TEACHER GUIDE

Gallipoli Uncovered

Overview

What it is: a five-lesson Anzac Day unit, 20 to 30 minutes each, for secondary students, Years 11 to 13 (ages about 15 to 18). The backbone is cause and effect: why the war started, why New Zealand joined, why Gallipoli was tried and why it failed, why so many died, and what it changed. The family search makes it personal.

#	LESSON	THE BIG QUESTION	TIME	WEIGHT	SHEET
1	Why New Zealand went to war	Why did New Zealanders sail to a war on the other side of the world?	25 min	Light	Sheet 1
2	The Gallipoli landing and why it failed	Why did the Allies attack Gallipoli, and why didn't it work?	25 to 30 min	Light	Sheet 2
3	Life at Gallipoli and who served	What was it like at Anzac, and who was there?	25 to 30 min	Heavier: see age guide	Sheet 3
4	Coming home, what it changed, and finding your soldier	How did Gallipoli end, what did it cost, and what did it change for New Zealand?	30 min	Heavier: see age guide	Sheet 4
5	Anzac Day, the poppy and the Dawn Service	Why do we still remember, and how?	25 min	Light	Sheet 5

Before you start: send the letter home a week ahead. Build the class roll before Lesson 4. Each pair needs a device for Lessons 1 and 4.

Total time: about 2 hours of lessons, plus 15 minutes to build the roll, plus an optional cemetery visit.

Timetable, April 2027

DATE (2027)	WHAT
Mon 15 March	Send the letter home. Ask for names back by Friday 19 March.
Mon 22 March	Lesson 1: Why New Zealand went to war
Wed 24 March	Lesson 2: The Gallipoli landing and why it failed

DATE (2027)	WHAT
Thu 25 March	Teacher: build the class roll of honour from the names (about 15 minutes)
Fri 26 to Tue 30 March	Good Friday, Easter Monday and Easter Tuesday: no school
Wed 31 March	Lesson 3: Life at Gallipoli and who served
Fri 2 April	Lesson 4: Coming home, what it changed, and finding your soldier
Tue 6 April	Lesson 5: Anzac Day, the poppy and the Dawn Service
Thu 8 or Fri 9 April	Optional: cemetery visit, or share the roll of honour at a school Anzac assembly. Term 1 ends Friday 9 April.
Fri 23 April	Poppy Day (school holidays)
Sun 25 April	Anzac Day. Dawn Services in the school holidays. Families may go together.
Mon 26 April	Public holiday (Anzac Day observed, because 25 April is a Sunday). Still the school holidays.
Tue 27 April	Term 2 starts. Optional 10 minutes: who went to a service? What did you notice?

Term dates: Ministry of Education: School terms and holidays. Term 1 2027 ends Friday 9 April; the holidays run 10 to 26 April; Term 2 starts Tuesday 27 April. Poppy Day is the Friday before Anzac Day (NZHistory: The red poppy). Check your own school calendar: Term 1 start dates vary by school.

Curriculum links

- **Secondary History:** the unit asks students to weigh evidence, compare sources and explain cause and effect. It suits NCEA History research.
- **Primary sources:** students work from Online Cenotaph records, Archives New Zealand service files and troopship lists.
- **Interpretation:** the Gallipoli figures have changed over time (about 8,500, then 16,000 to 18,000, then 22,479 in The Anzacs Roll Call). Students can test why.

Gallipoli Uncovered is pitched at secondary students, Years 11 to 13 (ages about 15 to 18). Check your own course outlines for the standards that fit. Kura using Te Marautanga o Aotearoa can link the same work to Te Takanga o te Wā.

Age guide

Designed for secondary students, Years 11 to 13 (ages about 15 to 18). Real numbers, primary sources and evidence to weigh, with a focus on people and choices rather than violence. It suits NCEA History research.

