

## ARMISTICE

By Ruth Starke  
Illustrated by David Kennett

### BOOK SUMMARY

*Armistice* provides a broad introduction to the Armistice and its aftermath and goes some way to putting WW2 into perspective. Its crisp text and highly illustrated style conveys a wealth of impeccably researched material. Maps, notes and references are included.

### CURRICULUM LINKS AND KEY LEARNING OUTCOMES

- English
- History (Year 9), ANZAC Stories
- General Capabilities – Ethical Understanding, Intercultural Understanding

### APPROPRIATE AGES 10+

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Armistice

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Notes by: Concetta Gotlieb

### ABOUT THE AUTHOR

**Ruth Starke** is one of SA's most successful children's writers, with over 20 titles published since she began writing in 1992. Many of them have won or been shortlisted for national awards, including the much acclaimed *NIPS XI* (CBC Honour Book), *Orphans of the Queen* (shortlisted for both the 2005 NSW and Queensland Premiers' Awards); *Stella by the Sea* (shortlisted for both the CBC Younger Book of the Year and the Queensland Premier's Award) and *Noodle Pie* (winner of the Book of the Year Award Speech Pathology Australia). Together with Greg Holfeld she has worked on the 2014 Notable Book *Anzac Tale* and the three graphic picture books in the Captain Congo series, including *Captain Congo and the Crocodile King*, which was shortlisted for the 2009 CBCA Picture Book of the Year. *Armistice* is a companion to her award winning 2015 title, *My Gallipoli* which won the 2015 NSW Premier's Young People's History Prize.

### ABOUT THE ILLUSTRATOR

**David Kennett** was born and raised in Adelaide, and graduated with a Bachelor of Design and Illustration from the Underdale College of Advanced education in 1985. He has worked as an art director with a publishing house, and as a teacher of drawing and illustration at TAFE SA and the University of South Australia. He is now a full-time book illustrator and author with a particular interest in wildlife, natural history and the ancient world. His books include six titles in the award-winning natural history series *Solo Wildlife*; *Olympia: Warrior Athletes of Ancient Greece* and *The Roman Army* written by Dyan Blacklock; and *Pharaoh: Death and Life of a God*. *Olympia* was the winner of the Eve Pownall Award for Information Books in the 2001 CBCA Book of the Year Awards. His most recent book *Forward March* written by Christobel Mattingley was published in 2016. In 2003 David was awarded the Centenary of Federation medal for services to Australia through literature.

### REASONS FOR STUDYING THIS BOOK

Understanding the origin, significance, traditions and terms associated with national or local celebrations and events.

## KEY CURRICULUM AREAS

### World War I (1914-1918)

Students investigate key aspects of World War I and the Australian experience of the war, including the nature and significance of the war in world and Australian history.

### World War I (1914-1918)

- An overview of the causes of World War I and the reasons why men enlisted to fight in the war ([ACDSEH021 - Scootle](#))
- The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign ([ACDSEH095 - Scootle](#))
- The impact of World War I, with a particular emphasis on Australia including the changing role of women ([ACDSEH096 - Scootle](#))
- The commemoration of World War I, including debates about the nature and significance of the Anzac legend ([ACDSEH097 - Scootle](#))

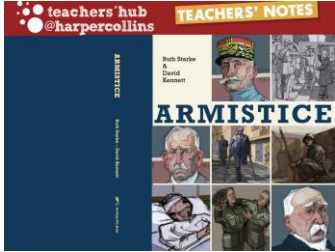

### History (Year 3 Outcome)

- Days and weeks celebrated or commemorated in Australia (including Australia Day, Anzac Day, and National Sorry Day) and the importance of symbols and emblems (ACHASSK064 - Scootle)


