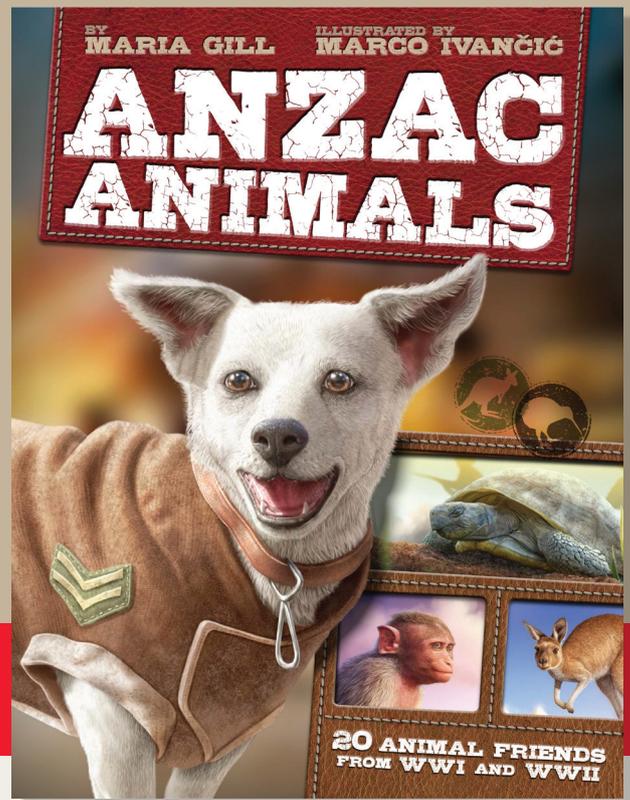


Anzac Animals

Text by Maria Gill

Illustrations by Marco Ivančić

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



Synopsis

How do you follow the very successful *Anzac Heroes*, which won the New Zealand Book Awards for Children & Young Adults Non-fiction prize, as well as the Margaret Mahy Book of the Year Award? You write about the animals they took to war.

Anzac Heroes is a heart-warming non-fiction book that tells what happened to the mascots (cats, dogs, monkeys, and a chicken) and dedicated working animals (horses, donkeys, mules, pigeons and camels) that went to war with Australian and New Zealand troops during World War 1 and World War 2. Some animals helped save Anzac lives, some helped them carry out their war work, others were there simply for comfort and love.

The Anzacs missed their loved ones at home. Letters took ages to arrive and, to fill the gap, they talked to animals about their fears and hugged them when they felt they could go on no longer. Every one of these animals touched the hearts of the men who were fighting on our behalf.

About the Author

Maria Gill has ridden camels in Egypt, donkeys in Greece, and horses in Europe. She has distant relatives who fought in WW1 and a godfather who trained as a pilot in WW2. Maria grew up in New Zealand but lived her teenage years in Australia. She trained as a secretary, a teacher and a journalist, and now writes full-time in a seaside village north of Auckland. She travelled the world while in her twenties, visiting many of the places in this book, including Gallipoli. On her return, she married and had two children. Maria's writing career began after completing several writing courses and numerous workshops. She had her first book published in 2005. Since then she has had several books published every year, as well as many articles and educational resources. Two of her books have been shortlisted in the New Zealand Post Children's Book Awards. *New Zealand Hall of Fame* won the Children's Choice award in the Non-fiction category in 2012. Five of her books have been finalists for the LIANZA Elsie Locke Award, and seven were selected for Storylines Notable Book awards. Maria Gill's website: www.mariagill.co.nz

About the Illustrator

Marco Ivančić lives in Wellington and illustrates full-time. This is his fourth book with Maria Gill. His first, *New Zealand Sports Hall of Fame*, was shortlisted for the 2015 LIANZA Elsie Locke Award for Non-fiction, and Marco received an Honourable Mention for his illustrations. His second book, *Anzac Heroes*, won the 2016 Elsie Locke Award for Non-fiction at the New Zealand Book Awards for Children & Young Adults, as well as the Margaret Mahy Book of the Year Award. Both books were selected as Storylines Notable Books. The third book, *Abel Tasman: Mapping the Southern Lands*, came out in time for the 375th anniversary of Abel Tasman exploring New Zealand and Australia. Marco majored in illustration while doing his Bachelor of Design. He has designed and illustrated book covers, magazines, maps and websites for companies. For *Anzac Animals*, he used Adobe Photoshop and worked on draft illustrations and sketches for the animal images. Marco has been drawing tanks, sharks and dinosaurs since he was four years old. He became fascinated with computer art in Year 8 and has been creating science-fiction illustrations ever since. His grandparents came from Croatia and their relatives survived the Balkan War during WW1 and WW2. Visit Marco Ivančić's Tumblr site: <http://marcoivancic.tumblr.com>

Writing Style

Anzac Animals contains 20 animal stories describing how they were brought to the battlefields before, during and after the war. The anecdotes/biographies are written in the third person, sometimes following the animal's life, and sometimes the handler's life. The animal stories are arranged alphabetically with WW1 participants first, and then WW2.

