



Introduction

Scarecrow Army: The Anzacs at Gallipoli by Leon Davidson was published by black dog books in 2005.

It tells the Gallipoli story in a way that is accessible to readers aged approximately 9-15 years. As with other non-fiction texts published by black dog books, each chapter begins with a fictional voice, making it easy for readers to empathise with the experiences recorded and to see events from more than one point of view. Each fictional voice is followed by a chapter of easy-to-read factual narrative.

In *Scarecrow Army* the emphasis of the narrative is on the lives of the men who fought at Gallipoli, with many individual stories included. There are lots of photographs and several maps to help readers understand the historical events. The book also contains a timeline, a comprehensive glossary, a detailed index and an acknowledgment section that includes the sources of direct quotations used in the book. The acknowledgment section also includes a short list of recommended internet addresses, some of which lead to a huge variety of links.

Some resources for young people tell the story of Gallipoli as if it is a purely Australian story. This account gives full weight to the significance of the 'nz' in the word 'Anzac'. It also takes into account the experiences of soldiers from other countries, including the British, the French, the Indians and, importantly, the Turks.

***Scarecrow Army* in the classroom**

Every school library, primary and secondary, will want copies of *Scarecrow Army*. As well as being of great value as a reference, it is a very readable account of the Gallipoli story and will be a favourite across the 9-15 year age group.

Many schools will want to use the book as well in the classroom, for shared reading. There are many ways in which this can be done, such as the following:

- include *Scarecrow Army* in a wide reading selection of high interest titles, especially for boys
- include *Scarecrow Army* in a wide reading selection of titles about war, or more specifically about World War I
- include *Scarecrow Army* in a wide reading selection of non-fiction titles, making sure to add other titles from black dog books to the selection
- use *Scarecrow Army* in an English unit of work as a close study of non-fiction text
- use *Scarecrow Army* as the core text in an English unit of work on war or, more specifically, on World War I
- use *Scarecrow Army* as the starting-point for a HSIE or SOSE unit of work on Gallipoli or World War I
- use *Scarecrow Army* as the core text in an integrated cross-curriculum unit of work on Anzac Day
- use *Scarecrow Army* as the core text in an integrated cross-curriculum unit of work on Australian myths or Australian identity.



Because teachers will want to use *Scarecrow Army* in different ways for different purposes, these teacher's notes will not meet all needs. The emphasis has been on providing ideas for student activities based specifically on the text. There is a wealth of support material available for teachers who want to use the book within a HSIE or SOSE unit. Of particular value is the Australian government website www.anzacsite.gov.au and its very useful list of links and the splendid Australian War Memorial website www.awm.gov.au with its online archives. Another very rich website is that of the In Flanders Fields Museum at Ypres in Belgium at www.inflandersfields.be. This of course does not include material about Gallipoli but, like Leon Davidson's *Scarecrow Army*, the museum's emphasis is on the wartime experience of ordinary people. The clickable timeline is especially useful if you want students to understand the chronology of World War I.

Ideas for introducing *Scarecrow Army* to a class

- 1 Begin with a class or small group **brainstorming** session, where students jot down everything they know about 'Anzac' and 'Gallipoli'. Encourage them to include the most basic information – the date of Anzac Day, what the word means, the fact that soldiers from all wars march on Anzac Day, information from family history and so on.

Record the brainstorming on large sheets of paper that can be stored and re-visited after students have read and discussed *Scarecrow Army*.

- 2 Have students look closely at the **cover** of *Scarecrow Army*. Ask them to find the title of the book – and the sub-title. What does the book seem to be about? Have they heard the words 'scarecrow army' used to describe the Anzacs before? What is a scarecrow? Why might an army be called a 'scarecrow army'?
- 3 Have students look particularly at the two **photographic images** that are used in the cover design. What is represented by these images? Do the images give any clues as to what the book will be like? Ask students if they know how to find out where

those photos come from. (The source of the two photos is acknowledged on the imprint page - page iv. Both are from the Australian War Memorial Archives. One image is of soldiers from the 2nd Australian Division carrying full equipment, climbing a steep slope on Gallipoli. The other is of Anzacs in a front-line trench.)

- 4 Have students read the **blurb** on the back cover of *Scarecrow Army*. Ask them to decide what are the main ideas contained in the blurb.
- 5 Ask students to look at the **map** on page vi. Make sure that they know that there are two maps here and that they understand the relationship between the globe in the top left-hand corner and the larger, more detailed map.

Explore the map with students, asking questions like:

- What route would Australians and New Zealanders probably have taken to arrive in the area highlighted in the rectangle?
- Where is the Suez Canal – on the globe and on the larger map?
- What countries were involved in World War I? Where on the globe are Britain, France, Germany, Russia?
- Given the position of Russia on the map, why would it have been very important to them that the Dardanelles Strait remained open to their shipping? (Russian traders had used for centuries the route from the Black Sea, through the Bosphorus Strait - which is the tiny little line on the map beside the dot representing Constantinople - to the Sea of Marmara, through the Dardanelles to the Aegean Sea and eventually the Mediterranean.)
- Given that Russia and Germany were at war, what advantage was there to Germany in having the Turks as allies?



