



Overview

This TSM contains information and suggestions for teachers to pick and choose from, depending on the needs of their students and their purpose for using the text. The materials provide many opportunities for revisiting the text.

In this powerful and moving article, Henrietta Bollinger tells the story of her great-great-uncle George, a soldier in the First World War. Most students will have learnt something about the First World War, and many will know something of their own family stories. Some will know about conscientious objectors and the discrimination they experienced. This story is that of another minority group who experienced discrimination – New Zealanders of German descent.

This article:

- offers an unusual insight into New Zealand's response to the First World War

- provides opportunities to explore big ideas about heritage, identity, loyalty, and belonging
- has subheadings that help the reader to identify its themes
- requires the reader to consider historical events and actions in terms of their context.

A PDF of the text is available at www.schooljournal.tki.org.nz

Texts related by theme

WAR: "His Own War: The Story of Archibald Baxter" SJ L4 March 2012 | **"Silas the Stretcher-bearer"** SJ L3 Feb 2016 | **"Das Piano"** SJ L3 June 2014 | **MEMOIRS: "Alvin and Me"** SJ L3 May 2017 | **"Ship's Captain"** SJ L4 June 2018 | **"Family Photographs"** SJ L4 Oct 2015 | See also the three June 2014 *School Journals*, which focus on the First World War.

Text characteristics from the year 6 reading standard

We have retained the links to the National Standards while a new assessment and reporting system is being developed.

For more information on assessing and reporting in the post-National Standards era, see: <http://assessment.tki.org.nz/Assessment-and-reporting-guide>

The First World War changed the lives of the family George and Herman left behind. Only one of George's sisters had children. Four of the others lived together for the rest of their lives. So many young men had died – who was there for my great-great-aunts to marry? George's oldest brother, Max, did get married. He had three children but died before his youngest son was born. That son was my grandfather Conrad. He grew up to become a pacifist. He didn't believe that war was a solution to the world's problems.

"Lest we forget". Underneath is a list of all the local men who died in the First World War. My great-great-

abstract ideas, in greater numbers than in texts at earlier levels, accompanied by concrete examples in the text that help support the students' understanding

The following weeks were a nightmare.

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because it couldn't find enough of its own. He was also angry that newspaper reporters were writing about the war as if it was one big adventure.

figurative and/or ambiguous language that the context helps students to understand

George the ANZAC

George was working in a bank when war was

George landed at Gallipoli on 26 April 1915. By ten that morning, he was "On shore in the thick of it". He writes about the din and roar of the missiles, of climbing up to the firing line and seeing "awful sights". The next day, George takes part in intense fighting. "On we rushed against a rain of bullets, and our men began to drop over before they fired a shot."

sentences that vary in length and in structure (for example, sentences that begin in different ways and different kinds of complex sentences with a number of subordinate clauses)

George the Brave

George was deeply affected by the things people were saying. Sometimes they used more than words. The shops of some German businesspeople were vandalised and burnt down. In Taranaki, rocks were thrown at the Bollinger's home. George's parents moved to Wellington, and George volunteered to go back to the war.

My family believes George did this to prove his loyalty. He didn't have to return to the fighting. Despite this, he left New Zealand in August 1914. This time, he was headed for France and the Western Front. George fought at Messines, where he was shot. He died a few days later, on 10 June 1915. I've seen the telegram his mother was sent. "George killed" – that's all it says. George left everything he owned to his brother Herman, but he died too, from wounds received in the same part of France the following year. In Germany, the Bollinger family was also suffering. Eight of George and Herman's cousins died on the Western Front, fighting for the other side.

one of the family by one of George's uncles. They lived together until George's youngest son was born. He had three children but died before his youngest son was born. That son was my grandfather Conrad. He grew up to become a pacifist. He didn't believe that war was a solution to the world's problems. He didn't believe that war was a solution to the world's problems. He didn't believe that war was a solution to the world's problems.