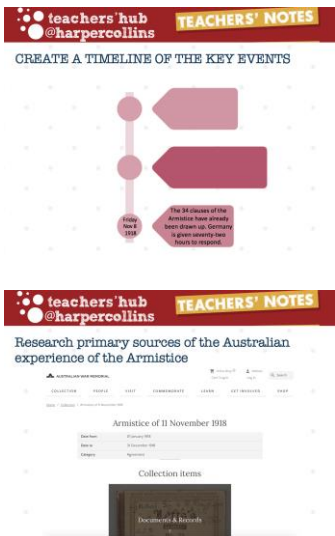
## THEMES



The Great War, The Treaty of Versailles, effects of war, allies,




CLASSROOM IDEAS AND ACTIVITIES

Activity	Notes & Curriculum Links	ICT Integration/Worksheet
Cover Story	<p>Discuss the cover text and illustrations. The purpose of this discussion is to introduce the author and illustrator, uncover prior knowledge or create interest in the story.</p> <p><b>Guiding Questions</b></p> <ul style="list-style-type: none"> <li>• What do you think the book is about?</li> <li>• What can you tell from the cover? Is the cover appealing?</li> <li>• What do you think this book is about?</li> <li>• What do you think the title means?</li> <li>• Where is the book set? How do you know?</li> <li>• Who are the main characters?</li> <li>• How do you think the illustrations were created?</li> </ul>	<p>IWB</p> <p>Cover Brainstorm</p> 
Words of War	<p>Get students thinking about the authors choice of words.</p> <p><b>Guiding Questions</b></p> <ul style="list-style-type: none"> <li>• Have students identify new words or use the words of war provided to discuss the language of war.</li> <li>• Complete a quick online dictionary search to ensure students have a full understanding of any interesting words.</li> </ul>	<p>IWB</p> <p>Word Wall</p> 

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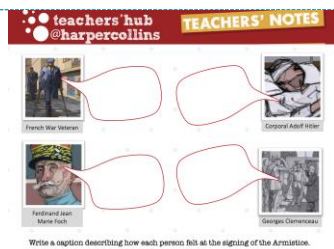
<p><b>Book Exploration</b></p>	<p>Have the students adopt different characters in the story, allow them to practice their part and then as a group read the story together.</p> <p>Emphasise the importance of perspective taking in looking at historical events.</p> <p><b>Debrief</b></p> <ul style="list-style-type: none"> <li>• Which people in the book did you empathise with? Why?</li> <li>• Why do you think the author and illustrator have created the book in this way?</li> <li>• What questions do you still have about the armistice?</li> </ul> <p>Use the Facebook profile to have students extend their knowledge of the character they played. Who are they and how were they effected by the war.</p>	
<p><b>Timeline</b></p>	<p>Discuss the timeline of World War 1 and the events leading up to the Armistice. Using the journal entries in the story build up a picture of that period of history. Get a better understanding of the Armistice by further researching the events described by going directly to the source material provided in the notes.</p> <p>Have the students retell the story of World War 1 from the perspective of different characters in the story.</p> <p><b>Guiding Questions</b></p> <ul style="list-style-type: none"> <li>• What are the events that led to so many nations engaging in such a big battle? Do you think it was justified?</li> <li>• Why did Germany have to sign the Armistice? Which characters give you a hint to the German experience on the battle front? E.g. Paul Baumer</li> <li>• What happened to the German's after the war?</li> </ul> <p>You may also wish to have students further research Australian primary source accounts of the Armistice</p>	

	<p>through the Australian War Memorial website: <a href="https://www.awm.gov.au">https://www.awm.gov.au</a></p>	
<p><b>Mapping the war</b></p>	<p>Explore historical artifacts such as images to better understand where the battles were fought and how different the battles were to modern warfare.</p> <p>Create a google 'My Map' of Europe from 1914-1919, marking the key areas of action including battles and where the Treaty was signed. Search for and attach historical images to your map.</p> <p><b>Guiding Questions</b></p> <ul style="list-style-type: none"> <li>• Why was territory so important to the Germans in the war?</li> <li>• Where were the key battles fought? Why did they happen at those locations? E.g. Amiens</li> <li>• Does David Kennett's artwork give you a realistic sense of the battlefield? Does his artwork contribute to a greater understanding of what was happening at the time?</li> </ul> <p><b>Activity</b></p> <p>Students can also use the two maps provided in the text (1914 &amp; 1919) to explore where the Germans occupied prior to the Treaty and where the land was given back.</p> <p><b>Activity</b></p> <p>Get a sense of what life was like a war by having the students write a list of 10 tips for surviving the western front.</p>	  <p><b>10</b> TIPS FROM THE WESTERN FRONT</p>

<p><b>The Art of War</b></p>	<p>David Kennett uses each page to visually tell the story, leaving us with many clues that would benefit from further investigation. For example several French propaganda posters are embedded within the artwork on page 31.</p> <p><b>Guiding Questions</b></p> <ul style="list-style-type: none"> <li>• What was the purpose of this type of communication?</li> <li>• Who was it created by?</li> <li>• Who was it read by?</li> <li>• Who do they talk to? Women? Men?</li> <li>• What font styles are used? Bold fonts/capital letters</li> <li>• What colours are used? Red, colours of the flag</li> <li>• What type of language is used? Clear message, commanding and persuasive language</li> <li>• What images are used? Striking, designed to elicit emotion E.g. a French soldier strangling the German imperial eagle</li> </ul> <p>What are the similarities and differences between propaganda and political memes.</p> <p>Create a political meme using an online graphic design program. Draw inspiration from propaganda posters of the time.</p>	  <p>Design your own poster or meme using Canva.</p> <p><a href="https://designschool.canva.com/blog/examples-of-propaganda/">https://designschool.canva.com/blog/examples-of-propaganda/</a></p>
<p><b>The Armistice</b></p>	<p>The book begins just before the Armistice is signed. It shows how difficult the ongoing war is on all sides and how civilians and soldier alike desperately want a resolution.</p> <p>“We all long for peace but Opa says we Germans are like a man at the top of a steeple whose ladder has fallen away, and who cannot get down despite all his suffering.”</p> <p><b>Guiding questions</b></p> <ul style="list-style-type: none"> <li>• What is an armistice?</li> <li>• What were the conditions of the WW1 Armistice?</li> </ul>	