On every double-page spread, along with the animal's story, is an action illustration and a historical photograph. Text boxes give more details, either about that type of animal's contribution to the war, or elaborating on an event in the story. Some pages have a journal entry, snippet from a letter or a newspaper clipping.

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

At the back of the book, there is background information about wartime veterinary services, and information about animal welfare during and after the two world wars. Readers can investigate further with a list of books, an index and a glossary.

Shared Learning and Discussion Points

Sharing the book

Prior to sharing the book, ask students to think about stories they've read or seen on television or in books about animals' involvement in WW1 and WW2. In pairs, students can share what they know about the two wars and any animal who went to war. As a class, brainstorm some of the animals they might expect to see in the book. During the shared reading session, encourage students to ask questions to clarify their understanding of the words and ideas in the book. While reading the stories, encourage them to make predictions about what will happen next and to identify important themes and ideas.

Introducing the book: cover, introduction, world map, timeline

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

- When and where do you think the stories are set?
- Why has the author called the book *Anzac Animals*? Has anyone read *Anzac Heroes*? How will the two books be same or different?
- What kind of book do you think it is? Is it fiction or non-fiction? Will it have sad, adventurous or funny stories?
- What experiences do you think the animals in the book will have?
- How will the animals be involved in the war?

Read aloud the Introduction.

- Why does the author say that with our 21st century eyes we can see it was wrong to take pets and wildlife into battle zones? What about working animals?
- Who were the Anzac soldiers, and why did they take animals to war with them?
- Why did the Navy have mascots on board their ships?
- Name the different type of working animals featured in the book.
- What prevented many animals returning to New Zealand and Australia?
- How did the animals help the service people during WW1 and WW2?



teacher toolkit

 SCHOLASTIC

Ask the students to study the maps and timelines.

- Why has the author included maps and timelines in the book, and why place them before the stories? Will they help you when reading the animal stories?
- Look at the WW1 and WW2 maps and see what countries and boundaries may have changed between times.
- What new information have you learned from looking at the maps and timelines?
- Which countries were animals taken to during the world wars?

Pages 12-19

- In what category would you put these first four animals – mascots or working animals? Why?
- What are the symbols at the top of each page and how do they help you identify where the handler came from and what military organisation they were involved with?
- The Anzac Cameleers, Bill and Bess were in the same battle arena. Where was it and what did they do to help?
- What happened to these four animals after the war?
- How did the handlers control their animals?
- For three of the handlers, these beasts were more than a working animal; they were also a friend. How did these animals help their handlers, outside of doing their job?
- How else did horses, camels and dogs help the war effort?

Pages 20-23

- How were these animals taken to war? Why did the soldiers take them?
- One of the animals was with a transport driver; what was the driver's job and what did that animal do to help?
- Make a list for Leslie for the reasons why he should or shouldn't take Driver home with him.
- What did handlers put on their animals to protect them from chlorine gas? How effective were they?
- There are lots of small newspaper articles about the kangaroos that were taken to North Africa, Europe and Egypt in WW1 and WW2, but no stories that the author could find about someone actually taking one from Australia. Pretend you are a soldier or medic and write a diary entry about taking your pet kangaroo over.
- Write a list of 'For' and 'Against' points for taking a wild animal away from its country.

Pages 24-27

- List the ways in which donkeys and mules are alike, and different?
- Think about one of the funny or scary incidents in the mule story and describe it in your own words.
- How did the winter weather affect the mules?

- Where was the Hindenburg Line, and what was it?
- What did the stretcher-bearers use donkeys for, and what type of invalids could they help?
- Why was it dangerous for the stretcher-bearers and donkeys?
- How did Jack Simpson get so famous when there were other stretcher-bearers and donkeys doing the same work?
- Why did confusion arise over the photograph and painting?

Pages 28-31

- Why do you think ships liked to carry mascots in those days?
- What happened to the first Pelorus Jack?
- What animal do you think Pelorus Jack was named after?
- What battles did the two dogs go into with HMS *New Zealand*?
- What other animals did the dogs befriend on the ship?
- What's the difference between a tortoise and a turtle?
- How was Torty injured?
- What did the tortoise do on board the hospital ship?
- Who did Torty outlive, and how old is he now?

Pages 36-37, 48-49

- Why was Allan Cameron given the nickname 'Tiny'?
- Why did Allan only take Buzz up in the aeroplane once?
- What did Buzz do on the airfield?
- What happened to Allan?
- Where do you think the author enquired when she was trying to find out what happened to Buzz after the war?
- Why do you think the pilot called his pet Marine Stupid?
- What did they train the monkey to do?
- What injuries did Marine Stupid suffer during one battle?
- What did the sailors think of Marine Stupid?
- What happened to her after the war?

Pages 40-41, 46-47

- Why did the army think they would have no need for pigeons during WW2?
- Research a famous pigeon from overseas and write a paragraph about its heroic deed.
- What did Deedee do to help the crew on board one of the supply boats?
- Write in your own words what the second pigeon did to win its Dickin Medal.