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illustrations, photographs, text boxes, diagrams, maps, charts, and graphs that clarify or extend the text and may require some interpretation

VOCABULARY

Possible supporting strategies

- Possibly unfamiliar words and phrases, including “citizen”, “siblings”, “strong connections”, “consequences”, “declared”, “signed up”, “wharf”, “din”, “missiles”, “firing line”, “intense”, “evacuated”, “Gallipoli bar”, “promotion”, “safe haven”, “appalled”, “prejudice”, “League”, “suspicious”, “enlisted”, “bearing”, “vandalised”, “telegram”, “pacifist”, “war memorial”
- Names of people, places, and events, including “George Wallace Bollinger”, “Gallipoli”, “Alexander Turnbull Library”, “Maximilian”, “Germany”, “Margaret Isabella Sproule”, “Fanny”, “Ōmatā”, “Taranaki”, “Egypt”, “Britain”, “Lemnos”, “Trentham”, “Women’s Anti-German League”, “Matiu/Somes Island”, “Minister of Defence”, “France”, “Western Front”, “Messines”, “Herman”
- Abstract and metaphorical language, including “strong connections”, “terrible consequences”, “mixed feelings”, “in the thick of it”, “rain of bullets”, “our men began to drop over”, “some mother’s son”, “George left a very different man”
- The acronym “ANZAC”

- Identify words or phrases that may be unfamiliar to your students and plan how you will address them. Integrate vocabulary activities with those for exploring the topic and building prior knowledge before the reading. For example, the students could work in pairs to brainstorm key words and ideas prompted by looking at the images and subheadings for an assigned part of the text. They could present these to the rest of the group.
- Explain that there is a lot of information in this text and some tricky vocabulary. There isn’t a glossary; instead, the writer has included definitions of some key terms within the text. Point out the way the word “citizen” is introduced on page 35. *How does the writer signal that a definition is to come?* Discuss other strategies the students can use to unpack unfamiliar words.
- Remind the students of the difference between a proper noun and a common noun. *A proper noun is one that names a specific person, place, or thing. We show that a word is a proper noun by giving it a capital letter.* You might support English language learners by having them identify the proper nouns and group them according to whether they are naming a person, place, or thing.
- Have the students use maps to identify the places named in the text. They will find the battle sites in maps on the New Zealand History site at: <https://nzhistory.govt.nz/war/first-world-war>.  The students could also use [Google Maps](#) or [Google Earth](#) to do this.
- Ensure that the students understand what the acronym ANZAC stands for.
- Explore the meaning of prefixes and root words in compound words and how knowledge of these helps you to work out the meanings of words (for example, telegram – the prefix “tele” means “over a long distance” and “gram” comes from Greek and means “something recorded or written down”).
- *The English Language Learning Progressions: Introduction*, pages 39–46, has useful information about learning vocabulary.
- See also [ESOL Online, Vocabulary](#), for examples of other strategies to support students with vocabulary.

SPECIFIC KNOWLEDGE REQUIRED

Possible supporting strategies

- Some knowledge about New Zealand’s participation in the First World War
- Some awareness of the prejudices that can be awakened by extreme circumstances
- Knowledge of the ways in which communities commemorate those who have served and lost their lives in a war
- Understanding of the purpose of a diary
- Understanding of the concept of loyalty and how it drives behaviour
- Some knowledge of what is involved in historical research
- Awareness or experience of what it is to be a New Zealand citizen with a parent who has immigrated from another country

