ANZAC Cove

Learning guide

Over the past year, students from Alfriston College have re-created the landscape of Gallipoli in Minecraft® block by block. Working with Auckland Museum's staff and using our First World War collections, the students have learnt about the experiences of the New Zealand soldiers in the 1915 campaign.

What is this guide for?

This guide will help you to engage with this world and learn about this significant period of history. It may be of particular interest to teachers and students. However, if that's not you, keep reading! We are sure you will find something of interest here.

Within these pages you'll find suggested pathways for learning, and a range of digital resources and YouTube videos to support exploration, building and re-enactments within the Gallipoli in Minecraft® world. If you're a teacher, these pathways can be used or adjusted to effectively engage students from middle-upper primary to secondary level.

Key sections at the AM Minecraft® webpage that support this guide

Background to WWI and Gallipoli

Collection Connections
(links to Auckland Museum resources)

Personal stories from Gallipoli

Minecraft® student videos

Once you've downloaded the world, you can engage with it in a variety of ways:

- Explore — check out the world and places of significance in the Gallipoli campaign.
- Re-enact — multiple players can work together within the world to recreate dramatically specific events experienced by soldiers at Gallipoli.
- Create and Share — guided by research and the Auckland Museums collection create additional features or redesign some of the existing features within the world. Share your design with Auckland Museum's Minecraft® community.

Key themes

- The Gallipoli Campaign — key military events, the Allies intended strategy and associated locations
- Daily life of a soldier, weapons and technology
- Trench warfare
- Supplying the front line
- Medical support

Inquiry Learning

Content from this Learning Guide can be used throughout the inquiry learning process to:

- Introduce the 'Big Idea'
- Craft rich questions
- Prompt deeper thinking
- Aid student discussion
- Support independent research by students

Making it work for Multiple Players

If you download Gallipoli in Minecraft® to a local computer, that version can only be seen locally. But if you open the world via a host server, it can be used by multiple players who can have a collaborative experience within your class. This is particularly useful for team builds and re-enactment tasks.

Explore

- The Gallipoli landing
- Naval support
- Fuelling the front line
- Life of a soldier

- Strategic aims
- The landscape, its strategic importance and impact on the lives of the soldiers
- Trench warfare

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Cape Helles

Set the Scene:

Watch the Minecraft® student videos

1. ANZAC COVE

a. Explore

Board the ships HMS *Queen, Prince Charles* and *Triumph* and explore their layout.

Did you know?

In the landing at Anzac Cove, the first wave of soldiers went ashore from the boats of three Formidable-class battleships; HMS *London, Prince of Wales* and *Queen.*

The second wave went ashore from seven destroyers.

In support were HMS *Triumph, Majestic* and the cruiser HMS *Bacchante* as well as the seaplane carrier HMS *Ark Royal* and the kite-balloon ship, HMS *Manica* from which a tethered balloon was trailed to provide artillery spotting.

Go deeper

Compare and contrast the features of each ship. Discuss the use of this naval support in the landing. Unpack how the soldiers were landed at Anzac Cove.

b. Explore

Travel to the beach and investigate the Anzac cove area. See what you can find there; supplies, dug outs, clearing stations for the wounded and communication stations.

Did you know?

Days after the landing, Anzac Cove was quickly populated with supplies, medical and communication stations and dug outs for soldiers to sleep and shelter in. Anzac beach in Gallipoli in Minecraft® was based on a sketch by Lieutenant-Colonel Percival Fenwick which clearly showed the locations of such things. See Collection Connections.

There was no natural source of water at Gallipoli. Water, food, ammunition and other supplies were brought to Anzac Cove by ships.

Go deeper

Make connections to the images in the Collection Connections section. Discuss the key ideas: fuelling the front line, issue of water, food, shelter, communication, sanitation and medical care.

c. Explore

Focus on the landscape and imagine how it would have looked on 25 April, the day of the landing. Travel over ground to the intended strategic points on the Sari Bair range and Mai Tepe. Return to Anzac Cove and explore the surrounding area, locate what would later be named Walker's Ridge, Quinn's Post, Courtney's Post, The Sphinx, Canterbury Gully, and the Wellington Terrace.

Did you know?

The Turkish name for The Sphinx was Yusuk Tepe (High Hill).

The Sphinx was part of the Sari Bair range, which runs up from the beach south of Anzac Cove to Koja Temen Tepe (Hill of the Great Pasture), the highest point on this part of Gallipoli. Sari Bair (Yellow Ridge) was named for its yellow eroded slopes.