- What was the clever trick the British army carried out with their pigeons?
- What plans did Mark Batistich have for Lulu at first? What changed his mind?
- What tricks did he teach Lulu?
- How did Mark and his fellow soldiers feel about Lulu's eggs? Why were they so special?
- What type of mischief did Lulu get up to sometimes? Is that natural hen behaviour?
- How did Mark and his fellow soldiers feel when they couldn't find Lulu? Why had they grown so attached to a hen?

Pages 38-39, 42-45

- Where did the soldier find Colonel Bubu and where had he most likely come from?
- What did the three dogs (Col. Bubu, Duda and Horrie) have in common?
- Describe Colonel Bubu's life with the Maori Battalion.
- Why was Colonel Bubu left in Egypt when the battalion went on furlough or to Italy?
- Imagine you're the soldier in the trench in Ed Duda. Write down the sights, sounds and your feelings when you first hear – and then see – the little dog.
- How would you describe the personality of Duda?
- What happened to Duda after the war?
- What other dog was in Duda's regiment and how was it different?
- Horrie had a special trick that saved many lives. What was it?
- Why did Horrie make sure the butcher was woken up?
- What elaborate plan did Jim have to get Horrie home without alerting officials?
- How did Jim save Horrie? How did he feel about the other dog, do you think?

Pages 50-51

- Why weren't horses used very much in WW2? And why did they still need donkeys and mules?
- Which famous soldier used donkeys and mules in Greece and North Africa. Why was he famous? How would you describe his personality?
- How are donkeys and mules the same and different?
- Why did the army set up a mule pack company in Tunisia and what happened to it?
- Why did the soldiers care so much for Monty?

Pages 54-57

- Who was Mrs Rommel named after and why do you think they named her after him?
- What happened to the mother cat and two kittens?
- Why did these soldiers want cats as pets or mascots?
- What other animals were in C Company?
- Why did Bob Collins plonk the kitten in front of the Captain?
- How did Red Lead get her name?
- Did Red Lead have a premonition or was she just sick of the noise and want to escape? Provide evidence for your answer from the text.
- What happened to Bob and Red Lead after they had been torpedoed?
- Why were cats popular on ships?

Pages 58-59

- List the procedure for looking after animals once they were wounded.
- What were the duties of a veterinary officer?
- Compare and contrast the problems animals had in North Africa and Europe during WW1.
- What new treatments did the vets discover during WW1?
- Which charities helped animals during the wars?
- What were the two medals that were awarded to animals?
- Write three lists: Plus (good things), Minus (bad things) and Interesting (something you've just learned) about what happened to the animals after the war.
- What do you think Dorothy Brooke wrote in her letters to the press? Write a letter on her behalf asking for people to fundraise so she could save the war horses.
- Describe a memorial you may have seen near where you live. Is it for animals or soldiers? If there isn't an animal memorial near you – design one.



Activities

ACTIVITY 1: CARTOON SCENE

Draw and write a cartoon strip for one of the animal stories.

ACTIVITY 2: 'HOW TO CARE FOR YOUR MASCOT' GUIDE

Write and draw a pamphlet to help a soldier look after a mascot on a battlefield. What do they need to do to ensure the safety of the animal?

ACTIVITY 3: DEBATE IT

Have a debate about the benefits and drawbacks of using working animals in a war arena.

ACTIVITY 4: DEAR MUM

Pretend you are one of the animal handlers in the book. Write a letter back home about how you and your animal are faring on the front line.

ACTIVITY 5: THINKING SKILLS MATRIX

Working with a partner, do the following Thinking Skills Matrix:

<p>Alternative key</p> <p>List ways your pet could help you in a tricky situation.</p>	<p>Invention key</p> <p>Design a gas mask for one of the animals in the book.</p>
<p>What if key</p> <p>What if someone took a lion mascot (someone really did!) to the battlefield. What problems might occur?</p>	<p>Question key</p> <p>Choose a thing or event from the book to be 'the answer', then ask classmates to write the question for it.</p>

ACTIVITY 6: RESEARCH AND WRITE YOUR OWN STORY

Write an animal story, in the style of *Anzac Animals*, about another animal that went to war. Perhaps it went to one of the world wars or one of the more recent battles.

1. Google 'animals that went to war' on the computer, and find an animal that is not already covered in this book.
2. Write down some questions you would like to know about that animal and its handler and where it went.
3. Try to find a book or article about that animal and take notes, answering your questions.

<p>Introduction:</p> <p><i>Introduce the animal and the handler. Say where it is found or taken from, and where it is going.</i></p>	
<p>Middle paragraph 1:</p> <p><i>Tell how it is trained or adapts to its new environment.</i></p>	
<p>Middle paragraph 2:</p> <p><i>Tell a funny or scary incident in the story.</i></p>	
<p>Conclusion:</p> <p><i>Tell the reader what happened to the animal when the war ended.</i></p>	

4. Proofread your story. Check punctuation, spelling and grammar. Substitute over-used verbs or nouns and put in some interesting words. Rewrite it to make it more exciting. Before writing your good copy, read your story aloud to someone in the class. Ask for feedback and make those changes. Write a good copy of your story and draw a picture of your animal. Make a class booklet with all the stories.