INTRODUCTION

Begin by reading the book The Gallipoli Oaks Story to your students.

Inquiry Questions
1. Who were the Anzacs?
2. How did William go from being a farmer to a soldier?
3. Where did the Gallipoli Oak tree acorns come from?
4. Why are plants often used as a symbol to remember war?

Historical Terminology

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tbody>
<tr>
<td>Gallipoli</td>
<td>A town in Turkey.</td>
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<tr>
<td>Gelibolu</td>
<td>The local Turkish name for Gallipoli</td>
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<tr>
<td>Anzac</td>
<td>Australian and New Zealand Army Corps during World War I.</td>
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<tr>
<td>Anzac Day</td>
<td>A public holiday held to mark the landing of Australian and New Zealand troops at Gallipoli on 25 April 1915.</td>
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<tr>
<td>Relief map</td>
<td>A model map showing the height of the land, often made out of modelling clay or plastic.</td>
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<tr>
<td>Memorial</td>
<td>An object or event created to pay tribute to a person or group of people.</td>
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<tr>
<td>Commemoration</td>
<td>Remembering an event, person or people in a respectful manner. It is not necessarily a joyful occasion such as a ‘celebration.’</td>
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<tr>
<td>Hardship</td>
<td>A cause of suffering, something hard to bear.</td>
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<tr>
<td>Wounded</td>
<td>To be injured.</td>
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<tr>
<td>Army records</td>
<td>Papers recording all personal details of soldiers.</td>
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<tr>
<td>Avenue of honour</td>
<td>A line of trees planted to remember soldiers, sailors and airmen and women who went to war.</td>
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<tr>
<td>Army issue</td>
<td>The supplies given by the army to each soldier. This would include items such as a gun, uniform and food.</td>
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<tr>
<td>Enlist</td>
<td>To join the army.</td>
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</table>
Internet research task: Who were the Anzacs?

‘On the 25th April 1915 (later known as Anzac Day), William landed from a ship on a beach at Gallipoli in Turkey.’

<table>
<thead>
<tr>
<th>PEOPLE</th>
<th>PLACES</th>
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<tbody>
<tr>
<td><img src="image" alt="Anzac Hat" /></td>
<td><img src="image" alt="Anzac Countries" /></td>
</tr>
</tbody>
</table>

What does Anzac stand for?

A __________________________
N __________________________
Z __________________________
A __________________________
C __________________________

Which counties did the Anzacs come from?

1. __________________________
2. __________________________

<table>
<thead>
<tr>
<th>CAUSE AND EFFECT</th>
<th>EVENTS</th>
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<tbody>
<tr>
<td><img src="image" alt="War Ship" /></td>
<td><img src="image" alt="Map" /></td>
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</table>

Why were the Anzacs in Gallipoli?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

What happened on 25 April 1915?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

GALLIPOLI OAKS PROJECT

Teaching Resource
William was fighting against Turkish soldiers during World War I. Today, both Australians and Turks visit Gallipoli to remember the loss of life on Anzac day and to pledge their friendship so that no battle like the one that William fought in will ever happen again. This memorial at Gallipoli helps all visitors remember that life all over the world is precious.

‘Those heroes that shed their blood and lost their lives ...
You are now living in the soil of a friendly country.
Therefore rest in peace.
There is no difference between the Johnnies and the Mehmets to us where they lie side by side here in this country of ours ...
You, the mothers,
Who sent their sons from far away countries,
Wipe away your tears.
Your sons are now lying in our bosom
and are in peace.
After having lost their lives on this land they have become our sons as well’

On the memorial, one line says:
‘There is no difference between the Johnnies and the Mehmets to us where they lie side by side’

Johnnie referred to the Anzacs (John was a common name in Australia and New Zealand) and Mehmet was a common name in Turkey.
In this Venn diagram brainstorm the things that made Anzac and Turkish soldiers different and similar during World War I.
ACTIVITY 2

From Farmer to Soldier. How did men like William Winter Cooke end up in Gallipoli?

