>
</tr>
<tr>
<td>Is colour well used?</td>
</tr>
<tr>
<td>Is narrative used well?</td>
</tr>
<tr>
<td>Is dialogue effective?</td>
</tr>
<tr>
<td>Is the message or meaning or argument clear?</td>
</tr>
</tbody>
</table>

2 Overall, how would you rate it as history graphic text?

3 The comic is based on the history book *36 days. The Untold Story Behind the Gallipoli Landings*, by Hugh Dolan (Macmillan, 2010). Here is a summary of that book’s argument:
When Australian troops stormed ashore in the pre-dawn darkness of April 25th 1915, it was the culmination of one of the most complex and daunting operations in the history of warfare — the seaborne assault of a heavily fortified shore, defended by a well-prepared and forewarned enemy. The risks were enormous, and the death toll on the beach at Anzac Cove could have been murderous — as it was with the British landings further south. Yet the Anzacs had been allowed to organise their own assault, and their ingenuity, intelligence-gathering and willingness to do the unorthodox allowed them to seize a foothold and fulfil the task they had been set by their commanders.

All too often the scale of that task and the successful way the Anzacs approached it have been overshadowed by events later in the campaign. Hugh Dolan, a retired intelligence officer in the Australian military, has re-examined the assault itself, giving us a day-by-day account of the build up to the landing that shows a very different side to the Gallipoli story.

Do you think this is achieved in the comic?

4 The comic adopts a very realistic style. Are the images accurate? Go to the Australian War Memorial website www.awm.gov.au and search for photographs and paintings of people and scenes of the landing of 25 April 1915.

5 Gallipoli: The Landing is a representation of history. So are the accounts in the text books you use. Compare the representation in Gallipoli: The Landing with those in the text books you use. Compare and discuss the way each presents the landing.
Further Resources

Recommended resources for students:

*Gallipoli from Above* (Wain Fimeri, 2012) a 52-minute documentary about the use of intelligence information in the planning of the invasion is available from https://shop.abc.net.au/products/gallipoli-from-above-dvd


Returned and Services League website http://www.servingaustralia.info/education/#interactives and go to eStudies units.

Additional teacher or research references:


Philip J Haythornwaite, *Gallipoli 1915 Frontal Assault on Turkey*, Osprey Publishing, 2005


War Files for the planning of the landing, including Intelligence information, are available on the Australian War Memorial website at www.awm.gov.au/collection/AWM4/1/

*Gallipoli The First Day* website at www.abc.net.au/innovation/gallipoli/

*Gallipoli and the Anzacs* on the Department of Veterans’ Affairs website at www.dva.gov.au/commems_oawg/commemorations/education/Pages/education%20resources.aspx