- 6 Ask students to use the Table of Contents (page v) to find other **maps** in the text. (They are on pages 36 and 144.) Ask them to explain what each of these maps represents. Suggest that they refer to the three maps as they read the text.
- 7 Draw students' attention to the **Glossary** on pages 180-181. Suggest that they may find it helpful to refer to the Glossary if they come across an unfamiliar word in the text.
- 8 Draw students' attention to the **Timeline** on pages 178-179. Advise students to refer to the timeline as they read the text.
- 9 Have students read the **Introduction** on pages 1 and 2. Ask them to find answers to these questions:
 - What did Leon Davidson know about Gallipoli before researching for the book?
 - As he did his research, what puzzled him most?
 - What part of the Gallipoli story does he most want to tell?

A Man's World

Read aloud to students the introductory pages of Chapter 1 – Gerald Sievers' fictional voice on pages 3-6. The worksheet 'A Man's World' can be used as the basis for whole class or small group discussion about these pages. As noted on the worksheet, Gerald was a real person (there is a photograph of him on page 17). Some of the other characters whose fictional voices are used at the beginning of chapters of *Scarecrow Army* are imagined.

The worksheet raises the vexed question of what it means to be a 'man'. Gerald's father has refused permission for him to go to Rome – 'No son of mine is going to sing in a choir' (page 5) but approves of him going off to war – 'this'll toughen him up, make a man out of him' (page 5). Davidson has given the chapter the possibly ironic title 'A Man's World'. In the very first section there is a call for 'more men' to replace the

many casualties like Gerald. What you do with this issue depends of course on your students' level of maturity. It would probably be unwise to get too distracted by the issue so early in the reading of the text, but the issue is there and it may be appropriate to return to it later.

The worksheet also introduces students to the difference between fictional and factual text: the difference between Gerald's fictional voice (pages 3-6), a voice imagined by Leon Davidson, and the direct attributed quotations that appear in some of the break-out boxes in the text, such as the quotation by Henry Lewis on page 59 or by Russell Weir on page 79. Some students will have difficulty grasping the concept because Gerald (like Henry and Russell) was a real person. Leon Davidson has imagined what the real person Gerald might have thought and felt and made up Gerald's voice – as opposed to quoting something that Lewis and Weir were actually recorded as having said. The fiction is based on a lot of true facts, such as that Gerald had worked in the wool store for two years, that his army number was 10/87, that his father was a sheep farmer at Wairapa, but it is still fiction.

Explain to students that *Scarecrow Army* is a factual or non-fiction text, constructed with a fictional voice at the beginning of each chapter. Some of these fictional voices are the voices of real people like Gerald; some are imagined people.

Discuss with students why a writer of a factual text might want to include some fictional voices. The clue is in the opening line: 'What if you were there...' You may want to introduce students to the word 'empathy'.

Reading the text

Whether the text is read in class or at home, as a shared or individual reading, will depend on the reading skills of the class and on the teacher's purpose.

The fictional voices lend themselves to reading aloud as a shared reading. Allocate to each student a section of the fictional text (approximately a page or a page and a half per student) and have students prepare and rehearse their reading before reading for the class. These



voices are virtually dramatic monologues and students should be encouraged to perform their readings with expression, to ensure that their audience empathises with the experience of the characters.

The worksheet 'The fictional voices', summarising the ten fictional voices, can be filled out as students hear the voices read aloud. One of the columns students have to fill in is whether the voice is that of a real or an imagined person. As students complete the worksheet, discuss with them again what these fictional voices contribute to the effectiveness of *Scarecrow Army*.

Some teachers like students to summarise a text as they read or to answer questions, chapter-by-chapter. This can sometimes be helpful and the worksheet 'The Longest Day' has been provided to enable students to clarify the events of the landing. This worksheet is probably best handled as a whole class exercise. Many students regard summarising or answering chapter-by-chapter questions as a punishment for reading. If such an approach is required, we recommend some of the following strategies:

- Share the summarising. Divide the class into ten small groups – each group summarises one chapter only. Each group in turn enters their summary on a Word document. The final document can be printed so that everyone has a copy of the complete summary.
- Keep the summaries very, very short. A limit of 20 words per chapter is a good idea. This forces students to think about the purpose of the chapter, rather than just listing events. An added challenge is to insist on 20 words exact (not 19 or 21).
- Ask for the summaries to be in visual format such as a mind map or as brief notes with headings and bullet points.
- Use the timeline on pages 178-9 as the framework for a summary. Again share the task. Allocate each small group several lines from the timeline, which they write out on a large sheet of paper leaving plenty of space between each event. Fill in on the timeline details from the book.

- Again in groups, have students design chapter-by-chapter questions. Each group is allocated one chapter, about which they ask three important questions. Groups then exchange and answer questions. Students are surprisingly good at designing such questions, perhaps because they have had to answer so many of them in the past. Students also enjoy being asked to come up with three very obscure questions to test others in the class.

Rather than having students summarise the text, many teachers prefer to guide students' reading by giving them a general task that will need to be completed after the reading is completed. Such a task is provided by the worksheet headed 'Some common beliefs about the Anzacs'. The worksheet lists several common myths about the Anzacs and asks students to consider whether or not the belief is supported by the evidence in *Scarecrow Army*. Suggest to students that they might jot down relevant page numbers as they read, so that they can locate the evidence later.

Rather than providing chapter-by-chapter questions, the worksheets that follow are designed to develop specific reading skills, such as the ability to skim for information or to distinguish between fact and opinion.