- Tell the students that in 1914, New Zealand was part of the British Empire. (Many students will be unfamiliar with the concept of the British Empire. You may need to give some further explanation.) When Britain went to war against Germany and its allies, we went too. Use a map to discuss the extent of the British Empire in 1914 and the main areas in which the war was being fought. You will find one on pages 2–3 of the *School Journal*, L4, June 2014.
- Build knowledge of the First World War through exposure to texts concerning New Zealand’s involvement. The narrative “Das Piano” (*School Journal*, L3, June 2014) communicates the prejudice against Germans felt among some New Zealanders during the war. You can also find information on Te Ara at <https://ww100.govt.nz/germans-in-new-zealand-ww1>
- Read the first paragraph and discuss what you might find in a soldier’s diary.
- Discuss the concept of citizenship. *What makes somebody a citizen? What are the responsibilities of a citizen? What rights does being a citizen give you?* Some students may be able to share their own story of becoming a citizen of New Zealand and the citizenship ceremony.
- Prompt the students to make connections to their own or other people’s experiences of having a parent or grandparent who immigrated to New Zealand from another country. *What does this mean for that person or their family? What does it mean for their feelings about New Zealand or their former homeland? Where do you think their loyalties lie?*

TEXT FEATURES AND STRUCTURE

- The *writer's* familial relationship to the subject of her article
- Thematic subheadings that provide a clear indication of what the reader will discover about George
- Photos with captions
- The *writer's* commentary on the diary extracts
- The change from the past tense to the present tense when explaining the diary excerpts
- Switching between running text and quotations, some of which are quoted as full sentences and others that are incorporated as clauses within the running text
- The use of the en dash to signal a pause to add emphasis

Possible supporting strategies

- Prompt the students to scan the article and notice the features they can use to predict what the text will be about: the headings, photographs, and quotations. Discuss how they can use these features to prepare for the reading.
- Prompt the students to notice the change to the present tense when the *writer* reports on the diary excerpts. *What effect does this have on you as a reader?*
- Point out the quotation marks that set the snippets from George's diary apart from the running text. Sometimes the writer has included just part of a sentence in the quotation, and at other times, she has quoted whole sentences. Have them look at the first paragraph on page 37 to identify where she has done this. *Why do you think Henrietta Bollinger has made these choices? What has she added to help us understand George's meaning?*



Sounds and Words

Possible curriculum contexts

ENGLISH (Reading)

- Level 3 – Ideas: Show a developing understanding of ideas within, across, and beyond texts.
- Purposes and audiences: Show a developing understanding of how texts are shaped for different purposes and audiences.

ENGLISH (Writing)

- Level 3 – Ideas: Select, form, and communicate ideas on a range of topics.
- Purposes and audiences: Show a developing understanding of how to shape texts for different purposes and audiences.

SOCIAL SCIENCES

- Level 3 – Understand how the movement of people affects cultural diversity and interaction in New Zealand.

Possible first reading purpose

- To find out how one soldier's heritage affected his and his family's life during and after the First World War.

Possible subsequent reading purposes

- To identify and evaluate the response of the community to a soldier of German heritage in the First World War
- To identify how diary extracts add authenticity and impact to a true story.

Possible writing purposes

- To write a letter to the newspaper in 1915, expressing your opinion about George's right to fight for New Zealand
- To write a persuasive article about whether or not you feel George and his family were treated fairly
- To tell a story about an event in your life through diary extracts.



The New Zealand Curriculum

Instructional focus – Reading

English Level 3 – Ideas: Show a developing understanding of ideas within, across, and beyond texts; Purposes and audiences: Show a developing understanding of how texts are shaped for different purposes and audiences.

Social Sciences Level 3 – Understand how the movement of people affects cultural diversity and interaction in New Zealand.

First reading

- Skim the text, looking at the photographs, subheadings, and the pull-out quotes. Have the students predict what the article is likely to be about.
- Share the purpose for reading with the students.
- Read the introduction as a group. Explain that you want the students to complete double-entry prediction charts for the remainder of the text.
- (Double-entry prediction charts help students to make deliberate connections to better understand the text. They draw up a chart with two columns, one headed Quotes and the other headed Predictions. They then choose what they think is the most important quote in a section of text and use it to make a reasonable prediction about what it suggests for the rest of the text. They will need to make connections to information in the text, to other texts they have read, and from their prior knowledge.)
- Have each student in the group take one section of the text and complete a double-entry prediction chart for that section.

