

Lest We Forget

By Kerry Brown, Isobel Knowles & Benjamin Portas

Book Summary:

My granddad says there are two types of days: those you want to remember and those you want to forget ...

A young boy visits his granddad and thinks about the important days in his life: his first day of school, playing soccer with his team, the day his baby sister was born.

Yet through the illustrations the reader sees a parallel story of the grandfather's experiences at war: wearing his brand-new soldier's uniform, with his fellow diggers in the field, looking at a photo of the baby he's never met.

With illustrations from two extraordinary new talents, Isobel Knowles and Benjamin Portas, this powerful story from author Kerry Brown will help even young children understand the significance and importance of our national days of remembrance.

Curriculum Areas and Key Learning Outcomes:

Significant events – celebration and commemoration, Days of remembrance – Anzac Day and Remembrance Day, Connections and relationships

- Past and present
- Young and old
- Emotional memory
- Age and wisdom

Appropriate Ages: 5+

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Notes by Elaine Smith

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INTRODUCTION

My granddad says there are two types of days:

those you want to remember and those you want to forget ...

So begins the heart-warming story of a young boy thinking about significant events in his life. He thinks about days he likes to remember – wearing his school uniform on the first day of school; playing on the soccer field with his team; the birth of his baby sister – and days he'd like to forget – having Vegemite sandwiches for dinner because Mum burnt the roast; walking to school because Dad got a flat tyre; the day his dog died.

Yet through the illustrations the reader sees a parallel story of the grandfather's experiences at war – looking at himself in the mirror, dressed in his new soldier's uniform; on the field with his fellow soldiers; receiving a photo of the baby he has never met; eating his meagre rations; enduring long walks through difficult terrain; and then, back home, his wife comforting a neighbour whose husband has died in service.

The illustrations provide rich visual imagery alongside the text, juxtaposing moments from the young boy's life in the present with moments from a significant event in his grandfather's past.

Highlighting the sharing of memories between two generations gives the reader insight into the difference between commemoration and celebration and the importance of both to our journey through life. There are some things we will always remember and some things we must never forget.

Timed for the centenary of the Gallipoli landing, this powerful story about a boy and his grandfather will help even the very young understand the significance of Anzac Day, and the relevance of acknowledging events that are both joyous and sad in our lives.

THE CREATORS

About the author

Kerry Brown grew up in Carnarvon, a coastal country town in Western Australia. Her childhood was typical of most children of that time, playing endlessly outside with her friends and spending holidays at the family 'shack' near the Blowholes.

Her imagination worked overtime as she made new discoveries and invented new games behind the sand dunes with her friends.

This imagination may have lain dormant for a few years but never strayed far, and was reignited soon after the birth of her two children, who continue to be her greatest inspiration.

Kerry is a qualified primary-school teacher with a Masters Degree in Education. She has had the privilege of working alongside some of the best imaginations in the country – the children she has taught!

Kerry's excitement and passion for children's literature is extended beyond the classroom and into her picture books. She is dedicated to developing early literature skills in children and enjoys helping children tap into their own magical worlds and words!

Her published children's books include *All My Kisses*, *Can I Cuddle the Moon?*, *Poppy Wash* and *It's Bedtime* (co-author).

Besides teaching and writing, Kerry presents interactive workshops for children and adults, as well as in-service seminars to educators and parents.

"Your imagination is like a tree – the more you feed it, the more it will grow! Eventually, given time, it will blossom into its own magical story!"

For more information visit: <http://www.kerrybrown.com.au/>

About the illustrators

Isobel Knowles grew up in regional Victoria. She is an award-winning animator, artist, musician and, now, a children's book illustrator! She exhibits nationally and internationally. Isobel can be found working from her Melbourne studio on weird and wonderful projects.

Benjamin Portas grew up in Queensland and now lives and works in Melbourne. His art and design practice has been incredibly varied and has seen him work as an illustrator, video artist, painter and graphic designer. *Lest We Forget* is his first picture book.

Benjamin and Isobel have collaborated in the past – not on books, but on projects such as a children's animation for Melbourne Museum's recent Aztec exhibition. *Lest We Forget* is their first collaboration as illustrators for a picture book.

Publisher's comment

The book is a response to the significance of Anzac Day and the tragedy of war. It's told from the point of view of a young boy, and has a distinctly personal – yet completely universal – feel. The book works around the idea of days to remember and days to forget, an idea introduced to the boy by his granddad.