Context

Read with students the paragraph about the Anzacs' contact with the Egyptians (from the last line on page 28 ('The soldiers were pestered ...')) Discuss the Australian attitude and the use of the word 'Gyppos'. How would the public react these days if Australian soldiers serving overseas treated the locals in this way? What has happened in the ninety years since World War I that has changed Australian attitudes? Audrey Herbert, whose journal is available on the internet (see 'Websites' on page 183) said that: 'The native Egyptian was, it must be admitted, constantly very roughly treated, for the average Australian, while he was at first apt to resent superiority in others, felt little doubt about his own claim to it.'



You might also like to discuss the statement that: 'They believed that this was because of the respect the New Zealanders had for the Maoris.' Why was the Australian experience so different?

Differences in cultural attitudes are apparent too in the Anzacs' behaviour as tourists: they 'climbed the pyramids and cut their names next to those of Roman and Napoleonic soldiers' (page 27) and 'looted old archaeological sites for treasures' (page 27).

The idea that Australians are 'larrikins' dates from this period. We often use the word affectionately. What kind of behaviour earned Australians that description? Is it necessarily a tradition that we want to continue? Can women be larrikins?

Other issues that relate to historical and cultural context include concepts of masculinity (an issue raised by the worksheet 'A Man's World') and the question that Leon Davidson asked in his Introduction: why men went so unquestioningly to certain death.

Some suggested writing tasks

Fictional narrative

Ask students to write their own fictional voice for *Scarecrow Army*. They can choose to be a real person like Gerald or an imagined person like Pete Walden. They can be anyone who might have been there at Gallipoli – the Turkish commander Kemal, the French soldier who swapped rations with some Australians, a nurse or doctor on the hospital ship off shore, one of the war correspondents like Ellis Ashmead-Bartlett or Keith Murdoch, and so on.

Whether they write about a real or imagined person, students need to follow Leon Davidson's example and base their narratives firmly on factual information.

Report writing

Tell students that they are to imagine that they have been hired as a consultant to a film company that will be making a film about the Anzacs at Gallipoli. Their task is

to ensure that the film company gets the historical details right – what the soldiers looked like, what they ate, where they slept, how they passed their time during the long periods of time when there was no military action. Students have to write a report for the film company that will be used as a reference by the scriptwriter and by the set and costume designers.

Storyboard

Leon Davidson includes many personal stories from Gallipoli, such as individual acts of heroism, such as that of the wounded Captain William McDonald on page 113 or of Lieutenant Colonel Alexander White on pages 118-119. Ask students to choose a favourite story. The story is to be included in a film that is being made about Gallipoli. Students can draw up a storyboard showing, in a series of frames, the shots that will tell the story. The frames should indicate camera angle and distance.

Journal writing

Ask students to write in their personal journals about some of the following:

- what they found most surprising about the Gallipoli story
- what they would have found hardest to cope with if they had been there
- why they think the men obeyed orders even when they knew it would lead to certain death
- whether reading *Scarecrow Army* has made them think differently about war

Expository writing

Tell students that some members of the community think that young people like them should be protected from information that is unpleasant. They are to imagine that such a person has heard that their class is reading *Scarecrow Army*, with all its detail about life and death in the trenches. The person has not, of course, read the book but still has very strong opinions about it. He or she is especially shocked to learn that there is even a chapter in the book headed 'Corpse Flies'.



- 1 Ask students to write the letter that this imaginary person sends to the principal of the school, protesting that a book like *Scarecrow Army* should not be read by students of their age. Remind students that the person has not read the book so has very few facts to go on. Instead, the letter-writer will use strong, emotive language and generalisations along the lines of 'Everyone knows that young people today ...'
- 2 Have students then write their own replies to that letter, giving their views of whether *Scarecrow Army* is appropriate reading for the class. This will still be expository writing, attempting to persuade the reader of a particular point of view, but it will be based on a series of arguments rather than unfounded assertions. Students should make specific reference to the book.

Essay writing

Have students write an essay on the topic: 'The greatest danger at Gallipoli was not the Turkish bullets but boredom and disease.'

Some suggested speaking tasks

- 1 If possible, program classroom work on *Scarecrow Army* to coincide with Anzac Day. After they have read the book, students can be asked to prepare and rehearse an Anzac Day speech. This is best done in small groups, so that whole class groups don't have to listen to thirty-odd speeches one after the other. If possible, make this a real exercise, with students voting for the best speech to be delivered at the school ceremony.

This task can be varied by asking students to prepare speeches for different audiences. For example:

- a speech for their own school assembly
- a speech for a younger audience at a neighbouring primary school
- a speech suitable to be delivered by an Australian or New Zealand exchange student speaking at a school assembly in another country

Internet research

Some recommended websites can be found on page 183. These are an excellent starting-point, especially as they cover such a diversity of material. The first site listed, for example, is the detailed journal of a British officer, Audrey Herbert. The journal was published in 1919 but was ignored: at the time the public did not want to hear about the horrors of the war that had just finished. It was almost another ten years before books like *All Quiet on the Western Front* found an audience. The second site is the Turkish Ministry of Culture and Tourism. The address **www.gallipoli.com.au** takes you to the text only version of an Australian government site, which links to a fuller version at **www.anzacsite.gov.au**. This is a wonderfully rich site, with many teaching ideas. One initial class exercise that would be worthwhile is to assign the links that are found on that site to groups within the class, asking each group to research just one link and to provide a brief review summarising what that site has to offer. The Australian War Memorial site is also a superb teaching resource. Of particular interest in relation to *Scarecrow Army* is the huge photographic archive. Another task that could be given to students is to browse the Gallipoli archives. Ask them to imagine that they are the editor of *Scarecrow Army* and that there is room to include just one more photo in the text. Of the huge range available, which one would they choose – and why?