LESSON	SUITABILITY	TEACHER NOTE
1 Why NZ went to war	Light	No upsetting content. Some students may have family in recent conflicts; keep it historical.
2 The landing	Light	Talk about the plan and the land, not wounds. Present Ottoman soldiers as people defending their home.
3 Life at Gallipoli	Heavier	Mentions disease, the dead and the truce to bury them. Avoid graphic quotes. Chunuk Bair is optional: "many were killed or wounded" is enough; go further only if the class is ready.
4 Coming home and your soldier	Heavier	Death numbers, and a student may find their own relative died. Prepare them: "Some of the men we find did not come home." Give a quiet way out. Check on students with recent loss in the family, or from refugee or war-affected backgrounds, before the lesson.
5 Anzac Day	Light	Reflective. Keep it about remembering, not celebrating war.

Handling death and injury

- Use plain, calm words: "died", "was wounded". No graphic detail.
- Numbers are people: link each number to families and towns, then move on to how they are remembered.
- Let students choose another soldier from the class roll if their own is too close to home.
- Tell families in the letter home what the unit covers.

Shorter option for a busy term

- Teach lessons 1, 4 and 5 only.
- Use the presentation PDF to set the scene, then go straight to the records.
- Finish with the Ode at your school assembly.

Extension: weigh the evidence

- Each lesson has an extension task in the teacher guide.
- Compare the official figures. For decades about 8,500 New Zealanders were said to have served at Gallipoli. Later research put it at 16,000 to 18,000. The Anzacs Roll Call counts 22,479. Why do the numbers differ, and which evidence is strongest?

- Explore the ship audit: check which troopships carried your soldier and how the records were matched.
- Open a soldier's full service file at Archives New Zealand and find details the site does not show.
- Check a fact: find it on NZHistory and one other source, and say if they agree.
- Work out a scale comparison with your own local park (see the facts page).

LESSON 1 · 25 MIN · LIGHT

Why New Zealand went to war

Summary

Big question: Why did New Zealanders sail to a war on the other side of the world?

Key events:

- 28 June 1914: Archduke Franz Ferdinand shot in Sarajevo
- 4 August 1914: Britain declares war on Germany after Germany invades Belgium
- 5 August 1914: the news is read out at Parliament in Wellington
- 16 October 1914: the Main Body sails from Wellington

What happened and why: A murder in Europe set off a chain of alliances. Germany invaded Belgium, so Britain declared war. New Zealand was part of the British Empire, so it was at war too. Most people saw Britain as "home" and thousands volunteered. Māori leaders such as Āpirana Ngata and Māui Pōmare pushed for Māori to serve. Some iwi who had lost land to the Crown did not want to fight for it.

Students will be able to:

- Explain, as a chain of "because" and "so", how a murder in Sarajevo led to New Zealanders sailing to war.
- Give two reasons people volunteered, and one reason some people did not.
- Find a soldier on theanzacs.co.nz who sailed on 16 October 1914.

Time: 25 min. **Materials:** Projector for the presentation PDF (slides 1 to 3); Student sheet 1 (one per student); Devices for pairs, opened at theanzacs.co.nz.

Student sheet: Lesson 1 sheet (print or save as PDF) · PDF

Steps

3 min	Hook. Show slide 2 of the presentation PDF. Ask: "About 9 in every 100 New Zealanders served overseas. How many of our class would that be?" (For 30 students, about 3.)
8 min	Tell the story of 1914 as a chain: Sarajevo, alliances, Belgium, Britain, Empire, New Zealand. Students fill in the chain boxes on sheet 1 as you go.

6 min	Why did people go? Pairs sort the reason cards on the sheet into “reasons to go” and “reasons not to go”. Share two of each.
6 min	Site task. In pairs, open the home page search and type a common surname (for example Smith or Brown). Find a man whose embarkation date is 16 October 1914. Write his name, unit and ship.
2 min	Exit question: “New Zealand went to war because…”

Discussion prompts, with model answers

- **Did New Zealand choose to go to war?**
  Not on its own. As part of the British Empire it was at war when Britain declared war. But people did choose to volunteer, and the government chose to send a force.
- **Why might a young man in 1914 want to go?**
  Loyalty to Britain and the Empire, anger at the attack on Belgium, adventure and travel, mates going, wanting to do his duty. For some Māori, to show Māori belonged and to uphold the mana of their iwi.
- **Why might some people not want to go?**
  Fear, family and farm needs, beliefs against war. Some iwi, such as many in Waikato and Taranaki, had lost land to the Crown and did not feel they owed it a debt.