‘In 1914 William Winter Cooke was a young farmer aged 23 from Hamilton in western Victoria. When the First World War started in Europe he enlisted in the Australian Army.’

World War I took place between 1914-1918 and Australian men enlisted to fight overseas. William was sent to a place in Turkey called Gallipoli.

Each soldier in World War I had their own record which included lots of information about them. We know a lot about William by reading these papers. An army record is a cross between a doctor’s file and a school report.
‘William was fighting in the hills for 8 months and endured many hardships.’

We know from these papers that William had a difficult time during World War I. He was often sick and was wounded several times.

This paper is a letter from the army to William’s father letting him know that his son had been shot in the leg and is in the Red Cross hospital.

Source: War Records, National Archives of Australia
This paper is a medical chart. It shows that William was in hospital in 1915 and often had high fevers.
This is a letter to William's dad letting him know that he was ill with gastroenteritis (a stomach bug).
Fill in the chart to show how William's life changed after enlisting in the Australian army. Some things to consider: dangers, injuries, illnesses, food, relationships with others, weather.

| What sort of difficulties would William have had as a farmer? | What sort of difficulties would William have had as a soldier? |
ACTIVITY 3

Where did the Gallipoli Oak tree acorns come from?

‘The purpose of the landing on Turkish land was to take and hold the rugged hills and beaches’

The landscape of Gallipoli made fighting very difficult.
To help you understand how rough the cliffs of Gallipoli were and how difficult it was for Australia, New Zealand and Turkish soldiers to fight, make a relief map of Gallipoli onto the outline map provided.

**Research:**
Look up ‘Anzac Cove, Turkey’ on Google maps. There are lots of ways to get a sense of what the landscape was like for the soldiers.

1. Click on MAP. What do you think the dark green patches are? What are the yellow patches and what is the blue patch?
2. Click on PHOTOS. Lots of people have who have visited Anzac Cove have taken photos and uploaded them to this map. From looking at these photos, what are some of the features of the landscape of Anzac Cove.
3. Click on TERRAIN. The swirls on the map show you when the mountain is high and hilly or low and flat.
To make your relief map you will need:

1. A print out of the map template below.
2. Some Play-Doh or modelling clay.

Instructions:

1. Look at the three Google Maps provided, particularly the TERRAIN map.
2. Use Play-Doh to build up the height on the parts of the map that have cliffs and mountains.
3. Don’t forget to add BOLTS to your map!
   - Border, Orientation, Legend, Title, Scale.

An example of a student relief map on the topography of Africa.

http://kidworldcitizen.org/2012/01/29/3d-salt-dough-maps/
ACTIVITY 4

Trees as Memorials

How do we remember important events or people?

<table>
<thead>
<tr>
<th>A birthday</th>
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<tr>
<td>The death of a loved one</td>
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<td>A famous person</td>
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<tr>
<td>An important historical event</td>
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Trees are used around the world to **memorialise** battles and remember soldiers, sailors and airmen and women who went to war. The Gallipoli Oak is a way of remembering that we are connected to Turkey though World War I. It stands as a reminder of the horrors of war and that we should always try to avoid war.

An **avenue of honour** is a row of trees, often lining a road where each tree symbolises a person killed in war. Here is a picture of an avenue of honour in Bacchus Marsh. It is protected by an organisation called Heritage Victoria so that the trees can never be cut down.

http://vhd.heritage.vic.gov.au/vhd/heritagevic/?timeout=yes#detail_places;4957
Are planting trees such as the Gallipoli Oak a good way to remember World War I?

Fill out the chart below with any positive, negative or interesting points that you can think of to answer this question.

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<tr>
<th>PLUS</th>
<th>MINUS</th>
<th>INTERESTING</th>
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ACTIVITY 5

The Gallipoli Oak

‘He noticed there were many small prickly trees that looked like holly bushes, but they had acorns, just like those on an oak tree.’

Gallipoli Oak Timeline

Put these events into the correct order using the Gallipoli Oak Timeline.

