

Anzac Heroes

By Maria Gill

Illustrated by Marco Ivancic

- Reading • Writing • Social Studies
- History • Research Skills



Synopsis

ANZAC Heroes is an exciting non-fiction book that reveals the heroic lives of 30 Australian and New Zealand men and women during World War 1 and World War 2.

ANZAC Heroes includes soldiers who fought in the Army, sailed in the Navy and flew in the Air Force. It also includes four women who went to extraordinary lengths to help during the war. Some of the people represented in this book received the highest honours, several survived being prisoners of war, and a few died while serving their country.

Readers will discover heartbreaking stories: two brothers who went to war and only one returned; how some survived the war only to die soon after returning; gruelling soldier experiences during the Gallipoli, Western Front, Balkan War, Middle East and Pacific battles; how some escaped capture while others had to see out the end of the war in prisoner of war camps ... and several knew they would not make it home.

The book also tells about heroic acts such as the adventures of one woman who saved 1000 Polish women and children from the enemy. Another woman drove her ambulance over the roughest terrain and saved people during the Great Fire of Salonika. One female doctor was held captive for several months, and on her release returned to the battle zone not once but many times before the end of the war. Several men walked straight into enemy fire to save their men.

Some men fought in both wars. A few had to keep their work top secret. Several won not only the highest awards, but numerous other medals as well. They were all outstanding people, showing us what lengths some will go to for their comrades and humankind.

About the Author

Maria Gill has distant relatives who fought in WW1 and a godfather who trained as a pilot in WW2. Maria grew up in New Zealand but lived her teenage years in Australia. She trained as a secretary, a teacher, and a journalist and now writes full-time on a lifestyle block North of Auckland in New Zealand. She travelled the world while in her twenties, visiting many of the places in this book, including Gallipoli. On her return, she married and had two children. Maria's writing career began after completing several writing courses and numerous workshops. She had her first book published in 2005. Since then she has had several books published every year, as well as many articles and educational resources. Two of her books have shortlisted in the New Zealand Post Children's Book Awards. *New Zealand Hall of Fame* won the Children's Choice award in the non-fiction category in 2012. Five of her books have been finalists for the LIANZA Elsie Locke Award, and six have received Storylines Notable Book awards. Maria also founded a nationwide writing group for writers of children's literature. She lectured and tutored a 'Writing for Children' paper at Massey University, and co-wrote with David Hill a 'Writing for Young Readers' MOOC for the Commonwealth Education Trust. Visit Maria Gill's website: www.mariagill.co.nz

About the Illustrator

Marco Ivancic lives in Wellington and illustrates full-time. This is his second book with Maria Gill. His first, *New Zealand Sports Hall of Fame*, was shortlisted for the 2015 LIANZA Elsie Locke Non-Fiction Award and was selected as a Storylines Notable Book. Marco majored in illustration while doing his Bachelor of Design. He has designed and illustrated book covers, magazines and websites for companies. For *ANZAC Heroes*, he used Adobe Photoshop and worked on draft illustrations and sketches for the action images. Marco has been drawing tanks, sharks and dinosaurs since he was four years old. He spent many an afternoon during his teenage years playing combat games on Xbox and PlayStation, and he has a special interest in the WW1 battles. Marco became fascinated with computer art in Year 8 and has been creating science-fiction illustrations ever since. His grandparents came from Croatia and their relatives survived the Balkan War during WW1 and WW2. Visit Marco Ivancic's Tumblr site: <http://marcoivancic.tumblr.com>

Writing Style

Anzac Heroes contains 30 biographies describing the heroic men and women's lives before, during and after the war. The biographies are written in the third person and chronologically list events in their lives. The men and women are arranged alphabetically with WW1 participants first, and then WW2.

On every double-page spread, along with the biography is an action illustration, a photograph of the heroic figure in uniform, images of their medals and a timeline of dramatic lifetime events. Text boxes give more details about one or two incidents that made that person famous.

To help the reader put the battles and events into context, each war (WW1 and WW2) begins with a world map outlining where the battles were held. A timeline follows, with each important event listed.

At the back of the book, there is background information about the military services available before and after WW1 and WW2, further facts about the medical services, and a visual glossary of medals. Readers can investigate further with a list of books and websites, an index and a glossary.