Students reflect on their learning

- 1 The first chapter of the book was called 'A Man's World'. Gerald Sievers' father approved of his going off to war because 'this'll toughen him up, make a man out of him' (page 5). Gerald, like so many others, was killed. Is war the best way of making a man? Is being tough the most important manly quality? Have students respond to this issue by writing about it in their journals or talking about it in small groups.
- 2 Find the large sheets of paper on which the original brainstorming session was recorded. Have students read through the points that they jotted down before they read *Scarecrow Army*. Ask students to put a large tick beside any that they now agree are completely right. Ask them to cross out and amend any that they now think need to be changed. Have them put a large question-mark beside anything that they find doubtful – where they feel that they need more information before they can decide whether the point is valid.

In the first paragraph of his Introduction, Leon Davidson tells us how little he knew before undertaking the research to write the book. Ask students to sum up the difference between their knowledge and attitudes before and after reading *Scarecrow Army*. How much did they originally know? What were the most important and interesting things that they learned? Did they previously believe in some myths that the book does not seem to support?



A Man's World

Read pages 3-6 of *Scarecrow Army*. Gerald Sievers, whose voice we hear in these pages, was a real person – a New Zealander who at the age of twenty-four left his home at Wairarapa to go off to a war on the other side of the world. This was his first great adventure. He had a beautiful voice and had been chosen to sing in the Sistine Chapel choir in the Vatican in Rome but his father had refused permission for him to go.

Discuss the following questions about the text:

- 1 Look at the five sub-headings in the text, giving location and date. Why do you think Leon Davidson began with 25 April 1915 and then went back (in flashback) to August 1914, rather than narrating the events in chronological order?
- 2 Compare the dates in the text to the timeline on pages 178-179. Work out:
 - when Britain (and consequently Australia and New Zealand) declared war. How soon did Gerald join up?
 - what was happening in Europe while Gerald was doing his military training at Palmerston North.
 - when the first troops left New Zealand on their way to the war.
- 3 You know that 25th April was the first day of the Gallipoli landings. What happened to Gerald (and to many others) on that very first day?
- 4 How did Gerald feel about joining up? How did he feel when he and the others marched to the ships to go off to war?
- 5 Why had Gerald's father refused permission for him to go to Rome? What did his father think about him going off to fight for King and Empire?
- 6 Leon Davidson has called this chapter 'A Man's World'. What do you think of that as a title?
- 7 Gerald was a real person. However, Gerald's voice in

the text that you have been looking at is fiction, not fact. Compare the pages in Gerald's voice to the quotations in the break-out boxes on pages 59 and 79. Explain why the voices of Henry Lewis and Russell Weir are factual, while the voice of Gerald (who was just as real as Henry and Russell) is fictional.

The fictional voices

Each chapter of *Scarecrow Army* begins with a fictional narrative. Some of the voices are real people and some are made-up characters, but all the voices – even those of real people talking about events that actually happened to them – are fictional, because Leon Davidson has imagined what they might say. If they were non-fictional voices, they would be the actual words that a real person was recorded as having said or written, as in the case of some of the break-out boxes in the text.



Complete the following table for each of the fictional voices.

Chapter no.	Place	Date	Name of person	Character: real or imagined?
Chapter 1	Anzac Cove Wellington Wairarapa Palmerston North Wellington	25 April 1915 August 1914 August 1914 Sept 1914 October 1914	Gerald Sievers Wellington Battalion NZ Infantry Brigade	Real
Chapter 2	Egypt			
Chapter 3				
Chapter 4				
Chapter 5				
Chapter 6				
Chapter 7				
Chapter 8				
Chapter 9				
Chapter 10				

Some common beliefs about the Anzacs

Leon Davidson says in the Introduction to *Scarecrow Army* that ‘there are many myths about Gallipoli’. Some of them are listed below. As you read *Scarecrow Army*, keep these myths in mind, considering whether or not they are supported by the evidence in the text. As you read, jot down relevant page numbers under each statement. When you have finished reading, talk with a partner about the list, comparing the evidence you have gathered.

- 1 The British generals were incompetent.
- 2 Australian soldiers were undisciplined larrikins.
- 3 There was mutual respect between the Anzac and Turkish soldiers.
- 4 The British generals thought poorly of the colonial troops.
- 5 The Anzacs were very inventive.
- 6 What the Anzacs valued most was mateship.
- 7 The colonial troops were taller and fitter than their British counterparts.
- 8 The generals had little concern about loss of life.
- 9 Illness was a greater threat to the troops than bullets and shrapnel.
- 10 The Anzacs obeyed orders to attack even when they knew the attack meant certain death.



The longest day

Chapter 3 – ‘For King and Empire’ tells the story of the landing at Gallipoli on the 25th April. Based on your reading of that chapter, complete the following information about that day:

At 1 a.m.

At 3 a.m.

At 4.29 a.m.

By 7 a.m.

By 9 a.m.

At almost 10 a.m.

By 10 a.m.

By 10.30 a.m.

