



World War I

The Anzac Legend

Suggested Responses

This video introduces students to the idea of perspectives in history. A lot of what they will hear in this video is the personal opinion of the person speaking. It is an important skill in their study of history to be able to identify the difference between opinion and fact. Their work with this video will give them the opportunity to develop perhaps the most important skill in history: being able to examine facts and perspectives, before coming to their own conclusion supported by evidence.

Comprehension Questions

1. The shores of Gallipoli
2. d) His account was regarded as recognition of British approval of Australia's performance.
3. It was the first time the federated states had fought in the one uniform of Australia.
4. b) Australian politicians
5. b) 25 April
6. c) 1916
7. True
8. a) 'Gallipoli' (Weir 1981)
9. 'For me, the Anzac spirit is really a set of values... those values included things like **courage**, teamwork or **mateship**, friendship, **humour**, initiative or **innovation** and pragmatism.' – Lucy Saaroni, Captain, HQ 4 Brigade
10. d) Women's suffrage and workers' rights





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The extension activities that accompany this programme are designed to both consolidate and assess learners' understanding of the content. In addition to this, they contain unique opportunities for teachers to measure learners' capabilities in the following areas:



 **Critical & Creative Thinking**  **Intercultural**  **Personal and Social**

Commemorating the ANZACs: Part I

Student responses will vary, however they should reflect the following:

-  Student responses should show an ability to design effective questions in the context of comparing Australian experiences at Gallipoli and Fromelles to examine information and test possibilities. They should show a willingness to challenge previously held assumptions surrounding Gallipoli and Anzac Day and create new links and proposals by investigating ideas that provoke shifts in perspectives. They should demonstrate an ability to critically examine their own and others thinking processes and discuss factors that influence thinking about the commemoration of Anzac Day.

Commemorating the ANZACs: Part II

-  Student responses should reflect an analysis of the ways in which intercultural relationships and experiences have contributed to the development of attitudes, beliefs and behaviours, and how they are manifested in the context of Gallipoli and Anzac Day commemorations.
-  Student responses should recognise the significance of independence and individual responsibility in the completion of tasks such as conducting a poll among friends and family. They should be able to analyse how divergent values and beliefs contribute to different perspectives on social issues, such as the best way of commemorating Gallipoli and Anzac Day.

Transcript – For student and teacher use.