Lest We Forget is a unique and exciting example of collaborative illustration. Benjamin Portas and Isobel Knowles worked together to create the visuals for this stunning picture book; Isobel taking responsibility for the images from the boy's timeline and Benjamin the grandfather's.

After receiving Kerry Brown's text, Isobel and Benjamin worked together to come up with an overall plan for the book and to discuss the look each was trying to achieve. They then worked on some sample images for their respective timelines, which were refined after feedback from the publisher and from Kerry. It was important that the two illustrations styles worked together, but also provided significant contrast. It was also critical that the grandfather, who appears in both timelines, be recognisable as the book shifted through time.

Once the look of the book was established, the two artists worked on their images separately, coming back together to provide feedback and support for one another.

The finished book delivers on everything we hoped to achieve: it is fresh, engaging and interesting. And the balance between the two styles works beautifully: Isobel's spreads are the light to Benjamin's darkness; the innocence to Benjamin's reality; the relief to Benjamin's sadness.



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THEMES

Significant events – celebration and commemoration

Days of remembrance – Anzac Day and Remembrance Day

Connections and relationships

- Past and present
- Young and old
- Emotional memory
- Age and wisdom

AUSTRALIAN CURRICULUM

The activities and discussion points suggested in these notes can be modified and adapted for different year levels. They address a variety of outcomes in the following Learning Areas:

ENGLISH

Language: ACELA1787 ACELA1469 ACELA1483 ACELA1491 ACELA1496 ACELA1498

Literature: ACELT1582 ACELT1589 ACELT1594 ACELT1596 ACELT1604 ACELT1607
ACELT1608 ACELT1610 ACELT1613

Literacy: ACELY1677 ACELY1679 ACELY1689 ACELY1692 ACELY1702

HUMANITIES AND SOCIAL SCIENCES

History: ACHHK045 ACHHK063 ACHHK064

ACHHS048 ACHHS052 ACHHS065 ACHHS067 ACHHS068 ACHHS081 ACHHS082

THE ARTS

Drama: ACADRM027 ACADRM028 ACADRM031 ACADRM035

Visual Arts: ACAVAM108 ACAVAM111 ACAVAM112 ACAVAM116

Activities and class discussion support students in working towards general capabilities in:

Literacy

ICT

Critical and creative thinking

Personal and social capability

Ethical understanding

Intercultural understanding

BACKGROUND INFORMATION

What does ANZAC stand for?

ANZAC is the acronym formed from the initial letters of the Australian and New Zealand Army Corps. This was the formation in which Australian and New Zealand soldiers in Egypt were grouped before the landing on Gallipoli in April 1915.

The acronym was first written as “A & NZ Army Corps”. However, clerks in the corps headquarters soon shortened it to ANZAC as a convenient telegraphic code name for addressing telegram messages.

Anzac Day

Anzac Day – 25 April – is probably Australia’s most important national occasion. It marks the anniversary of the first major military action fought by Australian and New Zealand forces during World War I. The year 2015 is the centenary of the landing of Australian and New Zealand forces on Gallipoli.

When war broke out in 1914, Australia had been a Federal Commonwealth for only thirteen years. The new national government was eager to establish its reputation among the nations of the world. In 1915 Australian and New Zealand soldiers formed part of the Allied Expedition that set out to capture the Gallipoli Peninsula in order to open the Dardanelles to the Allied navies. The ultimate objective was to capture Constantinople (now Istanbul in Turkey), the capital of the Ottoman Empire, an ally of Germany.

The Australian and New Zealand forces landed on Gallipoli on 25 April, meeting fierce resistance from the Ottoman Turkish defenders. What had been planned as

a bold stroke to knock Turkey out of the war quickly became a stalemate, and the campaign dragged on for eight months. At the end of 1915 the Allied forces were evacuated, after both sides had suffered heavy casualties and endured great hardships. Over 8,000 Australian soldiers had been killed. News of the landing on Gallipoli had made a profound impact on Australians at home, and 25 April soon became the day on which Australians remembered the sacrifice of those who had died in the war.

Although the Gallipoli campaign failed in its military objectives, the Australian and New Zealand actions during the campaign left a powerful legacy. The resulting “Anzac legend” became an important part of the identity of both nations, shaping the ways they viewed both their past and their future.