During the afternoon

As night fell

Skimming for information

In Column 1 below you will find a list of dates. In Column 2 there is a list of events. Draw a line from the date in Column 1 to the event that occurred on that date in Column 2. In order to do this, you will need to skim for clues on the following pages:

130, 44, 95, 166, 79, 22, 7, 174, 13, 140, 84, 163, 168

Date	Event
25 April 1915	Australian and New Zealand soldiers landed at Cape Helles.
18 December 1915	Australian and New Zealand ships left Australia bound for Britain.
25 May 1915	The Australian Light Horse and New Zealand Mounted Rifles arrived from Egypt.
1500 AD	The Archduke Franz Ferdinand was assassinated.
1 November 1914	The Ottoman (Turkish) Empire surrendered.
6 May 1915	The ‘silent battle’ began.
28 June 1914	The British battleship Triumph was sunk.
10 August 1915	All except 20 000 troops had been evacuated.
31 October 1918	Germany surrendered.
12 May 1915	Soldiers played cricket on the beach to distract the Turks from the evacuation.
8 August 1915	Chunuk Bair was lost to the Turks.
17 December 1915	The 4th Australian Brigade attacked Hill 971.
24 November 1915	The Ottoman Empire stretched from Austria to Iran.
11 November 1918	By 9 a.m. 12 000 Australian soldiers had been landed on the Gallipoli peninsula.



Following orders

Re-read the section from the heading on page 79 'Helping the British, 6 May 1915' to the end of the paragraph just before the heading on page 84, 'Slaughter at Anzac, 19 May 1915'.

Answer these questions about this section of *Scarecrow Army*.

- 1 Four commanding officers are mentioned in this section: General Hamilton, Major General Aylmer Hunter-Weston, Brigadier General Francis Johnston and Colonel James McCay.
 - a Which of those four officers was the commander of the 2nd Australian Brigade?
 - b Which of them was a New Zealander?
 - c Two of them were British. Which two?
 - d Of the four, who had the ultimate say – able to overrule all the others?
- 2 On page 80 we learn that Major General Aylmer Hunter-Weston ignored General Hamilton's advice that the attack should be made at night because he did not trust his men. What other evidence is there in this section of the book that the commanding officers did not trust their men?
- 3 In what ways were the strategies used by the commanding officers the same as those that had been used in the nineteenth century?
- 4 After the slaughter, how did the soldiers feel about their commanding officers?
- 5 Look at the information in the caption under the photograph on page 83. What percentage of the Anzacs involved in this failed attack became casualties?
- 6 There is an even more frightening statistic in the paragraph immediately under the heading 'Slaughter at Anzac, 19 May 1915'. Can you find it?
- 7 What is suggested by the heading 'Slaughter at

Anzac' that would not be suggested by 'Death at Anzac'?

Anzac inventiveness

One of the myths about the Anzacs that is supported by *Scarecrow Army* is that the soldiers were enormously inventive.

- 1 Explain how they solved each of the problems below. You can refer to the page given in brackets if you can't remember the answer.
 - a How to catch fish when they didn't have any fishing gear (page 101)
 - b How to provide lighting in their dugouts (page 70)
 - c How to cope with the lack of grenades (p. 64)
 - d How to add to their limited supplies of fresh water (page 98)
 - e How to avoid being shot as they peeped over the top of a trench to take aim (page 64)
 - f How to make their boring rations more interesting (pages 101-2)
- 2 Photographs of two of the inventions can be seen on pages 65 and 170. Write a short paragraph describing each of these inventions: what their purpose was and how they worked.

Fact and opinion in non-fiction text

A non-fiction text like *Scarecrow Army* is based on factual information. This does not mean, however, that the author never expresses an opinion.

Background information about some of the commanders at Gallipoli is provided in break-out boxes in the text. You will notice that the information given about the commanders is mostly factual; nevertheless, by his choice of words or by his selection of facts Leon



Davidson is able, in these very brief passages, to express some opinions on the competence of these leaders.

- 1 Read the break-out box about Churchill on page 15. What noun does Leon Davison use that suggests strongly that Churchill's command was incompetent?
- 2 Read the break-out box about Hamilton on page 16. What adjective does Leon Davison use that questions the success of Hamilton's command?
- 3 Read the break-out box about Godley on page 30. Leon Davison says that Godley was 'widely disliked by the New Zealand troops.' Is this a fact or an opinion?
- 4 A reader's response can be shaped by the selection of detail. Read the break-out box about Birdwood on page 31. What detail does Leon Davidson include to show that Birdwood was a commander who thought about his men's welfare.
- 5 What detail is used about Bridges on page 32 to show that he was thought by the men to be courageous?
- 6 Godley was described as 'widely disliked'. How is a similar technique used in the break-out box about Kemal on page 50 to express an opinion about his command?
- 7 In the break-out box on page 70 Malone is said to have been 'more concerned about getting his men home alive than winning the war quickly'. Is this a fact or an opinion.
- 8 Again, in the break-out box about Monash on page 115, Leon Davidson quotes general (but unspecified) opinion: 'He was considered to be one of the best generals.' This is like saying 'Everyone knows ...' Who exactly is 'everyone' and how do we know what they know? Davidson's opinion of Monash is also apparent in his use of a particular adjective. Which one?
- 9 There is nothing wrong with the writer of a non-fiction text expressing an opinion. In Leon Davidson's case, the opinions are based on careful research of the facts. It is our job as readers, however, to be alert to the difference between fact and opinion, so that we

are aware when a writer or speaker is trying to influence our response. Do some extra research on one of the commanders you have been reading about and then write two short non-fiction passages about him. Choose your words and your selection of facts so that one piece of writing conveys a favourable impression of the man; write a second piece that gives an unfavourable impression.