Shared Learning and Discussion Points

SHARING THE BOOK:

Prior to sharing the book, ask students to think about stories they've read or seen on television about WW1 and WW2. In pairs, students can relate to each other what they know about the two wars. As a class, brainstorm some of the words they might expect to see in the book. During the shared reading

session, encourage students to ask questions to clarify their understanding of the words and ideas in the book. While reading the biographies, encourage them to make predictions about what will happen next and to identify important themes and ideas.

INTRODUCING THE BOOK: COVER, INTRODUCTION, WORLD MAP, TIMELINE

Ask the students to study the front cover and read the back cover blurb, and then ask:

- When and where do you think the stories are set?
- What kind of book do you think it is? Is it fiction or non-fiction? Will it have sad, adventurous or funny stories?
- What experiences do you think the people in the book will have?
- Can you predict who might be in the book, or recognise some of the people?

Read aloud the introduction.

- Why has the author said the men and women in the wars were 'pawns in a deadly game'? Why has she said this in the introduction?
- Who were the Anzac soldiers and what did they symbolise?
- Why is it important that women and indigenous soldiers are included in this book? Why do you think there were barriers to them participating in the wars?
- Define 'brave' and 'heroic' and predict what type of actions they would show?

Ask the students to study the maps and timeline.

- Why has the author placed these at the beginning of the war stories? How will they help when reading the biographies?
- Look at the WW1 and WW2 maps and see what changed over those two wars?
- What new information have you learned from looking at the maps and timeline? Is there anything that needs clarification?
- Which countries were the battles held in?

PAGES 12-21

- Why do you think the author has chosen these five people?
- How do the symbols at the top of each page help you navigate these pages?
- Bassett, Buck and Harper served on the same battlefield, which is now remembered on Anzac Day. Where is it?
- Who received injuries and how did they get them?
- One of the soldiers had a special bond with another soldier in the same force. What was that bond and how did they communicate with each other in the field?



- What military force did Keith Caldwell fight in, and what was his job?
- Which soldier in this group received the Victoria Cross, and what did he get it for?

PAGES 22–29

- One person in this next group had six incredible escapes – who was it? Which escape seemed the most remarkable to you and why?
- Name one extraordinary thing each of these four Australians did.
- What was the top-secret mission that Lieutenant John Howell-Price took part in? Describe what happened.
- Why do you think John Howell-Price left the Navy after the war? Who did he work for afterwards?
- Why did Albert Jacka not get some of the awards he was recommended for? Do you think he was treated fairly? If not, why not?
- What attitude did people have towards Olive King when she said she wanted to help in the war effort? How did she overcome that resistance?
- What traumatic event changed Olive King's attitude to money and encouraged her to help the people in the country she was in?
- How many of Albert Knight's family members fought in the war? How many came back, who was injured, and who received awards?
- What happened in 2015 to honour Albert Knight's memory, and why do you think it took so long to happen?

PAGES 30–37

- These four men are not well known but have each achieved something that makes them outstanding in their country. Three of them received the Victoria Cross. Who were they, and what did they get it for?
- Why do you think Robert Little is largely unknown in his own country? Why is he referred to as an 'Ace'?
- Describe the action that Robert was involved in that you thought was most amazing. Write it like a news item being announced on television.
- What tragic mistake in hospital nearly ruined Frank McNamara's career forever?
- Frank returned to Australia in 1917 and learned he had been discharged from the army. Why do you think he fought the decision?

- Where did Harry Murray mostly fight? What was his most outstanding battle?
- What kind of food did Harry and his men have to eat in Gallipoli? Harry was hospitalised with a bowel infection that was common in WW1 – what was it?
- Why did William Sanders' boat and crew pretend to be something else? What is a 'panic party'?
- William Sanders may have known his days were numbered. How can you tell that?