With the coming of the Second World War, Anzac Day also served to commemorate the lives of Australians who died in that war. In subsequent years the meaning of the day has been further broadened to include Australians killed in all the military operations in which the country has been involved.

Anzac Day is a time when Australians reflect on the many different meanings of war.

<http://www.awm.gov.au/commemoration/anzac/anzac-tradition/>

Remembrance Day

At 11 am on 11 November 1918 the guns on the Western Front fell silent after more than four years of continuous warfare. Originally called Armistice Day, this day commemorated the end of hostilities in the Great War (World War I), the signing of the armistice, which occurred on 11 November 1918 – the 11th hour of the 11th day of the 11th month. Armistice Day was observed by the Allies as a way of remembering those who died, especially soldiers with no known grave.

On the first anniversary of the armistice, in 1919, two minutes’ silence was instituted as part of the main commemorative ceremony. In London, in 1920, the commemoration was given added significance with the return of the remains of an unknown soldier from the battlefields of the Western Front.

The Great War contributed to the Australian definition of “mateship” as a shared experience based on mutual respect, and the significance of Armistice Day has continued for Australians.

After the end of World War II, in 1945, the Australian and British governments

changed the name to Remembrance Day as an appropriate title for a day that would commemorate all war dead.

In Australia on the 75th anniversary of the armistice in 1993, Remembrance Day ceremonies again became the focus of national attention. The remains of an unknown Australian soldier, exhumed from a First World War military cemetery in France, were ceremonially entombed in the Australian War Memorial's Hall of Memory. Remembrance Day ceremonies were conducted simultaneously in towns and cities all over the country, culminating at the moment of burial at 11 am and coinciding with the traditional two minutes' silence. This ceremony, which touched a chord across the Australian nation, re-established Remembrance Day as a significant day of commemoration.

Four years later, in 1997, Governor-General Sir William Deane issued a proclamation formally declaring 11 November to be Remembrance Day, urging all Australians to observe one minute's silence at 11 am on 11 November each year to remember those who died or suffered for Australia's cause in all wars and armed conflicts.

Many a man lying out there at Pozières or in the low scrub at Gallipoli, with his poor tired senses barely working through the fever of his brain, has thought in his last moments: "Well - well - it's over; but in Australia they will be proud of this."
Charles Bean, 1918

We will remember them. Lest we forget.

<http://www.australia.gov.au/about-australia/australian-story/remembrance-day>

<http://www.army.gov.au/Our-history/Traditions>

PRIOR TO READING THE TEXT

Before reading the text ask students to examine the cover of the book.

Discussion Points:

Title: *LEST WE FORGET*

Brainstorm what this means

What event/s do we do we associate with this phrase?

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What do you notice about the picture on the cover?

Who might the people be? What are they wearing? Where are they?

What are the flowers in the picture?

What are the salient aspects of the picture – what catches your eye?

100 Years of ANZAC

What does ANZAC stand for?

Notice the dates 2014–2018. Introduce the word **centenary** and discuss why it is relevant?

Author/Illustrator

This book has two illustrators. Do students find this unusual?

Why might there be two illustrators for this book?

Now read the story!

On the first reading of the story allow students to just look and listen. Allow time for them to study the illustrations carefully.

Read the story again, with discussion this time, before engaging in the activities.

KEY DISCUSSION POINTS

These points are to assist discussion throughout the study of this book and can be modified across all ages.

Text

What days did the little boy like to remember? What was important about these days? What feelings might he have experienced on those days?

What days did he like to forget? How might he have felt on those days?

Sometimes we remember days that make us sad or upset. Which of those days in the book might the little boy continue to remember as he grows older?

Image

How do we find out about the grandfather's past?

Why was there no text with these pictures?

Look at the illustrations used for the boy's life. What features do you notice?

(Encourage discussion about colour, light, no rigid frame, facial expressions)

Look at the illustrations used for the grandfather's experiences. What features do you notice?

(Encourage discussion about subdued colour and what that represents, facial expressions, why these illustrations are framed and how they connect with the text – juxtaposition)

Concepts

Do the grandfather's illustrations represent past or present? Why? What about the little boy's pictures?

How do we find out about someone's past?

(Introduce the concept of history and discuss how we all have a past, present and future.)

The little boy and his grandfather like to talk about their days. Are there older people in your life with whom you like to share stories of your days or life? What sort of things might you talk about?