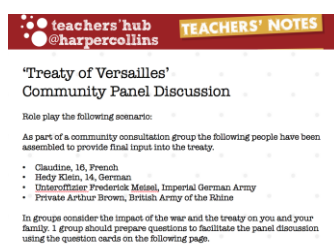
- How did the various parties involved feel about the conditions?

Create a 'sound bite' for each of the characters pictured. Summarise the feelings of the parties.



**The Treaty of Versailles**

The Treaty of Versailles took 6 months to draw up and imposed territorial, military and economic sanctions on Germany. It was a long process as everyone had very different needs and wants and had to negotiate on behalf of countries who had lost a lot and might feel that they were still vulnerable to attack if the conditions didn't dampen the will to go to war. Some countries wanted to punish the Germans and others to help the country heal. In the end the Treaty is thought to be very influential in events that happened post war.



**Guiding Questions:**

- What is a peace treaty?
- What did the key players want to get out of the treaty?
- Why did the Treaty of Versailles take so long to negotiate?
- What were the 14 points of the peace treaty?
- How did the Treaty impact the different players?
- How did they feel about the final points of the Treaty?



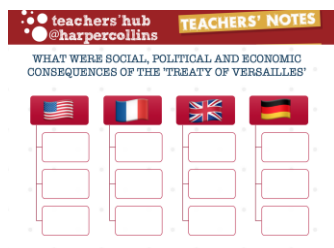
**Activity**

Class role-play 'Community Consultation: Panel Discussion'

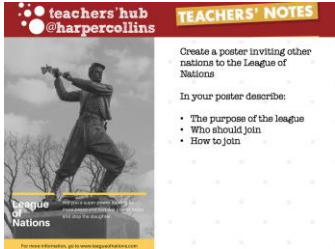



**Activity**

Students can summarise their thoughts by creating a tweet as the leader of one of the big four nations, sharing the news of the treaty. You could also extend this activity to have tweets from the citizens of those countries and anyone who might have been impacted.





	<p><b>Activity</b></p> <p>Summarise the impact of the treaty on the four big nations involved.</p>	
<p><b>The League of Nations</b></p>	<p>The League of Nations is discussed by Paul Mantoux, Chief Allied Interpreter on page 25 and referenced in the notes.</p> <p><b>Guiding Questions</b></p> <ul style="list-style-type: none"> <li>• Who instigated the idea of the League of Nations?</li> <li>• What was the purpose of the League?</li> <li>• Which countries could join?</li> <li>• Should Germany have been allowed to be part of Nations?</li> <li>• Did the League have the impact that was intended?</li> <li>• What international body is currently responsible for peacekeeping? What are the strengths and weaknesses of this body?</li> </ul> <p><b>Activity</b></p> <p>Create a recruitment poster encouraging countries to join the League of Nations.</p>	
<p><b>It is an armistice for 20 years.</b></p>	<p>At the end of the book we travel through time to 1939, Warsaw Poland where the book asks us to consider whether the decisions made in the armistice and Treaty of Versailles contributed to ongoing tensions in Europe and set the scene for World War 2</p> <p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>• Why was Poland a significant area?</li> <li>• What aspects of the Armistice and Treaty might have set the conditions for World War 2?</li> <li>• Who might have acted differently in the process to prevent another war?</li> </ul> <p><b>Activity</b></p>	

	<p>Facebook Live with Paul Mantoux, Chief Allied Interpreter. Three students would run the Facebook Live, one to manage the session, one to facilitate questions and one to play Paul Mantoux. Students from the class could ask his opinion on a range of questions, particularly around whether the war could have been prevented. You may also wish to run additional Facebook Live sessions with other people who would have been influential in both World War 1 and World War 2.</p>	
<p><b>Writing Techniques</b></p>	<p>Writers often repeat the same concepts throughout the story, sometimes they even repeat the same sentences. In this activity, you'll look more closely at the way the author has structured the writing to make it interesting.</p> <p><b>Guiding Questions</b></p> <ul style="list-style-type: none"> <li>• What are the key writing techniques the author has used in the writing of this book?</li> <li>• Why did the author choose to tell the story from different perspectives?</li> <li>• Do you think this technique adds to your enjoyment/understanding when reading the story?</li> <li>• What other aspects of the writing do you find interesting?</li> <li>• Which characters do you relate to the most?</li> </ul> <p><b>Activity</b></p> <p>Have students re-write the story using social media tools and graphic design, use similar devices such as first-hand accounts, a range of perspectives and a timeline.</p>	