Colloquial language

One way of making the fictional voices of *Scarecrow Army* convincing is to have them speak in a colloquial or conversational language that is appropriate to the character.

- 1 Look at the fictional voice at the beginning of Chapter 1 (pages 3-6). Find in the text the colloquial expressions that are used that mean:
 - a I am exhausted.
 - b It is very difficult to push through these bushes.
 - c I was delighted when they told me that I had been accepted.
 - d By the time I arrive home I am very excited.
 - e My father is removing sheep's intestines.
 - f Virtually nothing had been said about my departure.
 - g We have been marched very long distances.
 - h A policeman removed one man's girlfriend who refused to let go.
- 2 In the fictional voice at the beginning of Chapter 2 (on pages 18 and 19) find the colloquial expression that is used for:
 - a hitting
 - b penniless
 - c going to
 - d believe
 - e leave without paying
 - f attracted to
 - g out of
 - h shout
 - i because
 - j keep quiet
 - k Egyptian
 - l alcoholic drink



The components of a book

If you are familiar with the components of a book, you will find it much easier and quicker to find information that you need.

- 1 You will find answers to all the following questions by looking at the cover of *Scarecrow Army*.
 - a What is the title of the book? How many times is the title printed on the cover?
 - b What is the sub-title of the book? Where is it printed?
 - c How can you tell which one is the title and which is the sub-title?
 - d What is the name of the author? How many times does the author's name appear on the cover?
 - e Who is the publisher of the book? How many times does the publisher's name appear on the cover?
 - f What is the publisher's logo or distinguishing symbol? How many times does the logo appear on the cover?
 - g What is the address of the publisher's website?
 - h A blurb is a description of the contents of a book. Where is the blurb?
 - i What is the book's ISBN or International Standard Book Number? How many digits are there in the ISBN?
 - j What is the book's barcode number? How many digits are there in that number?
- 2 You will find answers to all the following questions by looking at the introductory pages of *Scarecrow Army*.
 - a Where does the page numbering of the book begin?
 - b How many pages are there before the first page number appears?
 - c These introductory pages are usually numbered by Roman numerals (i, ii, etc), even if those numbers are not printed in the book. What information can be found on the flyleaf on page i?
 - d Pages ii and iii make up the title page of the book. In *Scarecrow Army* this is designed as a double-page spread – one design covering the two facing pages. In some books there is a frontispiece, perhaps with an illustration, on the left-hand side and a title page on the right-hand side only. What information is given on the title page?
 - e Page iv is the imprint page. This page contains a huge amount of information. Find the following:
 - the publisher's fax number
 - the author's age
 - the date of publication
 - the name of the book's designer
 - the country where the book was printed
 - the copyright owner of the book
 - the ISBN
 - the call number which will tell you where to find the book in a library
 - f The imprint page also has a section headed 'photos credits'. Look again at the front cover of the book. You will notice that the cover design is made up of two photographs. Where did the book's designer find those photographs?
 - g The photo on the bottom half of the cover is featured elsewhere in the book. Where?
 - h Where in the introductory pages do you find the photograph of the sniper in the trenches at Pope's Hill? What collection did this photograph come from? Flip through the book and find where else this image is used.



- i Page v is the Table of Contents. How many chapters does the book have?
- j What other components of the book are listed in the Table of Contents?
- 3 a The heading on page 95 of the book is 'Stalemate, June to July 1915'. Use the book's glossary to explain what a 'stalemate' is.
- b On page 114 of the text Leon Davidson writes that 'the New Zealanders marched as quietly as possible along a widened sap'. Use the glossary of the text to explain what a 'sap' is.
- c On page 12 of the text we learn that the Australian troops were known as 'six bob a day tourists'. Use the glossary of the text to explain what a 'bob' meant.
- 4 Use the index of *Scarecrow Army* to find answers to these questions:
- a On what date was the Triumph sunk?
- b What was a 'meat ticket'?
- c Who named one of the Gallipoli hills 'Bloody Ridge'?
- d How did the men try to deal with the lice?
- e Who was Enver Pasa?
- f What position did Winston Churchill hold in 1915?
- 4 A good non-fiction text discloses its sources (where the author found the information in the text). This is something that you may need to do when you are asked to provide a bibliography listing books, articles and websites that you have consulted in preparing a report.

On pages 182-3 Leon Davidson has included a 'select bibliography' – a list of the resources that he found most useful. Find answers to these questions in the bibliography:

- a Of all the books that Leon Davidson read, which one was published first?