What are some benefits of sharing stories and ideas with grandparents, parents, relatives, carers and friends?

History

There are two dates of significance in the book – 25 April and 11 November. Why are these dates important? Why, if they represent events from the past, are they significant in the present?

NB. Discussion about these dates will lead to deeper discussion about Anzac Day and Remembrance Day and their relevance. Be sensitive to the fact that the cultural mix of a class will dictate other dates of remembrance and significance in students' family and cultural lives.

CLASSROOM ACTIVITIES – related to themes

Key words

remember forget celebrate commemorate remembrance memory
sharing past
present future war Anzac Day Remembrance Day emotion
relationships
family memorabilia

Celebration/Commemoration

• *Lest We Forget* prompts the reader to consider some events in their life that are significant and some that are less so. It also invites the reader to distinguish between those events that we celebrate and those we commemorate.

What we celebrate/commemorate

Activity (Think, Pair, Share)

Write a list of days you like to remember and those you like to forget. **(BM1)**
Think about how you felt on these days.
Underline the events in your life that you really like to remember.
Circle any events you wish to forget that you feel you should remember.
In pairs, share your ideas with each other.
As a class, discuss these ideas and create a master list of common events to remember, both happy and sad.

Activity

Record dates of important events on a calendar (either individually or as a class).

How we celebrate/commemorate

• Introduce the class to the words **celebrate** and **commemorate**. What do they understand about these words?

Activity

Use a dictionary to find out the meaning of these words. Start word walls in the class and ask students to add other words they associate with these two key words.

Activity

Create two class murals using images that depict meaning for celebration and commemoration. Images could come from newspapers, magazines, photographs, postcards or the Internet. Encourage students to find images that depict emotions, expressions, decoration, symbols, food, and place.

Compare/contrast the emotional effect of the two murals.

What sort of days in the year would you associate with these murals?

Create a word bank of days we remember and stick the appropriate days to each mural. Use a **Y chart (BM2)** to describe what celebration/commemoration looks like, feels like and sounds like.

<http://www.australia.gov.au/about-australia/australian-stories/festivals-and-observances>

Days of remembrance – Anzac Day and Remembrance Day

In small groups invite students to discuss what these days mean to them. Share thoughts with the rest of the class.

If possible, organise a visit to the war memorial in your local town/city.

Activity

Use a **KWL chart (BM3)** or a Popplet app on an iPad to complete what you already know and what you would like to know about these two important days.

Explore other books and recommended websites (listed at the end of these notes) to discover information about the following:

How did the acronym ANZAC originate?

What is the meaning of Anzac Day and Remembrance Day?

Where did these days originate and why?

What other names have been used for Remembrance Day?

Where were Australian forces sent during WWI? Locate and mark these on a class map.

What impact did WWI have on Australian society?

Why do we observe a period of silence (one minute) on these days?

What is the significance of the dawn service?

Why is 2015 a particularly significant year for Anzac Day?

Add your new knowledge to your chart or Popplet.

Activity

Towards the end of *Lest We Forget* there are illustrations depicting a slouch hat, a bugle and a poppy. These have become symbols of remembrance. Find other symbols of remembrance and write a sentence to explain their meaning. Identify other symbols of war/remembrance in the illustrations of the book.

Think of an important occasion in your life (either one to commemorate or celebrate) and create a collage of your own personal symbols that relate to that memory.

Activity

Find out what your local community and school will be doing to mark the Anzac centenary.

Look on the Australian War Memorial Website to find out different rituals of commemoration.

Discuss how your class might like to commemorate this day. Plan a class ceremony for Anzac Day.

Consider: ceremony, music, poetry reading, Anzac biscuits, posters.

Connections and relationships

A strong bond exists between the young boy and his grandfather in *Lest We Forget*. They learn about each other's experiences through talking about their days. There is a strong sense of past and present in the story.

Show students the last illustration in the book. Discuss how this image unites all the other illustrations they have seen while reading the book.

What is happening in this picture?

Activity

Interview a grandparent, parent, relative or friend who marches on either Anzac Day or Remembrance Day. Create a relevant list of questions to find out about their experiences and why they march. Questions might include:

Have you served in a war?

Which branch of the armed services were/are you part of?

Why do people wear medals on these days?

What is the significance of the dawn service?

Should children march on days of remembrance?

Ask if you may have a photo or a piece of memorabilia to show your class.

Give a presentation to the class about this person.