PAGES 38–47

- What happened when the Germans captured the hospital in which Dr Jessie Scott was serving? How did she get back to England?
- Why were mosquitoes a problem at Lake Ostrovo? What kind of operations did Jessie perform in Serbia?
- What special award did Hugo Throssell receive and what was his comment upon receiving it? Why did he feel that?
- What happened to Hugo's brother and how did this affect Hugo? After the war, Hugo became an 'anti-war socialist'. What do you think this means?
- What kind of unit was Travis's Gang and what did they do that was so special?
- What was the mystery that took several years to solve after Richard Travis died?
- Compare the WW1 map with the WW2 map in a Venn diagram.
- Which German was widely held to blame for starting WW2, and what countries fought on his side? Why do you think they took his side?

PAGES 48–55

- What happened to Arthur Blackburn after he received the Victoria Cross? Why do you think he made it his mission to make sure soldiers had all the care they needed when they returned?
- In WW2, Arthur Blackburn was taken prisoner in Southeast Asia. What did he do in the POW camps?
- What did Tom Derrick say before his last battle? What did he do that proved he meant it?
- What was it about Tom's personality that led to him having hero status?
- Dr Edward Dunlop (Weary) tested his endurance at an early age. What did he do, and how would it help him in his war career?
- Weary Dunlop continued treating patients even when he was a POW in Thailand. What did he use for medical equipment in the camp?



- Why did the Japanese not honour the Geneva POW Treaty? How did they treat their prisoners?
- What brave action did Hughie Edwards do to receive the Victoria Cross?
- What was 'the triple' that he was the first to receive?

PAGES 56–63

- What sport did Bernard Freyberg excel at while at school that would come in handy at Gallipoli?
- Where did Bernard receive his wounds? How many did he have by the end of WW1?
- Why was Leon Goldsworthy's work so top-secret?
- What was the name of the last deadly bomb that Leon detonated in Normandy in 1944, and why was it so tricky?
- What medical skills did Joice Loch learn in Poland that would come in handy in Greece?
- What do you think was Joice's single biggest achievement?
- What battle did Moana-Nui-a-Kiwa fight in at Crete that earned the Maori Battalion a fearsome reputation? What did the Germans call them?
- What was Moana's last battle? What had his platoon nicknamed the hill?

PAGES 64–71

- What incident gave Keith Park the opportunity to learn how to fly and join the Air Force?
- What battle did Keith help co-ordinate that saved London? How much bigger was the German air fleet than the British?
- What did Peter Phipps do to get a Bar to his Distinguished Service Cross?
- Peter grew up loving the sea and sailing. How did he help other boys get that experience later on in life?
- Reg Saunders was missing-in-action for about a year. What happened to him during that time?
- Which enemies did Reg fight against throughout his military career? List the dates, places and enemy.
- Why was Operation Ramrod 17 doomed? What did Leonard Trent do to win a Victoria Cross?
- You may have seen an old WW2 war movie, *The Great Escape*. Leonard Trent was part of the real thing. How was his escape attempt foiled?

PAGES 72–81

- Charles Upham won two Victoria Cross medals (the second called a Bar). Where did he win them and for what?
- Why do you think Charles was embarrassed by the medals

and all the media attention? How do you think you would react if it were you?

- What did Nancy Wake first do for a job? Why did she change her occupation?
- What was Nancy's job as a spy? What did the Germans call her?
- What force did young Australian men serve in prior to WW1? What was the NZ force that started compulsory enlistment in 1909?
- What does it mean when a soldier is commissioned?
- Draw a flow diagram of what happens when someone is injured in the field.
- What new inventions and medical methods came out of the two wars?
- What is the highest medal an Anzac soldier can win? Name three soldiers who won that medal.

Activities

ACTIVITY 1: A GREAT ADVENTURE OR MISADVENTURE?

Men and women volunteered to help during the war because many thought it would be a great adventure. They would get paid to travel! It would be exciting! The war would be over before Christmas. They soon discovered that they were to be used as pawns in a deadly game. The men and women had to survive in harsh conditions with little food and water. Thousands were wounded and died in battle. Too often they were made to advance, even though their commanders knew most would die. Those who returned home had nightmares for years after. Create a song, dance or play to show the transformation from an exciting adventure, to endurance during hard times, to coming home as broken souls.