Sheet answers

- Chain: Franz Ferdinand shot (June 1914) → alliances pull in Russia, Germany and France → Germany invades Belgium → Britain declares war (4 August) → New Zealand, part of the Empire, is at war (5 August NZ time) → volunteers sail (16 October).
- Reasons to go: help Britain, protect Belgium, adventure, mates, duty, show Māori belonged. Reasons not to go: family, fear, beliefs, land loss.
- Site task: any man with embarkation date 16 October 1914. The directory lists 8,338 of them.

Misconceptions to watch for

- “New Zealand was attacked.” It was not. (A New Zealand force did occupy German Samoa in August 1914.)
- “Everyone wanted to go.” Many did, but not all. Conscription came later, in 1916.
- “The war was against Türkiye from the start.” The Ottoman Empire only joined in November 1914.

Younger or less confident readers

Use only the chain and the picture of the ships. Do the site search together on the projector.

Extension

Read the NZ Parliament page on the 1914 announcement. Write a short paragraph from the point of view of someone in the crowd, and one from someone who stayed away. What pressures shaped each choice?

Sources: NZHistory: New Zealand enters the First World War; NZHistory: First World War timeline; NZ Parliament: War announced on the steps of Parliament; NZHistory: Main Body of NZEF sails to war; NZHistory: Māori Contingent at Gallipoli; NZHistory: Māori resistance to conscription; NZHistory: First World War by the numbers

LESSON 2 · 25 TO 30 MIN · LIGHT

The Gallipoli landing and why it failed

Summary

Big question: Why did the Allies attack Gallipoli, and why didn't it work?

Key events:

- November 1914: the Ottoman Empire joins the war on Germany's side
- 18 March 1915: three Allied battleships sunk by mines in the Dardanelles
- 25 April 1915: the Anzac landing
- May to July 1915: stalemate in the trenches

What happened and why: The Allies wanted to push warships through the Dardanelles, capture Constantinople and open a sea route to Russia. Mines stopped the ships, so soldiers were sent to take the land beside the strait. The Anzacs landed about 2 km from the planned spot, under steep cliffs. Ottoman soldiers defended their homeland strongly. Neither side could push the other back, so both dug in.

Students will be able to:

- Explain the Allied plan in one sentence.
- Give two reasons the landing did not succeed.
- Compare the size of the Anzac area with a place they know in New Zealand.

Time: 25 to 30 min. **Materials:** Presentation PDF, slide 3; Student sheet 2; A local map or Google Maps on the projector, to measure 900 metres from the school.

Student sheet: Lesson 2 sheet (print or save as PDF) · PDF

Steps

4 min	Show a map of the Dardanelles. Ask: why would anyone want this narrow strip of water? (It leads from the Mediterranean to the Black Sea and Russia.)
6 min	Tell the plan and its failure as cause and effect: ships blocked by mines, so an army lands; wrong beach, cliffs and strong defence, so the army is stuck.
10 min	Scale task on sheet 2. Measure about 900 metres from the school gate on a map. That was the deepest the Anzac line got from the beach. Then compare the Anzac area with Hagley Park or the

	Auckland Domain.
5 min	Perspectives. Ask: "How would you feel if an army landed on your beach?" The Ottoman soldiers were defending their home.

Discussion prompts, with model answers

- **Why did the ships fail first?**
  Mines in the strait, protected by guns on shore. On 18 March 1915 three battleships were sunk by mines.
- **Why didn't the soldiers get further inland?**
  They landed in the wrong place below steep cliffs, units were mixed up, and Ottoman soldiers defended strongly and held the high ground.
- **Was it the soldiers' fault?**
  No. The plan and the landing went wrong at the top. Historians blame the planning, the terrain and the strength of the defence.