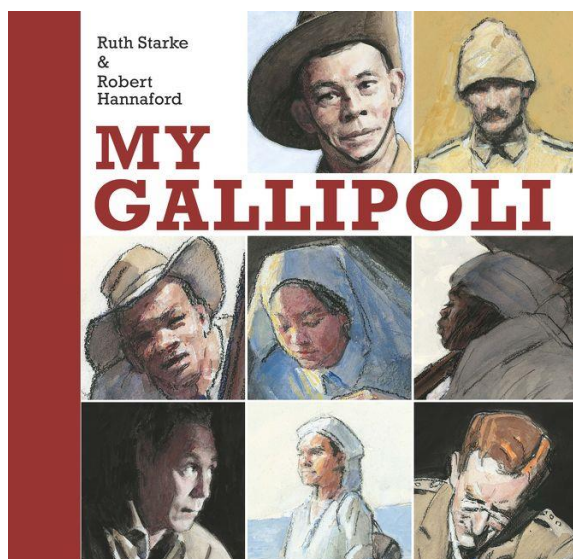
**PREPARED BY**

Information about the author of the notes

Concetta Gotlieb is a qualified primary teacher. Concetta is passionate about working with teachers and students to design, develop and deliver digital learning experiences to solve problems and create connections. Her teaching and learning design focusses on students as creators and producers.

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### My Gallipoli by Ruth Starke & Robert Hannaford

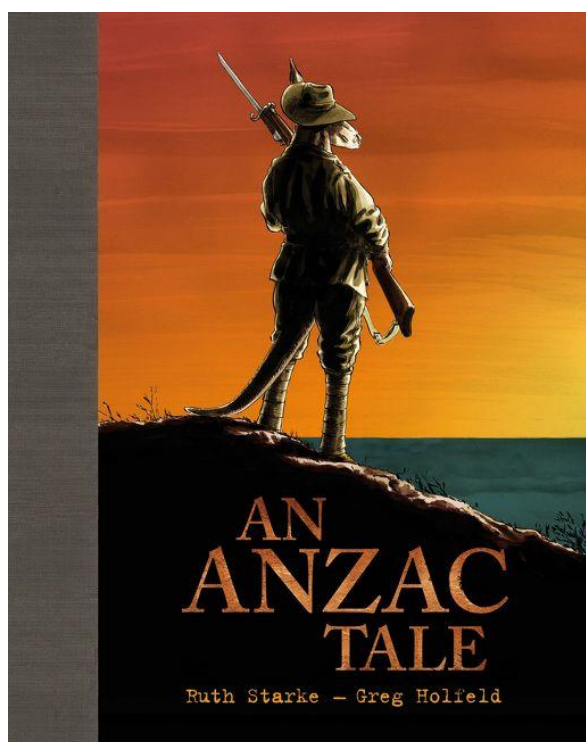
From the shores of Anzac Cove to the heights of Chunuk Bair, from Cape Helles to Gurkha Bluff, the Gallipoli Peninsula was the place where thousands of men from sixteen nations fought, suffered, endured or died during the eight months of occupation in 1915.

The strong atmospheric artwork of renowned artist, Robert Hannaford is a perfect complement to Starke's sweeping text.

**Winner 2015 NSW Premier's Young People's History Prize Shortlisted for 2015 Asher Prize Shortlisted for the 2016 CBCA Crichton Award for New Illustrators Shortlisted for the 2016 WA Premier's Book Awards 2016 CBCA Notable Picture Book**

ISBN 9781921504761 RRP 29.99

Teachers Notes Available



### An Anzac Tale by Ruth Starke ill. Greg Holfeld

With the outbreak of war in 1914, best friends Wally and Roy, and new mate Tom, are among the first to enlist.

When Australia pledges its support to Great Britain at the outbreak of World War I, mates Roy Martin and Wally Cardwell are among the first to enlist. But what the friends first thought would be an adventure soon turns to disaster. The day after the landing at Anzac Cove on 25 April 1915, more than 2000 of their fellow Anzacs are dead. As the campaign drags on, life for Wally and Roy and their new friend, Tom, becomes a battle of endurance against a plucky enemy, a hostile landscape, flies, fleas, cold and disease. In this graphic novel, Ruth Starke and Greg Holfeld have combined to create an extraordinary and original work for upper primary students on the subject of Gallipoli and the Anzac campaign.

ISBN 9781921504532 RRP 29.99

Teachers Notes Available