ACTIVITY 2: SOLVING WORLD PROBLEMS DEBATE

When Germany invaded its neighbouring countries, England and its empire declared war on Germany and its allies. What other options could they have employed? Look at the '198 methods of non-violent action' on www.aeinstein.org and discuss what might have worked to prevent the two wars. Have a class debate about war versus peace options.



teacher toolkit

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ACTIVITY 3: BATTLE SCENE

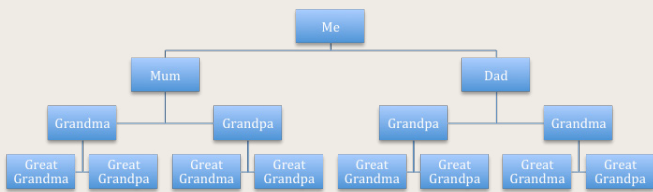
Many people visit the places where the battles were fought. They look very different now. Museums have recreated scenes from battles and visitors can see it how it was. Consider going to your local (or closest) war memorial to see some of those scenes. Pick one of the battles or one of the scenes that struck a chord with you from the book and create a diorama of it. It could be two-dimensional and have photographs, text and illustrations like the book, or it could be three-dimensional, like a scene at the museum, and have figurines, trenches, vehicles, etc. Consider adding other elements to it such as smell, sound and touch. You could also add a QR code and people could wave their smartphone over the presentation and see more information about it.

ACTIVITY 4: RESEARCH YOUR ANCESTORS

Use the following worksheet to investigate a relative from your distant past who was in one of the world wars. Write a biography about your relative and display it in a PowerPoint presentation.

RESEARCH A SOLDIER

1. **Family Tree:** Talk to your parents and grandparents about your family. Ask them to help you put together a family tree. Go back several generations until you find a soldier in your family.



Add in extra boxes for siblings. Your timeline can go sideways like this one or top to bottom or vice versa.

2. **Find** a family member who was in WW1 or WW2. The person might be a soldier in the army, air force or navy, or someone who helped the war effort in another way, such as a doctor, nurse or ambulance driver. Find out the details below about the man or woman you intend to research by asking family members.

Name:

Birth date:

Country of birth:

Date of death:

3. Look for the person's **military records** to find more information.

Go to: www.archway.archives.govt.nz or www.nzdf.mil.nz and war museums if they came from New Zealand.

Go to: www.naa.gov.au or www.awm.gov.au and local war museums if they came from Australia.

If your relative comes from England, America, India, South Africa, China, or Europe, search for military records or archives in that country. For example: 'military records India'. Try to find the following information:

Date enlisted:

Military division:

Embarked:

Disembarked:

Medals:

Injuries:

Significant dates:

Interesting information:

4. **Research** the place and time in other resources. Read books, talk to family members and check out websites. Make sure they are reliable websites, such as www.nzhistory.net.nz or www.westernfrontassociation.com or www.greatwar.co.uk or www.awm.gov.au. Also, look at the army, navy and air force websites in your country. Record information in the following chart or in a chart of your own. In the 'plus' column write something positive that happened to your person. In the 'minus' column write down anything negative that happened to him or her. In the 'interesting' column write down something really interesting that happened to him or her or that occurred during that battle.

PLUS	MINUS	INTERESTING

5. Write a **timeline** about the person's life. Draw your timeline in www.smartdraw.com or an equivalent online timeline or on paper. Write the dates in the circles and information about what happened on the dotted lines.



6. Gather **images** of the battles and the places your person was in. Include photographs of any medals he or she was awarded and of the uniform and the technology or weapons he or she used. Look at the above websites or search the name of the battle, type of weapon, medal or regiment to find suitable images.

7. Well done! You've gathered a lot of interesting information. Now is the time to collate it into a report. You might choose to show it on **PowerPoint** slides on your computer, on a software programme such as www.smilebox.com or something similar. Present it to the class. Ask for questions at the end, and don't forget to smile!

8. **Evaluate** yourself. Then pat yourself on the back. You've completed your project, and you have something that you can show your classmates as well as your relatives.

How to evaluate. Place a number beside the following bullet points:

1 = no effort 2 = little effort 3 = average job

4 = pretty good job 5 = excellent job

- o Resources (Did you use a range of books, online resources, experts?)
- o Recording (Did you record your information in an organised way?)
- o Accuracy (Did you check your facts?)
- o Presentation (Did you make an effort to present your information in an interesting way?)
- o Completion (Did you complete every task to its fullest?)



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