Sheet answers

- Plan: get ships through the Dardanelles, capture Constantinople, knock the Ottoman Empire out, reach Russia.
- Reasons it failed: mines stopped the ships; landed about 2 km off target; steep cliffs; strong Ottoman defence; ended in stalemate.
- Scale: Old Anzac was about 2 km by under 1 km, about 200 hectares or less. Hagley Park is 165 ha, so about the same size. Auckland Domain is 75 ha, so about 2 to 3 Domains.

Misconceptions to watch for

- "The Anzacs were the only ones there." British, Irish, French, Indian and Newfoundland troops fought there too.
- "The Turks were the bad guys." The Ottoman soldiers were defending their homeland. In Türkiye the campaign is remembered as the start of a national revival.
- "Anzac means New Zealand." It stands for Australian and New Zealand Army Corps.

Younger or less confident readers

Skip the hectares. Walk 900 metres as a class (or as far as the school field allows) and talk about doing it uphill under fire.

Extension

Use the working on the facts page to compare the Anzac area with your own local park. Find its area on the council website.

Sources: NZHistory: Gallipoli in brief; NZHistory: Invasion; DVA Anzac Portal: Dardanelles naval operations; DVA Anzac Portal: The Anzac Walk; NZHistory: Soldiers' experience; Christchurch City Council: Hagley Park; Auckland Council: Pukekawa / Auckland Domain

Life at Gallipoli and who served

Summary

Big question: What was it like at Anzac, and who was there?

Key events:

- 24 May 1915: truce to bury the dead
- 3 July 1915: the Native Contingent lands at Anzac Cove
- 8 August 1915: the Wellington Battalion takes Chunuk Bair
- 23 October 1915: the Marquette sinks with ten NZ nurses on board

What happened and why: Thousands of men were crowded into a tiny area with no water source, hard food and swarms of flies, so disease spread fast and put huge numbers of men out of action. As losses grew, Britain accepted the Māori volunteers it had first turned down, and the Native Contingent landed in July. Nurses cared for the sick and wounded off the peninsula, in hospital ships and in Egypt.

Students will be able to:

- Describe three hardships of daily life at Anzac and explain why disease spread.
- Name three groups who served: Pākehā soldiers, the Native Contingent and nurses; and say how Pacific men served later.
- Use one primary source (a soldier's words) to say what life was like.

Time: 25 to 30 min. **Materials:** Presentation PDF, slide 6; Student sheet 3; Optional: a hard ship's biscuit or a cracker to hold (not eat) and a 1.9 litre jug of water.

Student sheet: Lesson 3 sheet (print or save as PDF) · PDF

Steps

3 min	Hold up 1.9 litres of water. "This is all one soldier often got for a day, for drinking, washing and cooking."
8 min	Pairs read the four short "voices" on sheet 3 (food, flies, water, cold) and tick what each tells us.
10 min	Who served? Introduce the Native Contingent, nurses, Cyril Bassett and the Pacific soldiers. Students complete the "who" boxes.
4 min	Why did so many get sick? Students finish the cause and effect sentence.

Discussion prompts, with model answers

- **Why did disease spread so fast?**
  Too many men in a small space, not enough water to wash, flies on food and waste, poor food, and exhaustion.
- **Why was the Native Contingent sent to Malta first?**
  British leaders did not at first want "native" troops fighting in a war between Europeans. Māori leaders argued hard, and as losses grew the policy changed.
- **Why does Cyril Bassett's joke matter?**
  He was modest. He also said: "All my mates ever got were wooden crosses." It shows how he felt about the friends who died.

Sheet answers

- Hardships: flies, little water, bully beef and hard biscuits, heat, then snow and cold, lice, disease.
- Disease: crowded + no clean water + flies + poor food = dysentery and typhoid.
- Who: Pākehā soldiers; the Native Contingent (landed 3 July 1915); nurses (550 served in the war, ten died on the Marquette); Niuean and Cook Island men joined in 1915 and served in Egypt, France, and Sinai and Palestine.

