

## “World War I and the Middle East” Weekend Workshop

Oct 24-25, 2015

### Lesson Plan: The Battle of Gallipoli: Comparing Primary Sources

<b>LESSON TITLE:</b>	The Battle of Gallipoli: Comparing Primary Sources
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<b>GRADE LEVEL:</b>	Grade 10 World History (NYC) World History 9-12
<b>OVERVIEW OF LESSON:</b>	In this lesson on the Battle of Gallipoli, students compare a variety of types of documents (including letters, diaries, dispatches, and commission reports) from British, Anzac and Ottoman sources. Working in groups of three, students choose one source as the basis of a Historical Inquiry Broadcast providing contextual information, a documentary photograph, and points of comparison to a second document, in a Podcast or alternative format.
<b>SUBJECT AREA:</b>	History
<b>COUNTRY/REGIONAL FOCUS:</b>	The Ottoman Empire Turkey
<b>TIME REQUIRED:</b>	Three class periods with homework on at least one night.
<b>MATERIALS REQUIRED:</b>	Handouts and links to websites included in this lesson.

#### BACKGROUND:

The Battle of Gallipoli has endured in the memory of the Allied nations as either a military disaster (Great Britain) or a trial-by-fire leading to a new sense of national identity (New Zealand and Australia). The Ottomans won the battle but lost the war. Still, today’s Turks credit victory at Gallipoli (Çanakkale) with providing them with the resolve and leadership (in Mustafa Kemal Atatürk) they needed to win the Turkish War of Independence (1919-1923) and survive as the nation-state of Turkey.

The Ottomans were excellent record keepers, but after Atatürk’s reforms of the 1920s the Arabic-Ottoman script in which Ottoman records were kept was replaced with the Roman alphabet. Few documents translated from Ottoman Turkish are available to readers in English.

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Nor are we familiar with the voices of the many Arabs who fought with the Ottomans. According to Salim Tamari, “Historian Gurcel Goncu noted recently that Arab recruits constituted about three hundred thousand soldiers, a third of the Ottoman forces in 1914 —far more than the number of soldiers who followed the banner of the Arab Revolt” (Salim Tamari, *Year of the Locust*, 12). Yet in commemorating the battle today, the Anzacs (Australians and New Zealanders) refer to “the Turks” and Turks themselves confound “Ottoman” with “Turkish” forces.

In this lesson students look at a variety of primary sources from the Battle of Gallipoli that were originally written in English, German, Arabic and Ottoman Turkish. By juxtaposing these documents in different configurations it is possible to compare the experiences of common soldiers on all sides and to compare official documents to personal accounts.

#### **CURRICULUM CONNECTION:**

This lesson can be used as students learn about World War I. The lesson presumes that students have some knowledge of the Battle of Gallipoli before they read the primary source documents, and offers links to materials for doing so. The lesson is also relevant to understanding the foundation of modern Turkey.

#### **ESSENTIAL QUESTIONS:**

- How does comparing different primary source documents of the same historical event enhance our understanding of that event?
- How do primary source documents of the Battle of Gallipoli help us to understand how that battle is memorialized today by different countries?

#### **LEARNING GOALS:**

- To contextualize, analyze, and compare primary source documents about the Battle of Gallipoli.
- To use technology to make short presentations or other forms of narrative documentary (with or without the use of technology). The preferred technology for students to employ is Podcasting because they will be making *oral narrations* accompanied by *one visual resource*.

#### **STANDARDS:**

Include NCSS Standards and Common Core State Standards.

##### Example:

Common Core State Standards:

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- CCR Anchor Standards for Speaking and Listening: Comprehension and Collaboration: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. CCR pg. 48, 6-12.
- CCR Anchor Standards for Reading: Key ideas and details & integration of knowledge and ideas: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. CCR p. 60, 6-12.
- New York City Social Studies Scope & Sequence 2014-2015 Standard C2: Identify, compare, and evaluate multiple perspectives on a given historical experience. Grade 10: Dissolution of the Ottoman Empire.
- National Council for the Social Studies C3 Framework (College, Career & Civic Life). Evaluating Sources & Using Evidence, D3.3.9-12 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims. C3 Dimension 2: History, D2.his.5.9-12 Analyze how historical context shaped and continue to shape people’s perspectives.