- Samuel Cooke plants acorns in Hamilton and Geelong.
- The saplings are sent out to schools to be planted.
- William sends acorns back to his uncle Samuel Cooke in a tin.
- William sees an unusual tree growing in Gallipoli. It has small prickly leaves.
- The National Trust of Victoria decides to propagate the Gallipoli Oak trees.
- William is sent to Gallipoli.
- World War I breaks out.

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<td>7</td>
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</table>
Gallipoli Oak Badge

Make your own badge to wear at the Gallipoli Oak Commemoration Service.

You will need:
1. The printed template below.
2. Three pieces of felt dark green, light green and light brown. Stiffened felt works best.
4. A glue on badge pin or safety pin.
5. Fabric glue (PVA should be fine).
6. A dark coloured pen or fine liner.

Instructions:
1. Cut out the templates below for the three parts of the badge.
2. Place the templates on the correct piece of coloured felt.
3. Draw around them with a dark pen
4. Cut around the pen lines on all three shapes.
5. Glue the pieces together.
6. Either glue on a badge pin or attach a safety pin.
7. Let the badge dry before you wear it.
Visual Instructions:

1. Cut out the templates below for the three parts of the badge.
2. Place the templates on the correct piece of coloured felt.
3. Draw around them with a dark pen.
4. Cut around the pen lines on all three shapes.
5. Glue the pieces together.
6. Either glue on a badge pin or attach a safety pin.
7. Let the badge dry before you wear it.
Background

The Gallipoli Oak Project is supported by the National Trust of Victoria and received a $10 000 grant from the Veterans Council Grants Program. Its aim is to propagate up to 2000 Gallipoli Oak trees. These trees are grown from acorns taken from the trees that Samuel Winter Cooke planted.

The National Trust will be giving saplings to primary schools in Victoria so that each can become part of William Winter Cooke’s story.

The trees commemorate the landing at Gallipoli in 1915 and the hardships faced by both the Anzacs and Turkish soldiers. It marks the enduring relationship between Turkey and Australia, forged in war and bonded through remembrance.

To find out more about the Gallipoli Oak Project and to register for a sapling, see here: http://gallipolioaks.org/.

Student Outcomes

Students using the book and education resources have the opportunity to:

- Learn about the history and context of Anzac day;
- Gain an understanding of the purpose and significance of creating memorials;
- Empathise with the personal story of William Winter Cooke and the hardships he suffered during World War I;
- Learn about the basic principles of tree propagation;
- Play a significant role in a school Anzac day ceremony;
- Develop responses to inquiry questions;
- Learn new historical terminology;
- Analyse images;
- Use a range of graphic organisers to brainstorm ideas;
- Examine primary documents including war records;
- Use a range of electronic maps to examine the topography of the Gallipoli peninsula;
- Demonstrate their understanding of landscape and topography by making a relief map of the Gallipoli peninsula;
- Sequence historical events relating to the William Winter Cooke story;
- Make a Gallipoli Oak badge.
The Gallipoli Oak Project links well objectives of the Year 2 and Year 3 Australian History Curriculum. The full document can be found here: http://www.australiancurriculum.edu.au/History/Curriculum/F-10

Year 2 – The Past in the Present

<table>
<thead>
<tr>
<th>Historical Knowledge and Understanding</th>
<th>Historical Skills</th>
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<tbody>
<tr>
<td>The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past. (ACHHKo44)</td>
<td>1. Sequence familiar objects and events. (ACHHS047)</td>
</tr>
<tr>
<td>The importance today of an historical site of cultural or spiritual significance; for example, a community building, a landmark, a war memorial. (ACHHKo45)</td>
<td>2. Distinguish between the past, present and future. (ACHHS048)</td>
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<td>3. Explore a range of sources about the past. (ACHHS050)</td>
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<td>4. Identify and compare features of objects from the past and present. (ACHHS051)</td>
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<td>5. Explore a point of view. (ACHHS052)</td>
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<td>6. Use a range of communication forms (oral, graphic, written, role play) and digital technologies. (ACHHS054)</td>
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</tbody>
</table>