Misconceptions to watch for

- "The only danger was bullets and shells." Disease, such as dysentery and typhoid, put huge numbers of men out of action.
- "Māori fought in their own war later only." Māori served at Gallipoli, both in the Native Contingent and in other units from the start.
- "Pacific soldiers fought at Gallipoli." The Niuean and Cook Island contingents arrived in Egypt in 1916, after Gallipoli.

Younger or less confident readers

Focus on food, water and flies only. Leave out Chunuk Bair.

Extension

Read Ormond Burton's description of a "bivvy" on NZHistory's Soldiers' experience page. Compare it with one other first-hand account. What does each leave out?

Sources: NZHistory: Soldiers' experience; Massey University research: Bully beef, biscuits and scurvy; NZHistory: Māori Contingent at Gallipoli; NZHistory: Niueans and Cook Islanders; NZHistory: NZ nurses lost in the Marquette sinking; Te Ara: Cyril Bassett, Dictionary of NZ Biography; NZHistory: Gallipoli armistice

LESSON 4 · 30 MIN · HEAVIER: SEE AGE GUIDE

Coming home, what it changed, and finding your soldier

Summary

Big question: How did Gallipoli end, what did it cost, and what did it change for New Zealand?

Key events:

- 15 to 20 December 1915: Anzac evacuated
- 1916 to 1918: New Zealanders fight on the Western Front
- 11 November 1918: armistice
- 19 to 21 July 1919: peace celebrations around New Zealand

What happened and why: After the August attacks failed, Britain decided to leave. The evacuation was well planned and very few, if any, were lost. Gallipoli cost 2,779 New Zealand lives, about one in six who served there. The war went on, and about 18,000 New Zealanders died in all. Almost every family and town was touched. Many people felt the war helped New Zealand see itself as a nation of its own.

Students will be able to:

- Explain why the evacuation succeeded when the landing had not.
- Explain one way the war changed New Zealand.
- Use theanzacs.co.nz to find a family or local soldier and record his unit, ship, fate and medals.

Time: 30 min. **Materials:** Presentation PDF, slides 2 and 4; Student sheet 4; The class roll of honour (built in the class list builder); Devices for pairs.

Student sheet: Lesson 4 sheet (print or save as PDF) · PDF · Cemetery field-trip sheet

Steps

4 min	Tell the evacuation story and the drip rifle. Ask: why did leaving work when landing failed? (Careful planning, secrecy, night.)
5 min	The cost and the change. Use the numbers on sheet 4. Gently: most of these men had families like ours.
18 min	Find your soldier. Each student (or pair) searches for the man from the class roll, or any local man, and fills in his record card.
3 min	Share one surprising thing they found.

Discussion prompts, with model answers

- **Why did the evacuation work?**
  It was planned carefully and kept secret. Men left at night in stages. Drip rifles kept firing so the trenches looked

occupied.

- **What did the war change?**
  Grief in almost every town and the building of war memorials; Anzac Day; a stronger sense of being New Zealanders, not just British; for Māori, a hope that service would be recognised.
- **His record says nothing in the fate column. Did he come home?**
  Probably, but a blank only means no death in service was recorded. Check his full record.

Sheet answers

- Evacuation: careful planning, secrecy, night, drip rifles.
- Cost: 2,779 NZ dead at Gallipoli; about 18,000 in the whole war.
- Medals: most men who sailed before the end of 1915 and reached a theatre of war in 1915 earned the 1914-15 Star. Almost everyone who served overseas earned the British War Medal and the Victory Medal. The family of a man who died got a Memorial Plaque.

Misconceptions to watch for

- "Gallipoli was where most New Zealanders died." More than 12,000 died on the Western Front.
- "Everyone came home a hero and was fine." Many came home wounded, sick or troubled, and some struggled for the rest of their lives.
- "The medals on the sheet are definitely his." They are what he was likely entitled to by his dates. His service record is the proof.