#### **PROCEDURE:**

1. Explain that the Battle of Gallipoli was a battle of truly international proportions. Fighting on the side of the British and French were troops from their colonies (India and Senegal respectively) as well as from Britain’s extended English speaking empire — Canada, Australia and New Zealand (including Maoris). Opposing these troops were the Germans and the Ottomans, including Turks and Arabs.

Most of the documentary sources for this battle are in English. For the British, who had spearheaded the invasion, it was a major loss, much mourned and analyzed, in English of course! For the Anzacs (Australian and New Zealand Army Corps) who played an important role in the fighting, the battle became a source of their respective national identities. However we have very few documents translated from Ottoman Turkish, even though the Ottomans kept excellent records. One reason why is that the Ottoman alphabet was jettisoned in the 1920s for the Roman alphabet, making it hard even for Turks to read. For the Ottomans, Gallipoli (Çanakkale) was a magnificent victory. Explain that in this activity students will read documents originally generated in English, Arabic, Ottoman Turkish, and German. What can be learned by comparing such sources?

2. Introduce students to the Battle of Gallipoli through textbook reading and/or through the use of one of the sources below.

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The Gallipoli Campaign at New Zealand History: <http://www.nzhistory.net.nz/war/the-gallipoli-campaign/gallipoli-in-brief>

Turkey in the First World War, the Gallipoli Campaign in depth from the Turkish point of view: <http://www.turkeywar.com/campaigns/gallipoli.html>

3. Distribute Handout 1. Primary Source Documents about the Battle of Gallipoli, 1915 to groups of three students (adjusted for class size). Assign documents to groups that will enable them to make comparisons (see below).

For each document students read, they should fill in another Primary Source Document Analysis Chart in Handout 1.

**Differentiated Instruction:** For less advanced classes it is suggested that you model how to analyze one document by filling in a sample Primary Source Document Analysis Chart with the whole class contributing suggestions. Give each group of three no more than two documents to compare. The group should analyze one source as a team, and then as a group compare it to a subsequent document.

For advanced classes consider giving each group three documents. Each member of the triad can analyze one of the three documents as homework. Then the group can meet to compare the three documents, filling in the rest of their charts as they do so.

This lesson intentionally omits the ultimate fate of the individual authors; in most cases advanced students can uncover them through further research on the Web. Encourage them or assign them to do so.

These combinations of documents will be especially fruitful:

- Compare the letters of Trooper Gordon Gerald Harper to Lieutenant James Gordon Jeffrey. How do you explain the difference in *tone*?
- Compare the above letters to the diary entry of Alfred Cameron. How does a letter differ from the kind of evidence presented in a diary?
- Harper, Jeffrey and Turjman all write as Gallipoli unfolds. Turjman, however, is not on the battlefield. How is his perspective different from his fellow Ottomans?
- Compare the account of the May 24<sup>th</sup> armistice in the Anzac sector written by James Gordon Jeffrey to that in the dispatch of Ian Hamilton. What is the purpose of the dispatch and who is the audience? What facts in either document are verified or put in question? What is the value of an official account versus a personal one? In what sense can an official version be unreliable?

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- Compare Mehmed Fasih’s diary to the diary and letter entries of Harper, Cameron, and Jeffrey. How are soldiers at war on both sides facing similar situations? Compare how they cope with them.
- Compare Mehmed Fasih’s diary to the memoirs of Halide Edip Adivar. Compare the hardships faced by men and women. Compare the distance from which each one writes about events.
- Compare Halide Edip Adivar’s memoirs to those of Irfan Orfa. Both wrote originally in English. At what distance from events does each write? How do both extracts reflect something about the lives of women during this time period?
- Compare Halide Edip Adivar’s reaction to the success at Gallipoli to Ihsan Turjman’s. What might account for their different assessments?
- Compare the two Turkish accounts: Mehmed Fasih to Irfan Orga. How is a memoir written at a distance like Orga’s different from the immediate experience of Fasih? Compare their attitude towards the Ottoman state.
- Compare Mustafa Kemal’s account of the Anzac landings to that of Zeki Bey. What is reflected about Kemal’s leadership in each case?
- Compare Ian Hamilton’s depiction of the situation in the field in his dispatch of September, 1915 to the official assessment of the Dardanelles Commission. Do you think the Commission assessed Hamilton accurately, based on this excerpt of Hamilton’s writing?
- Compare the two commanding generals’ assessment of events — Liman von Sanders as compared to Mustafa Kemal. Are either men self-aggrandizing? How do they assess the troops under their command? How do they view the enemy? What is the situation of each man as he looks back at the battle? How might this affect the *tone* of their accounts?
- Compare Limon von Sanders assessment of the situation on both sides at Ari Burnu/Anzac Cove by looking at the letters of Harper and Jeffrey and diaries of Cameron and Fasih. Do you think he captures the situation of both sides accurately?