**A Man's World**

- 1 Storytellers often begin a story at an exciting point in the action, as Leon Davidson does here, and then use flashback to fill in the background details. It is a good way of grabbing the reader's interest.
- 2 Britain declared war on the 4th August 1915. Gerald joined up in August. While Gerald was doing his military training at Palmerston North in September, the first trenches were being dug on the battlefields of Europe. The first troops left New Zealand on the 15th October.
- 3 Gerald (like so many others) was wounded on the first day of the landings, before he had even seen an enemy soldier.
- 4 Gerald was very excited, both about joining up and going off to war. He thought that he was 'finally going to do something with my life (page 40. As he marched to the ship, he said: 'I've never felt better in my life.' (page 6)
- 5 Gerald's father believed that singing in a choir was an unsuitable job for a man. He thought that going to war would 'toughen him up, make a man out of him' (page 5).
- 6 Obviously everyone will answer this question differently. Some people might think that Leon Davidson has used an ironic title – he says that war is 'a man's world' but he is really questioning whether war is the best way to 'make a man' of someone.
- 7 The quotations from Henry Lewis and Russell Weir are words that these two men were recorded as having said: you can actually find where Leon Davidson found the quotations by looking at the Acknowledgments on page 183. In the case of Gerald, Leon Davidson has used the information that he knows about this real person and has imagined what that person might have thought and felt. Gerald was real but his words in Scarecrow Army are made up.

The fictional voices

Chapter no.	Place	Date	Name of person	Character: real or imagined?
Chapter 1	Anzac Cove Wellington Wairarapa Palmerston North Wellington	25 April 1915 August 1914 August 1914 Sept 1914 October 1914	Gerald Sievers Wellington Battalion NZ Infantry Brigade	Real
Chapter 2	Egypt	January 1915	Private Pete Walden 11th Battalion, 3rd Australian Infantry Brigade, 1st Australian Division	Imagined
Chapter 3	Aegean Sea	25 April 1915	Pete Walden	Imagined
Chapter 4	Anzac Cove	Late May 1915	Gerald Sievers	Real
Chapter 5	Anzac Cove	June 1915	Gerald Sievers	Real
Chapter 6	Anzac Cove	July 1915	Pete Walden	Imagined
Chapter 7	Tasmania Post, Anzac Cove	5 July 1915 6 August 1915	Pete Walden	Imagined
Chapter 8	The Apex Chunuk Bair	7 August 1915 8 August 1915	Lieutenant Colonel William Malone Commander, Wellington Battalion	Real
Chapter 9	Bloody Ridge	September 1915	Umit Bey 2nd Battalion, 47th Regiment, 16th Turkish Division	Imagined
Chapter 10	Wairarapa	October 1915	Mary Sievers	Real



Some common beliefs about the Anzacs

We have not provided answers to this worksheet because opinions will vary. Students should make sure that they have specific evidence from the text (including page references) to support their views.

The longest day

At 1 a.m. the soldiers were woken up on the ships offshore.

At 3 a.m. 1 500 Australian soldiers left the ships and headed for shore.

At 4.29 a.m. the first boat reached land.

By 7 a.m. the Australians thought they were winning.

By 9 a.m. 12 000 Australians had been landed.

At almost 10 a.m. the first New Zealanders left their ships.

By 10 a.m. the Turkish counterattack was building.

By 10.30 a.m. the guns of the Indian Mounted Artillery were landed.

During the afternoon no further troops were landed. The soldiers on shore tried desperately to hold on, waiting for nightfall, unable to make any progress or to dig trenches.

As night fell the exhausted, hungry soldiers dug trenches.

Skimming for information

In the table below the date has been lined up alongside the event that happened on that date.

Date	Event
25 April 1915	By 9 a.m. 12 000 Australian soldiers had been landed on the Gallipoli peninsula.
18 December 1915	All except 20 000 troops had been evacuated.
25 May 1915	The British battleship <i>Triumph</i> was sunk.
1500 AD	The Ottoman Empire stretched from Austria to Iran.
1 November 1914	Australian and New Zealand ships left Australia bound for Britain.
6 May 1915	Australian and New Zealand soldiers landed at Cape Helles.
28 June 1914	The Archduke Franz Ferdinand was assassinated.
10 August 1915	Chunuk Bair was lost to the Turks.
31 October 1918	The Ottoman (Turkish) Empire surrendered.
12 May 1915	The Australian Light Horse and New Zealand Mounted Rifles arrived from Egypt.
8 August 1915	The 4th Australian Brigade attacked Hill 971.
17 December 1915	Soldiers played cricket on the beach to distract the Turks from the evacuation.
24 November 1915	The 'silent battle' began.
11 November 1918	Germany surrendered.



Following orders

- Colonel James McCay
 - Brigadier General Francis Johnston
 - General Hamilton and Major General Aylmer Hunter-Weston
 - Major General Aylmer Hunter-Weston
- The men were not given any information by their officers. For example, on page 80, we learn that the New Zealanders did not know their objective, where the enemy was or even that there were British troops ahead of them. On page 82 we learn that none of the Australians knew what they were meant to do.
- They sent large numbers of men across open country in broad daylight, as if it did not matter how many were killed.
- The Australians blamed their commanding officer, even though he had only been obeying orders, but the New Zealanders blamed the British generals.
- 32.79% - that is one in three.
- By the end of the first week at Anzac Cove, half the Anzacs (that is, one in two) were dead or wounded.
- The word 'slaughter' usually suggest the killing of many. It often also has connotations of great cruelty. It is a much stronger word than 'death'.

Anzac inventiveness

- They threw jam-tin bombs off the pier and then dived in and collected the stunned fish.
 - They made 'slush lamps' out of tins filled with bacon fat with a plaited sack as a wick.
 - They made 'jam-tin' bombs by packing empty tins with bullet cartridges, bits of shrapnel and explosives.

d They collected dew each morning from the waterproof sheets that hung over their dugouts.

e They made periscopes with pieces of mirrors from the ships attached to either end of a piece of wood

f They made a kind of porridge from their hard biscuits, added wild thyme to their bully beef, made a stew from their bully beef by adding water, biscuits and jam, and made a dessert of biscuits soaked in water and jam.