Younger or less confident readers

Do the search as a whole class on the projector with one soldier from the class roll.

Extension

Open his full service file at Archives New Zealand (linked from the Online Cenotaph) and find one detail the site does not show, for example his height or his next of kin.

Sources: NZHistory: Evacuation; NZHistory: Evacuation of Gallipoli begins; NZHistory: Drip rifle at Gallipoli; NZHistory: The Gallipoli campaign; NZHistory: New Zealand and the First World War; NZHistory: First World War by the numbers; NZHistory: A sacred holiday

LESSON 5 · 25 MIN · LIGHT

Anzac Day, the poppy and the Dawn Service

Summary

Big question: Why do we still remember, and how?

Key events:

- 25 April 1916: first Anzac Day, a half-day holiday
- 1921: first full Anzac Day public holiday
- 24 April 1922: first Poppy Day
- 1939: Dawn Services widely held in New Zealand

What happened and why: People wanted a day to grieve, because the dead were buried far away and no bodies came home. Returned soldiers shaped the day. The poppy came from the battlefields of France and a French woman's idea to raise money for veterans and children. Today Anzac Day remembers everyone who has served New Zealand in war and peace.

Students will be able to:

- Explain why Anzac Day began and why it is on 25 April.
- Explain what the poppy stands for and where the idea came from.
- Create a respectful remembrance card for a soldier from the class roll.

Time: 25 min. **Materials:** Presentation PDF, slide 8; Student sheet 5; Red, black and green paper or card, scissors, glue; The printed class roll of honour.

Student sheet: Lesson 5 sheet (print or save as PDF) · PDF

Steps

5 min	Why 25 April? Why a dawn service? Read the Ode of Remembrance together (the four lines).
5 min	The poppy story: France, Madame Guérin, the first Poppy Day in 1922.
13 min	Make a poppy and a remembrance card for one soldier from the class roll: his name, number, unit, and one thing we learned about him.
2 min	Talk about Anzac Day 2027: it falls in the school holidays, so who might go to a local service with their family?

Discussion prompts, with model answers

- **Why a dawn service?**
  The landing began before dawn, and dawn "stand-to" was a daily routine in the trenches.

- **Is Anzac Day a celebration?**
  No. It is a day to remember and reflect. It honours people who served without glorifying war.
- **What does "Lest we forget" mean?**
  It means "so that we do not forget". We say it to promise we will keep remembering.

Sheet answers

- 25 April is the date of the 1915 landing. The first Anzac Day was 1916. It became a full public holiday in 1921.
- The poppy grew on the battlefields of France and Belgium. The first NZ Poppy Day was 24 April 1922.
- Card: name, number, unit and one fact, written respectfully.

Misconceptions to watch for

- "Anzac Day is only about Gallipoli." It now remembers everyone who has served New Zealand in war and peacekeeping.
- "Anzac Day is about winning." Gallipoli was a defeat. The day is about remembrance.

Younger or less confident readers

Make the poppy and read the four lines of the Ode together.

Extension

Write a short piece to read at the school assembly about one soldier from the class roll.

Sources: NZHistory: First Anzac Day; NZHistory: A sacred holiday; NZHistory: Anzac Day; NZHistory: The red poppy; NZHistory: New Zealand's first poppy day; Ministry of Education: School terms and holidays

Using the site's records

- **The search** on the home page covers 105,872 people of the NZEF from Auckland Museum's Online Cenotaph (CC BY). Type a surname, add a first name to narrow it.
- **Each result** shows rank, number, unit, troopship and embarkation date. Pick him and the rest of his record fills in, with a link to his full Online Cenotaph record.
- **Medals** on the class roll are worked out from his dates the way the site does it: the 1914-15 Star if he sailed by the end of 1915, the British War Medal and Victory Medal, and a Memorial Plaque for his family if he died. They are his likely entitlement, not proof.
- **Where he rests** and the Cemetery Directory come from his Cenotaph record, council open data and LINZ map locations.
- **A blank fate** means no death in service is recorded. It usually means he came home, but check.