Year 3 – Community and Remembrance

<table>
<thead>
<tr>
<th>Historical Knowledge and Understanding</th>
<th>Historical Skills</th>
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<tbody>
<tr>
<td>Days and weeks celebrated or commemorated in Australia (including Australia Day, Anzac Day, Harmony Week, National Reconciliation Week, NAIDOC week and National Sorry Day) and the importance of symbols and emblems. (ACHHKo63)</td>
<td>1. Sequence historical people and events. (ACHHS065)</td>
</tr>
<tr>
<td></td>
<td>2. Use historical terms. (ACHHS066)</td>
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<td>3. Locate relevant information from sources provided. (ACHHS068)</td>
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<td>4. Identify different points of view. (ACHHS069)</td>
</tr>
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<td></td>
<td>5. Use a range of communication forms (oral, graphic, written) and digital technologies. (ACHHS071)</td>
</tr>
</tbody>
</table>
CONDUCTING AN ANZAC DAY CEREMONY
AT THE GALLOPOLI OAK TREE

A standard ‘Order of Service’ for a remembrance ceremony might include:

1. Welcome to participants by an appropriate person.
   This could be allocated to the school principal or a member of the local RSL

2. A short speech explaining the purpose of the ceremony.
   A speech made by grade 6 school captains or other school leaders. This could involve
   the following points:
   - What Anzac day commemorates
   - The story of the Gallipoli Oak (see next page)
   - Why remembrance is important

3. Wreath laying (or planting of the tree in the first year of the ceremony).

4. Recitation of ‘The Ode.’
   ‘They shall grow not old, as we that are left grow old;
   Age shall not weary them, nor the years condemn.
   At the going down of the sun and in the morning
   We will remember them.’

5. ‘Last Post’ bugle call.
   The Last Post bugle call was used to mark the end of the working day. It is
   traditional to bow your head during the Last Post.
   The ‘Last Post’ bugle call can be downloaded for free here:

6. A period of silence.
   The silence should be broken by the words ‘Lest we forget’, we will all respond by
   repeating those words.

7. Rouse bugle call.
   The bugle call ‘Rouse’ is now played with our heads now held high. This call was
   used to signify the start of a new day. Today, this call signals that the loss of our
   veterans has not been in vain. We start a new day in pursuit of a better world.
   The ‘Rouse’ bugle call can be downloaded for free here:

8. Sing ‘Advance Australia Fair’ (first verse only).
   ‘Australians all let us rejoice,
   For we are young and free;
   We’ve golden soil and wealth for toil;
   Our home is girt by sea;
   Our land abounds in nature’s gifts
   Of beauty rich and rare;
   In history’s page, let every stage
   Advance Australia Fair.
   In joyful strains then let us sing,
   Advance Australia Fair.’

National Trust of Australia (Vic)
GALLIPOLI OAKS PROJECT

Teaching Resource
THE GALLIPOLI OAKS STORY

Captain William Lempriere Winter Cooke

William was born on 24 June 1892 in Hamilton, Victoria. He attended Miss Lascelles’ school and then was a boarder at Geelong Grammar School in 1906. In World War I, he served in the 5th Battalion, landing at Gallipoli on April 1915 and later in France, being commissioned in October 1916.

He collected acorns from cliffs above Anzac beach at Gallipoli and sent nine acorns carefully packed in a tobacco tin in 1916 to his uncle Samuel Winter Cooke whose gardener succeeded in propagating seven. One was planted at Murndal in Hamilton on 24 May 1916.

The others were grown on until 1918 when as small trees they were distributed for planting. One in the Hamilton Gardens and one in the Melbourne Botanic Gardens (this has since died) and one to Hobart.

On 4 August 1916, three of the Gallipoli Oaks (sometimes called Anzac Oaks) were planted at Geelong Grammar School – only two still survive.

William completed a wool course at Bradford and then went on the land at Abshot in Gippsland until he inherited Murndal at Hamilton in 1929 from his uncle Samuel Winter Cooke. He married Marcia Geddes of Kensington, London in 1925 and they had five children. He was President of the Hamilton & District Branch of the RSSILA.

He served again in the Second World War on the staff of the 6th Division until 1942 and he died on 15 January 1979 at Hamilton.