# Assessment Outline

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| UNIT | DATE DUE | Duration | Length |
| WORLD WAR 1 Bailey Clark | **Progress**: week 5  **Final**: week 7 | 6 weeks | 8 mins |
| ASSESSMENT TASK | TASK TYPE | | |
| **Produce a short documentary or webpage (using weebly.com) aimed at their adolescent Australian audience.**   * **You will work independently or in small groups to produce the documentary or website. Each member of you group needs to produce a minimum of 2 minutes of the documentary or 1 page of the website.** * **Complete the scaffold sheet and submit your typed transcript or information.** * **Include a reference list.** * **You will be marked individually on your input.**   **Select ONE topic from the list as a basis for your documentary or website.**   1. What values and characteristics demonstrated by the ANZACs at Gallipoli and later reinforced on the Western Front, continue to influence Australians today? 2. The role of women in World War 1 3. The relevance of the ANZAC Day to today’s Australian and New Zealand Youth. 4. The role of indigenous soldiers in the ANZAC legend. 5. Has the ANZAC legend changed over 95 years? 6. Examine the various perspectives and reasons for the Gallipoli campaign? 7. What were the experiences of Australians in the Gallipoli campaign and how did this affect the development of the Australian Identity? 8. Explain trench warfare in relation to the AIF experiences on the Western Front and the ongoing impact on the soldiers and their families. 9. What does an investigation of primary sources reveal about the Gallipoli experience and to what extent does this explain the origins of the ANZAC Legend?   **Using Movie Maker or a similar program you are to produce a 7- 8 minute. Your documentary is to be submitted on a DVD with a transcript of your commentary and a bibliography. If you are making a webpage, use weebly.com (login as a student).** | Extended written response to stimulus  Written research task  Multimodal presentation  Other  Objective tests  Short response tests  Response to stimulus tests  Essay test | | |
| RESOURCES | TASK CONDITIONS | | |
| Movie Maker Support Pages  Atomic Learning  Click the Start icon on Citrix to find the link to the Atomic Learning.  <http://www.atomiclearning.co.uk/>  Username: stacc  Password: doit  Type Movie Maker into the Search window to locate a series of short tutorials on all aspects of the program.  Microsoft  <http://www.microsoft.com/windowsxp/using/moviemaker/getstarted/default.mspx>  Text books  Diigo  College Library website  Australian War Memorial website  National Archives of Australia | Individual  Group  Supervised  Seen  Unseen  other | | |

# HISTORY CRITERIA SHEET

**Student name**:

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| CRITERIA | | A | B | C | D | E |
| Identify  Part B (Q1-4) | | Student’s section on the documentary/website:   * Comprehensively identifies and describes key aspects of WW1, including the nature and significance of the war in Australian history. | Student’s section on the documentary/website:   * Accurately Identifies and explains key aspects of WW1, including the nature and significance of the war in Australian history. | Student’s section on the documentary/website:   * Satisfactorily describes key aspects of WW1, including the nature and significance of the war in Australian history. | Student’s section on the documentary/website:   * Identifies key aspects of WW1, with some information regarding the nature and significance of the war in Australian history. | Student’s section on the documentary/website:   * shows little or no identification key aspects of WW1. |
| **Historical Skills** | **Historical questions & research**  **Part A (Q. d)**  **Reference list** | Student identified and selected:   * A diverse range of open questions to support their topic. * Relevant and accurate ICT and library sources | Student identified and selected:   * A diverse range of questions to support their topic. * Relevant ICT and library sources | Student identified and selected:   * A variety (3-4) of questions to support their topic. * ICT and library sources | Student identified and selected:   * 1-2 questions to support their topic. * ICT and library sources | Student identified few or no:   * questions to support their topic. * Relevant ICT and library sources |
| **Analysis and use of sources**  **Part B (Q. 1-3)** | Student comprehensively:   * Identified the origin, reliability and purpose of primary and secondary resources. | Student accurately :   * Identified the origin, reliability and purpose of primary and secondary resources. | Student satisfactorily:   * Identified the origin, reliability and purpose of primary and secondary resources. | Student:   * Identified the definition of primary and secondary resources. | Student had difficulty:   * Identifying the definition of primary and secondary resources. |
| **Perspective and interpretations**  **Part B (transcript)** | Student comprehensively and accurately identifies   * The perspectives of a wide variety of people involved in WW1. | Student provides a detailed explanation of: s   * The perspectives of a variety of people involved in WW1. | Student satisfactorily identifies   * The perspectives of a variety of people involved in WW1. | Student shows some identification of:   * The perspectives of some people involved in WW1. | Student shows little or no identification of:   * The perspectives of people involved in WW1. |
| **Explanations and communication**  **Part B (q. 1-4)**  **Reference list** | Student’s documentary:   * Communicates, analyses and explains the chosen topic in detail * Uses evidence from a minimum of 10 different sources. | Student’s documentary:   * communicates and explains the chosen topic in detail * Uses evidence from a minimum of 6different sources. | Student’s documentary satisfactorily:   * communicates and explains the chosen topic * Uses evidence from a minimum of 4 different sources. | Student’s documentary:   * communicates some aspects of the chosen topic * Uses evidence from a minimum of 2 different sources. | Student’s documentary:   * communicates and explains the chosen topic * Uses evidence from a minimum of 1 different source. |
| FEEDBACK: | | | | | | |
|  | | | | | | |