Activity

Interviewing is one way of discovering information about the past. Create a list of other ways we learn about history.

Activity

How can listening to stories about the past help/inform/teach us?

Debate the following statement:

Learning about the past informs our present and our future.

CLASSROOM ACTIVITIES - related to the Australian Curriculum**English*****Understanding context***

- *Lest We Forget* is a story that prompts the reader to consider events and experiences in life that should be remembered, for reasons that are either happy or sad. Its focus is remembrance. The phrase "Lest We Forget" is both the title of the book and the last phrase we read.

Activity

Research where this phrase originated and what it means. What effect does the author intend by using it at the beginning and end of the book?

Activity

Read other picture books about war and remembrance to build your knowledge and understanding of Anzac Day and Australia's involvement in war.

ACELY1679

Activity

Explore the following online sites to further support your learning:

<http://www.awm.gov.au/>

<http://www.australia.gov.au/about-australia/australian-stories/festivals-and-observances>

<http://www.army.gov.au/Our-history/Traditions>

- Objects, cards, letters, and photos are often kept as treasured mementos of a particular event or time in a person's life. These are called memorabilia.

Activity

Identify objects the young boy might keep as a memory of his early life and the memorabilia his grandfather has kept from his war experience.

Bring to class a piece of family memorabilia that has a special meaning. Share with the class the meaning of this piece.

Examining and responding

- Read the picture books *A Day to Remember* (written from the perspective of the past) and *My Grandad Marches on Anzac Day* (written from the perspective of the present).

Activity

After reading the above books discuss how they compare to *Lest We Forget*, which presents both past and present perspectives. How does it achieve this?

From *Lest We Forget* select a page of written text (present) then turn to the following page containing the illustration of the past. Explain how the text can also apply to this illustration and not just the illustration representing the present.

- During World War I soldiers exchanged letters or postcards with their loved ones back home in Australia. There was no internet or email at that time.

Activity

Choose one of the illustrations of the grandfather's past. Imagine you are one of the soldiers in the picture. Using elements of the picture to inform you, write a letter home to your family describing the situation you are in.

- The book uses two distinct styles of illustration – to represent the present and the past. Discuss how the story can be seen as having a duality of purpose, told in two halves.

Activity

Compare and contrast the different styles of illustration – list as many features as you can that strike you about each style. Identify the events in the story that correspond with each of the colour schemes. Provide reasons why the illustrators have used such different styles and techniques to represent past and present.

- The story is written in the first person, from the point of view of the little boy. He is the narrator's voice and speaks directly to the reader. The pronouns commonly used when writing in first person are:

I we us my mine ours

Provide students with copied pages of different parts of the text.

Activity

Circle the pronouns that show that the text is written in the first person.

Activity

Create a written text for the illustrations of the past. Write in the first person from the point of view of the soldier heading to war.

Activity

Drawing on your own experiences of days you would like to remember or forget, and writing in the first person, create your own story of remembrance in the style of *Lest We Forget*. Write a draft, edit and use a computer to publish your work for the class.

THE ARTS

Drama

Deeper understanding of how the young boy and his grandfather are affected by their experiences may be achieved through the use of drama activities that encourage students to “walk in someone else’s shoes”.

Activity

Frozen Image There are rich illustrations throughout the book. Provide small groups (four to six students) with sections of text and ask them to recreate the image relating to the text from the boy’s point of view and the grandfather’s point of view. Students might refer to the illustrations to determine the roles they will take, then arrange themselves in a way that captures the moment. Remind them to use expression in their bodies and faces to explore the mood of the situation. Discuss how meaning is conveyed by body language.

Activity

Tap in Students recreate an image from the previous activity and another student or teacher taps one person at a time on the shoulder. That person then verbalises how the character is feeling in that situation. Remember there a variety of characters in each image, not just the boy and the grandfather.

Activity

Open-close In small groups students are given up to five images to re-tell the story. They are given time to work out the sequence of the story and how to move seamlessly from moment to moment. When it is time to share their work one person is responsible for saying “open, close”. The class audience should close their eyes while the group gets into position for the first image. When asked to open their eyes they do so and look at the scene for a few moments

before closing their eyes again while the group creates the next image. The process is repeated until all images have been shown. The effect should be that of flicking through a series of photos and allows students to explore different ways of interpreting a story.