#### 4. Historical Inquiry Broadcast

Distribute Handout 2 which instructs students on how to prepare their Historical Inquiry Broadcast. Decide in advance what technology you want students to use to mount their Historical Inquiry Broadcast. Consult with your technology department and enlist their help. Since this is primarily narration with one projected image, it works well as a Podcast. If saved as Podcasts, students can be assigned to listen to the Podcasts of other groups at home. Alternatively students can project their photograph while they read their narrations out loud to the whole class.

#### 5. Debriefing

Project or distribute the following statement written by Mustafa Kemal Atatürk. What is Turkey’s position in the world by 1934? Ask if students can think of another battle in world history where

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the dead of both sides are buried on the same battlefield, as they are today at Gallipoli? Which documents students read in their small groups shed light on Atatürk’s words? In how many documents does one side show respect for the soldiers of the other side? Discuss the impact of Atatürk’s words on Turkey and its position in the world after World War I; on New Zealanders and Australians, whose dead died half way around the world from home. Research the places around the world where this quotation is part of Gallipoli memorials.

#### Atatürk’s Tribute to the Fallen at Gallipoli, 1934

*This inscription appears on the Kemal Atatürk Memorial, Anzac Parade, Canberra, Australia as well as at the Gallipoli Battlefield in Turkey.*

Those heroes that shed their blood and lost their lives... you are now lying in the soil of a friendly country. Therefore rest in peace. There is no difference between the Johnnies and the Mehments 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.

Quoted from The Australian War Memorial at <https://www.awm.gov.au/encyclopedia/ataturk/>

#### **ASSESSMENT:**

Assess students on the quality of their

- Document Analysis Chart.
- Class and small group participation.
- Role in their Historical Inquiry Broadcast.
- Assign an essay in which students analyze the meaning and impact of Atatürk’s tribute to the fallen at Gallipoli in light of two other documents: one written by someone representing the Central Powers and the second from someone in the Entente (or Allied) forces.

	Exceeds Expectations	Meets Expectations	Meets Some Expectations	Falls Below Expectations
Class participation				

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**Comparing Primary Sources**

Small group work				
Historical Broadcast				
Essay (optional)				

**RESOURCES:**

**Secondary Sources**

Doyle, Peter. *Gallipoli 1915: Battle Story*. Stroud, UK: The History Press, 2011.

Erickson, Edward J. “Gallipoli: War’s Global Concourse (1915)” in *Places of Encounter: Time, Place and Connectivity in World History Since 1500*. Edited by Mackinnon, Aran and Elaine Mackinnon. Boulder, CO: Westview Press, 2012. 161-177.

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Fewster, Kevin, Vecihi Başarın and Hatice Hürmüze Başarın. *Gallipoli: The Turkish Story*. Crows Nest, NSW Australia: Allen & Unwin, 2003 (1985).

Fromkin, David. *A Peace to End All Peace: The Fall of the Ottoman Empire and the Creation of the Modern Middle East*. New York: Henry Holt, 1989.

Gelvin, James L. *The Modern Middle East: A History*, 3rd ed. New York: Oxford University Press, 2011 (2005).

Hart, Peter. *Gallipoli*. New York: Oxford University Press, 2011.

Kinzer, Stephen. *Crescent & Star: Turkey Between Two Worlds*. New York: Farrar, Straus and Giroux, 2001.

Mango, Andrew. *Atatürk: The Biography of the Founder of Modern Turkey*. Woodstock NY: Overlook Press, 2000.

Rogan, Eugene, *The Fall of the Ottomans: The Great War in the Middle East*. New York: Basic Books, 2015.