Yr. 9 – World War 1

Term 4, 2012

**Part A: Group planning**

1. Name the people in your group.
   1. Bailey
2. What is your question?
   1. 6. Examine the various perspectives and reasons for the Gallipoli campaign?

**Part B – Individual report/transcript**

1. What is a primary source? Give 5 examples

A primary Source is a Source that was made at the time of the event. This means that it is both accurate and informative. Some examples of primary sources include newspaper articles, photos and diary entries from the time when the event took place. These sources are called primary sources because they are primary and often most accurate.

An Example of a primary source is a newspaper article about a murder that happened that day. Because the article was written on the same day or period of time that the event happened, it is a primary source.

1. What is a secondary source? Give 5 examples

A Secondary Source is a source that is secondary or derived from an original primary source. Secondary sources are made after an event took place and are often among the ranks of books (Especially Textbooks), movies, interviews and replicas.

An example of a secondary source is a picture that was painted of a scene 10 years after the scene took place. Because the picture was painted 10 years after the period of time in which the event happened it is a secondary source. It

1. If you were to choose a source due to its reliability, which would you choose and why?

If I was to choose a source to due to its reliability, I would consider some very important factors:

* Are they Primary of Secondary?
* How true are the details?
* What Perspectives is it viewed from?
* Is it biased?
* When was it written?
* Who was it written by?
* Is there any supporting evidence in the other sources?
* Where is the source from? Wiki (1/10) or Australian War Memorial (10/10)?

I would use questions or checklist to check if a source is reliable or not.

1. Tran script/information

**What caused the Gallipoli Campaign?**

* The Gallipoli Campaign started when the British decided to supply their ally Russia. (SBS1, 2011)
* The only way that the British could transport supply to their friend Russia was through the Dardanelles. (SBS1, 2011)
* The Dardanelles is a channel that runs for 61 km and varies in thicknesses of 1.2 km to 6.5 km. It has an average depth of 55 meters with its maximum being 90 meters deep. (Britannica, 2013)
* The Dardanelles Separate the Gallipoli Peninsula and the Turkish mainland
* The need to supply their ally and the convenient stretch of water that their naval forces could use to transport goods was enough to make the British decide that they should begin a campaign to achieve and command the channel.

**The First attempt**

* The first attempt at gaining the Dardanelles was through a naval attack
* This naval plan was planned by # and started on the 19th of February 1915 (commendation, 2013)
* The British navy were placed just offshore and fired on the Turkish forts on land. The Idea was to scare away the Turks and take hold of their forts. (SBS1, 2011)
* One of the major faults in their plan was that they firstly, misinterpreted the way that the Turkish would react to the naval attack. They believed that the sight of 6 British battleships off shore firing at them would scare them off. But the Turks stood and fought. (Darlington, 2012)
* Another reason that the first Naval attempt failed was the carefully positioned mines that were placed by ## less than two days before the attack. The British intelligence did not know of these mines and so the battleships sailed through the channel with no idea that they were there until one of them was hit. (SBS1, 2011)
* The naval attempt failed miserably and the British lost 2 ships to the attack.