Go deeper

- Consider some of the challenges soldiers would have faced in the first few hours and days of the campaign. Discuss and evaluate the success of the landing. Use the Gallipoli Invasion map to help you.
- Consider the size of the occupied area at Gallipoli (about 6km^2).
- Locate the key landmarks associated with the August offensive. Open up a discussion around the objectives of the offensive, the logistics and challenges. Use the Sari Bair offensive, August 1915 map to aid the discussion.

d. Explore

Explore the Allied and Ottoman trench systems.

Did you know?

Opposing trenches at Gallipoli were extremely close — barely four metres apart in some places.

Go deeper

Discuss the realities of trench life and warfare. Watch World War One: Trench Life from the Fast Facts Series to gain an understanding of life in the trenches.

Use the Collection Connections section and NZ History maps to aid the discussion.

2. CAPE HELLES

a. Explore

Board the SS *River Clyde*, then move around and get a feel for her size.

Did you know?

On 25 April 1915 the SS *River Clyde* sailed to take part in the British and French landing at Cape Helles. She was strategically beached at V Beach beneath the Sedd el Bahr castle on the tip of the Gallipoli peninsula so that the soldiers on board would be able to land without delay. This plan failed as the peninsula was defended well by the Turkish and attempts to land resulted in loss of life and injury.

Once the tip of the peninsula was secure, the SS *River Clyde* became a base for the French contingent and a medical field dressing station where the wounded were attended to.

Go deeper

Unpack and discuss how the SS *River Clyde* became beached, the challenges the soldiers on board faced and the ship's subsequent use by Allied forces.

b. Explore

Starting from the beached ship, investigate V Beach and Y Beach.

Did you know?

Despite the best efforts of the Turkish guns on the other side of the Dardanelles, they never managed to sink the SS *River Clyde*. The ship remained aground until 1919 when it was re-floated and taken away.

Go deeper

Compare the V Beach supply area to the beach at Anzac Cove. How does what you see help you understand what occurred here, and the life of a soldier?

c. Explore

Travel up to Sedd el Behr fort and village and explore.

Did you know?

Sedd el Bahr is a village at Cape Helles on the Gallipoli Peninsula. The village lies east of the cape itself, on the shore of the Dardanelles. The castle, *Sedd el Bahr Kale,* also known as *Eski Kale* ('Old Castle') was built in 1659. It was seriously damaged by the Royal Navy in their effort to secure the Dardanelles.

Go deeper

There were 32,000 Greeks living on the Gallipoli peninsula in 1915. Discuss their experiences. Discuss the impact of war on historical architecture.

d. Explore

Locate the areas of fortification in the areas surrounding V Beach.

Did you know?

The New Zealand Infantry Brigade and the Australia Infantry Brigade were called to Cape Helles to support the British and French in May 1915. They took part in the Second Battle of Krithia, a battle that cost more lives than any other single action fought by New Zealanders during their three months at Gallipoli.

Go deeper

Research the Allies' attempts to gain control of the Dardanelles. Why was their attempt unsuccessful? Discuss evidence that the Ottoman forces were prepared for an invasion.

e. Explore

Follow the route the New Zealand soldiers took to the Daisy Patch. Discuss the events and realities of the New Zealand reinforcement's experiences at Cape Helles. Use the Gallipoli Invasion map to aid this discussion.

ASSESSMENT OPPORTUNITIES FOR TEACHERS AND STUDENTS

Students can record their avatar exploring Gallipoli in Minecraft® using programmes such as Fraps or Bandicam. You can find step-by-step tutorials on YouTube to help with this. Students can add a voice over to their recording to demonstrate their understanding of key themes such as military strategy or inquiry questions like: How did soldiers survive the difficult conditions of Gallipoli?

Re-Enact

- Strategic aims
- The landscape, its strategic importance and impact on the lives of the soldiers

ANZAC Cove Map

Walkers Ridge

Re-enactment can involve multiple players working together to act out a period of time or event at Gallipoli.

Set the scene:

Watch the Minecraft® Student Videos — New Zealanders' experience at Cape Helles in May 1915.

The Gallipoli Campaign.

Unpack the events of the May and August offensives. Divide your class or organise your friends into the different Anzac units involved in an offensive, as well as the Ottoman forces defending each area. Players work together to re-enact the different strategic aims of each of the offensives, the defence by the Ottoman forces and the realities on the day.

Make use of the resource section in this kit, particularly the strategic maps available on NZ History.net which will help you demonstrate the intended strategy and movement of troops.

* Use the trench maps within the Collection Connections section

ASSESSMENT OPPORTUNITIES FOR TEACHERS AND STUDENTS:

- Encourage students to share their understanding of key themes/questions by recording their re-enactment within Gallipoli in Minecraft® with a voice over, and sound effects.
- Organise a film crew and actors. Key roles include:
  - Scriptwriter
  - Avatar roles (actors)
  - Lead camera
  - Sound technician
  - Editor
  - Rehearse script with class. Record the re- enactment using programmes such as Fraps or Bandicam. You'll find step-by-step tutorials on You-Tube to help with this. Assess students on individual roles, successful scripting and re-enactment of event, and against the key competencies.