- The purpose of the periscope rifle was to allow soldiers to see what was going on without the need to look over the parapet of the trench, risking being shot. The periscope consisted of small squares of mirror attached to either end of a piece of wood.

The purpose of the delayed action device was to deceive the enemy into believing that there were still soldiers in the trenches. The device caused the rifle to fire up to twenty minutes after the soldiers had gone. It worked by means of weights operated through water escaping from one tin to another.

Fact and opinion in non-fiction text

- The word 'fiasco' suggests that Churchill was incompetent. Consider how different the effect would have been if the author had written: 'He fell out of favour after the Gallipoli action ...'
- Leon Davidson uses the adjective 'indecisive'. Consider how different the effect would have been if the last sentence had simply said: 'He had served in numerous military campaigns.'
- It is an opinion, unless it was based on a statistically sound survey.
- The detail that is used is the one about Birdwood refusing offers of cups of tea because he knew how scarce water was.



- 5 He did not duck when he was inspecting the front-lines.
- 6 Kemal is said to have been 'widely credited' with defeating the attack.
- 7 It is an opinion, although based on a lot of facts about how Malone behaved.
- 8 The adjective is 'excellent'.
- 9 Everyone will have different answers here. Share your writing with others in the class and talk about ways in which the positive or negative view can be enhanced by choice of words and selection of facts.

Colloquial language

- 1 a God, I'm already knackered.
b These bushes are a bastard.
c I was chuffed when they told me I was in.
d By the time I get home I'm full of beans.
e Dad's pulling out a sheep's guts.
f Bugger-all had been said about me going.
g We've been marched from here to bloody Timbuktu.
h One man's girlfriend is pulled off by a cop because she wouldn't let go.
- 2 a whacking
b stint
c gonna
d reckon
e do a runner
f keen on
g outta
h holler
i 'cos
j shut his gob
k Gyppo
l grog

The components of a book

- 1 a The title is 'Scarecrow Army'. It appears twice: once on the front cover of the book and once on the spine.
b The sub-title is 'The Anzacs at Gallipoli'. It is printed on the front cover, above the title.
c The title 'Scarecrow Army' is in larger font on the front cover than 'The Anzacs at Gallipoli'. Only 'Scarecrow Army' appears on the spine.
d The author's name is 'Leon Davidson'. The name appears twice: once on the front cover of the book and once on the spine.
e The publisher is 'black dog books'. The name appears on the spine of the book and on the top right-hand side of the back cover.
f The publisher's logo is the little black dog, usually with a speech balloon saying 'black dog'. The logo appears on the back cover and, without the speech balloon, on the spine of the book.
g The address of the publisher's website is **www.bdb.com.au**.
h The blurb is the printed text on the back cover, beginning 'On 25 April 1915'.
i The ISBN is 1-876372-60-5. it has 10 digits.
j The barcode number is 9 7881876 372606. it has 14 digits.
- 2 a the page numbering begins with the Introduction on page 1.
b Six.
c The flyleaf contains the title and sub-title and a photograph.
d The title page includes title, sub-title, author's name and publisher, in this case represented by the publisher's logo.



e The publisher's fax number is 61 3 99419 1214.

The author was born in 1973. You can work out from that how old he is.

The book was published in 2005.

The book was designed by Ellie Exarchos.

The book was printed in Australia.

Copyright is owned by the author Leon Davidson.

The ISBN is 1-876372-60-5.

The library call number is A823.4.

f Both these photos come from the collection of the Australian War Memorial.

g The photo is repeated on the title page of the book, pages ii and iii.

h You find this on the flyleaf, on page i. It comes from Kippenberger Military Archive held in the Army Museum at Waiouru in New Zealand. The image is also used on the top left-hand side at the beginning of each chapter.

i The book has 10 chapters.

j Other components listed in the Table of Contents are: the Introduction; the Timeline; the Glossary; Acknowledgments; Index; and the page numbers on which maps appear.

3 a A stalemate is a period during which neither side can make any progress.

b A sap is a deep narrow trench.

c 'Bob' was slang for a shilling in pre-decimal Australian and New Zealand currency.

4 a The *Triumph* was sunk on 25th May 1915.

b A 'meat ticket' was the name the Anzacs gave to the identification disc that they wore around their necks or wrists.

c The Turkish soldiers named one of the Gallipoli hills 'Bloody Ridge'.

d The men crushed the lice with their thumb nails then ran a lit cigarette down the seams of their clothes to kill the eggs.

e Enver Pasa was the leader of the Young Turks who signed a secret alliance with Germany.

f Winston Churchill was Britain's First Lord of the Admiralty.

5 a Private H. W. Cavill's book *Imperishable Anzacs* was published in 1916.

b Charles Bean's official history was published in two volumes: Volume 1 in 1921 and Volume 2 in 1924.

c Three Turkish resources are: *Before and After Gallipoli. A Collection of Australian and Turkish Writings*, *Lone Pine (Bloody Ridge) Diary of Lt. Mehmed Fasih* and *A Turkish view of Gallipoli Çanakkale*.

6 This quotation comes from 'Bean, Vol II, page 733'. The full details of 'Bean' are given on the facing page in the select bibliography, which is arranged alphabetically by author name.