**The Plan**

* The basic idea of the plan of storming Gallipoli was to send in two initial waves of troops consisting of around 1500 for the first wave and 2500 for the second. (Winter, A Brief description of the landing, 2013)
* The first wave would use some of the following transport to get ashore:
  + A Cutter (30 men)
  + A lifeboat (28 men)
  + A Launch (98 men)
  + A Pinnace (60 men)
* The second wave would land after the first wave had made it ashore through the transportation of seven destroyer class vessels.
* Once the first two waves were in position the rest of the troops would be shipped in on a regular basis via lifeboats borrowed from a number of transport vessels.

**What took place on the landing?**

* The main idea of the landing was that separate forces would storm the peninsula from different directions, the Turkish would not be able to hold the forces off and would retreat, leaving the peninsula for the ally’s own uses.
* The idea was as follows:
* 
* The French and British soldiers landed around Cape Heles at beaches S, V, W, X and Y. The plan was that they would surround and take over the cape, then move in from the south and attack the Turkish forts.
* The ANZACs attacked further up the peninsula just north of Gaba Tepe, named after the ANZAC troops that died there. They would fight across and down the peninsula and attack the Turkish forts from the north. (Darlington, 2012)
* The Attack took place on the 25th of August 1915 (Government, 2013)
* The ANZACs fort hard and by the end of the first day they found that they held very little ground with a minor amount of several square kilometres of beach, cliffs and gullies that they had claimed over the Turks defence. (Darlington, 2012)
* By the end of the first day the Anzac troops were told to dig in.
* Throughout the first night the Turks fiercely counterattacked but the ANZAC lines held and withstood the attacks.
* On the first day alone the ANZACs and Turkish lost a total of about 2300 in one day.
* “*There were a couple of lights flashing about – they must have seen us … crack! Swish! Ping! At last… the suspense was over! … some get ashore safely, some are hit slightly, other are drowned in only a couple of feet of water because in the excitement nobody notices their plight. [one] fellow remains in the boat after all the others have disembarked … he … looks at us dazedly, leaning forward on his rifle … the soldier falls forward into the bottom of the boat, dead.”*

**ANZACs at Gallipoli**

* The Gallipoli Campaign was not going to be a glorious or even short campaign and with over half of the men dead after the first week, it was obvious that this campaign was going to be extremely costly. (Winter, 2013)
* On the 18-19th of May the ANZACs withstood a massive counterattack from the Turkish. There was over 42’000 Turks involved in the attack but the ANZACs withstood the attack and by the end of the day nearly 10’000 Turks lay dead in no-man’s land. A truce was arranged and the two sides collected their wounded. (Darlington, 2012)
* Life on Gallipoli was very dangerous. The ANZACs held the low ground while the Turks held the high ground. This made the Anzacs life very painful because they needed to keep a constant eye on the Turks, being below them and in a less strategic position. (Darlington, 2012)
* The Anzac soldiers often made grenades out of leftover jam jars and filled them with explosives, shrapnel, nails and even stone. These would be hurtled over their trench walls and into those of the Turks.
* Flies also became a major problem for the Anzac soldiers and Turks alike. With flies can the stink of dead bodies rotting in no-man’s land. There was also the distribution of diseases and other unhealthy illnesses. These infections would often harm more soldiers than the war itself because they all ate and drank the same food and water. (Darlington, 2012)
* Even with a war going on the Anzacs and Turks became good mates and respected each other’s courage and spirit. Some common names that the Turks were called among the Australians include ‘Jacko’, ‘Abdul’ or ‘Johnnie Turk’
* The Anzacs and Turks exchanged not just bombs and grenades. They often found each other in each other’s company during truces. During these times they exchanged gifts, jokes and greetings. (Darlington, 2012)

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