Activity

Hot-seating At various points in the story, pause, and ask a student to take the role of the boy or the grandfather. Other students then ask them questions about that particular moment in the story. Encourage students to avoid yes/no questions and to use the opportunity to discover more about the characters.

Activity

Role-play The boy and his grandfather enjoy sharing stories about their day. In pairs ask students to take on the roles and have a conversation about their day. They may swap roles to experience thinking from both perspectives. Ask students what they talked about and how the other “character” responded.

Visual Arts

Explore the use of colour in the illustrations by Isobel Knowles and Benjamin Portas, the illustrators of *Lest We Forget*. Discuss how colour can change the mood of a picture.

Activity

Create two “mood” paintings, using contrasting colours to evoke a sense of celebration and a sense of commemoration.



<http://www.awm.gov.au/commemoration/remembrance/documents/>

The above image is of a memorial card issued for Armistice (Remembrance) Day.
10 November is the date the armistice was agreed upon by Germany.
11 November is the date it was implemented.

Compare this image to the front cover of *Lest We Forget* by Kerry Brown.

What remembrance symbols are used on each image?
Discuss how each image affects the viewer.

Read the poem "In Flanders Fields" by John McCrae.

<http://www.greatwar.co.uk/poems/john-mccrae-in-flanders-fields.htm>

Discuss connections between the poem and the images.

Activity

Using the information you now know about Anzac Day/Remembrance Day create a commemorative poster for the 2015 Anzac Day centenary incorporating the words LEST WE FORGET and using some wartime symbols in your design.

Activity

<http://www.awm.gov.au/education/schools/wreathlaying/>

Create poppies using paper or fabric. Wear your poppies on days of remembrance.

Create a poppy wreath to display in the classroom.

HISTORY

- *Lest We Forget* introduces younger readers to Australia's involvement in World War I. Ask students to research other significant events in Australia's history since 1914.

Activity

Create a timeline of these events from 1914 to the present day.

- During World War I many soldiers kept a diary to record their experiences and thoughts. View some diary entries written by soldiers during World War One on the following websites:

http://www.anzacsite.gov.au/1landing/s_diaryintro.html

<https://www.awm.gov.au/blog/category/diary-anzac/>

Activity

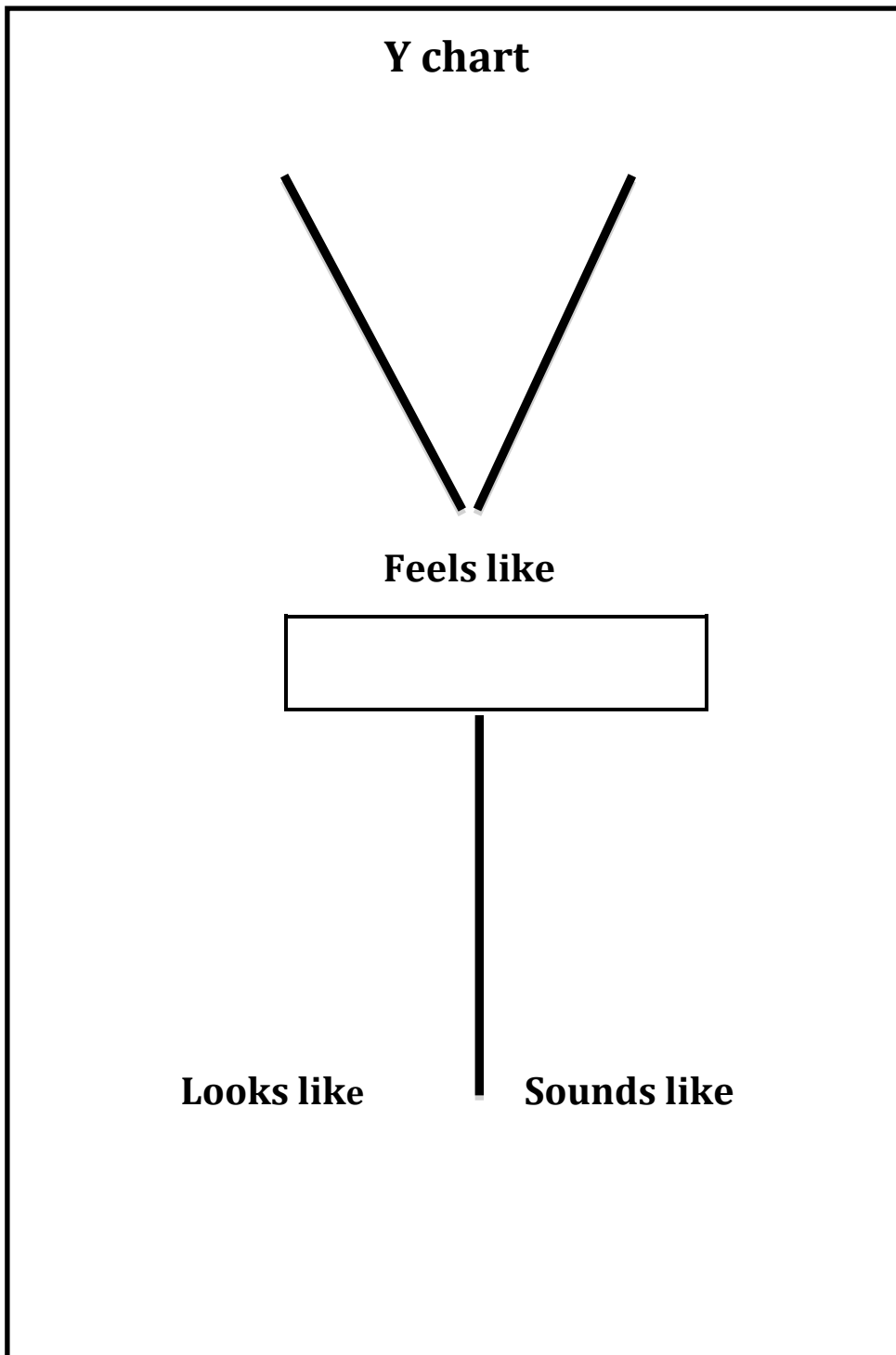
Imagine you are the soldier in the illustrations from the past in *Lest We Forget*. Create a diary for that soldier. Write an entry for each illustration in the book.