Create and Share

- The Gallipoli landing
- Naval support
- Fuelling the front line
- The daily Life of a Soldier

- Strategic aims
- The landscape, its strategic importance and impact on the lives of the soldiers
- Trench warfare

Naval support ANZAC Cove

Within Gallipoli in Minecraft® you'll find opportunities to add to the world by building features and structures. Like the students from Alfriston College, you can use Auckland Museum's collection and the suggested resources to help you. Building within Minecraft® requires spatial awareness and maths skills and can require collaborative learning and design solutions.

Set the scene:

Watch the Minecraft® Student Videos – Pictorial Collection/Minecraft® Comparison Images. View photographs from the Collections Connection section – The daily Life of a Soldier.

a. Task: Build a dugout

Consider the structures that soldiers used for shelter at Anzac Cove, Walker's Ridge, Wellington Terrace and Quinn's Post.

Key questions: What was life like for soldiers at Gallipoli? What did they need protection or shelter from? Where were these dugouts positioned? How close were they to the front line? How close to supplies?

Consider building materials. What materials would suit these shelters? Compare with the dugouts made by Alfriston College. Do you have a different design solution? Create, compare and share your design #AMMinecraft®.

* Find photographs in the Collection Connections section to help you build and position your dugouts.

b. Task: Extend the trenches

Review the existing trench systems on the peninsula. Some areas are not complete. Extend the trenches to reflect the trench map in the Collection Connections section.

Key questions: What was life like for soldiers on the front line? Why did they use trenches and saps? What were the realities of trench warfare?

Consider your materials. What materials would suit the building of new trenches? Compare with the existing trench system made by Alfriston College. Do you have a different design solution? Create, compare and share your design #AMMinecraft®.

c. Task: Add naval support

Several navy vessels supported the Gallipoli campaign, at Anzac Cove and around Cape Helles. Alfriston college students have created a number of dreadnoughts and pre-dreadnoughts, however over the whole campaign many more ships were anchored off the peninsula. Research what this naval support looked like and its position. Return to the Explore section of this kit for a list of the naval support that was at Anzac Cove on 25 April. You may wish to visit the Auckland Museum Armoury to aid your research and your build. They have helpful staff and a selection of books such as *British Warships 1919* which will help you.

Key questions: Why was naval support necessary at Gallipoli?

Consider your materials. What materials would suit the build? Compare with the existing ships made by Alfriston College. Do you have a different design solution? Create, compare and share your design #AMMinecraft®.

d. Task: Redesign the HMS *Queen*

Explore HMS *Queen* built by the Alfriston College students. Of the three ships located off Anzac Cove this is the one in the middle. Do you have a different design solution? Create, compare and share your design #AMMinecraft®.

e. Task: Add a hospital ship

The *Maheno* was a state-of-the-art hospital ship with eight wards and 340 cot cases. It had two operating theatres, sterilising and X-ray rooms, a laboratory, a laundry and drying room, a steam disinfector and a dispensary. Also onboard was a telephone exchange and two electric lifts, each capable of taking two stretchers at a time. The hospital ship *Marama* had 592 cots for the wounded although on occasion both ships had many more wounded than that.

Research, design and build a hospital ship. Share your design #AMMinecraft®.

f. Task: Build Otago Gully

Otago Gully was the headquarters of the New Zealand Australian Division and was near Outpost No. 3.

View photographs in the Collections Connection section. Find the image that shows Otago Gully in the Miscellaneous section. Locate Otago Gully on maps in the collection and on NZ History.net. Research, design and build it. Share your design #AMMinecraft®.

g. Task: Add a memorial

Visit the Gallipoli Guide to find cemeteries where New Zealanders are buried, including those who served with other Allied forces.

Using the maps on the site and in the Collections Connection section, find a particular memorial and build it in Minecraft®. Connect it to a person from WWI, like William George Malone or Frank Clark.

ASSESSMENT OPPORTUNITIES FOR TEACHERS AND STUDENTS

A design process is a series of steps which help you create a successful design. The process involves research, thinking skills, modelling and testing, re-designing and sharing of final solution.

Encourage students to follow the design process when building in Minecraft®. Examples of the design process can be found on Pinterest.

Use the design process as an assessment tool and assess students' work throughout each stage.

Happy building!

We hope this guide inspires you to use Gallipoli in Minecraft® as a learning tool in other exciting ways. Don't forget to share what you've created with the rest of the community #AMMinecraft®.