Blackline masters (BM) for use with activities appear on the following pages.

BM1

Days to remember	Days to forget

BM2



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BM3 - KWL chart

What I know	What I want to know	What I've learned

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RECOMMENDED READING

Picture books

The Bantam and the Soldier by Jennifer Beck and Robyn Belton Scholastic, 2014

Memorial by Gary Crewe and Shaun Tan Lothian, 2004.

Anzac Biscuits by Phil Cummings and Owen Swan Scholastic, 2013.

Grandad's Medals, by Tracy Duncan and Bruce Potter Puffin, 2008.

A Day to Remember by Jackie French and Mark Wilson Angus & Robertson, 2014.

Simpson and his Donkey by Mark, Greenwood and Frané Lessac Walker Books, 2008.

Jim's Letters by Glynn Harper and Jenny Cooper Puffin, 2014.

My Grandad Marches on Anzac Day by Catriona Hoy and Benjamin Johnson Lothian, 2008.

In Flanders Fields by Norman Jorgensen and Brian Harrison-Lever Freemantle Press, 2002.

Anzac Day Parade by Glenda Kane and Lisa Allen Puffin, 2010.

One Minute's Silence David Metzenthien and Michael Camilleri Allen & Unwin, 2014.

The Anzac Puppy Peter Millett, and Trish Bowles Scholastic, 2014.

An Anzac Tale by Ruth Starke and Greg Holfield Working Title Press, 2013.

Wearing the Poppy by A.J. Toledo and Patricia Mullins, HarperCollins, 2009.

The Unknown Australian Soldier by Mary Small and Anne Langridge Anzac Day Commemoration Committee Incorporated, Qld, 2001.

Only a Donkey by Celeste Walters and Patricia Mullins Penguin/Viking, 2007.

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Best Mates by Philippa Werry and Bob Kerr New Holland, 2014.

Why are they marching, Daddy? Di Burke and Elizabeth Alger. Anzac Day Commemoration Committee Incorporated, Qld, 2004.

My Mother's Eyes: The Story of a Boy Soldier by Mark Wilson Hachette, 2009

(This list was compiled by Dr Robyn Sheahan-Bright for the Teacher's Notes for *The Beach They Called Gallipoli* by Jackie French and Bruce Whatley. Please refer to these notes for further reading recommendations.)

RECOMMENDED WEBSITES

<http://www.awm.gov.au/>

<http://www.australia.gov.au/about-australia>

<http://www.army.gov.au/our-history>

<http://www.greatwar.co.uk/index.htm>

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