If the students require more scaffolding

- Draw a quick sketch of a family tree to clarify the author's relationship with her subject. *How might that affect her attitude to George?*
- Chunk the text into its five main parts and share-read them.
- Have the students complete the double-entry prediction charts in pairs. Ask questions to help them think through their decisions. *Why did you select this quote? Why do you think it's the most important quote for this part of the text? What information can you use to make your prediction? Can you use information in the text, things you have learnt from other texts, and things you already know?*
- Use the introduction to model how to complete the double-entry chart. Think out loud as you select a quote from the introduction, make a prediction, and explain your rationale for your prediction.

Subsequent readings How you approach subsequent readings will depend on your reading purpose. Where possible, have the students work in pairs to discuss the following questions and prompts.

The teacher

Return to the double-entry prediction chart. Reflect with the group on what they found out when reading the rest of the article. Model the sorts of questions the students should have in mind when they review their own charts.

- *Was I right in thinking that the letter from the private detective might be because George was part-German?*
- *Was I right in thinking that it would be very hurtful to George to find that people didn't see him as a New Zealander?*
- *How did I find that out? From the text? A different text? From connecting to how I might feel in that situation?*

Have the students share their charts, with each student sharing the quote they selected and their predictions. Prompt reflection on the kinds of connections they used to select quotes and make predictions and whether the connections they made helped them understand the text.

The teacher

Focus on George's description of the mayhem at Gallipoli. Support the students to unpack his description of the scene. *George uses a lot of vivid language, which gives us a picture of what he experienced. When he says, "On shore in the thick of it", I can imagine being thrust right into the middle of the battle, surrounded by crowds of men crushed together on the beach.*

Give the students copies of the text from "George landed at Gallipoli ..." to "one big adventure". Ask them to highlight the words that add to their picture of what the scene was like. Prompt them to notice the appeal to difference senses. Check that they understand what George means by "drop over". Point out the metaphorical language.

- *What impression do you get when you read the words "a rain of bullets"?*
- *Henrietta has used a metaphor and a simile in the next paragraph on page 37 to contrast George's experience of the war with the impression being given to people in the media. What are they? What is the contrast they highlight?*

The students:

- identify and record significant quotations from the text
- find evidence and make inferences and connections in order to predict what may happen
- justify their rationale for choosing quotes and making predictions
- share their thinking with others and support each other to probe more deeply
- reflect on what happened to George and how that influenced what happened next.

The students:

- examine the language that helps the reader visualise the scene at Gallipoli
- think critically about the choices the *writer* made in selecting and using extracts from George's diary
- evaluate the *writer's* use of diary extracts to take us into the mind of her great-great-uncle
- identify the metaphor and simile used by the author that give the contrast between George's experience of the war (a nightmare) with the media's depiction of war as "one big adventure".

Prompt the students to notice the change in tense when Henrietta recounts her uncle's words. Explore George's attitude to the war, as revealed in the diary extracts, and discuss how those extracts affect the reader.

- *Henrietta could have just described what happened. Why do you think she used the direct quotations from George's diary? How did it affect you to read his own words?*
- *Why has she added her own comments and explanations?*
- *Do you think Henrietta made effective use of the diary extracts? Why do you think this?*

The teacher

Prompt the students to consider and explain the different perspectives on George and who he really was – a loyal New Zealander or one of the enemy.

Have the students complete a chart for a person or group in George's story and find evidence to identify a) the central problem or conflict they experienced b) how they felt about it c) what they did about it and d) what this reveals about this person or group.

Have the students share their responses before moving on to a discussion about Henrietta's point of view.

- *What is Henrietta's point of view? How might it be affected by her relationship with George? What evidence can you find to justify your perception?*

If students are having difficulty identifying Henrietta's point of view, it may be helpful to have them identify word chains by recording the various ways the main participants are noted in the text. Word chains will help them to explore how the participants are perceived by the *writer*.

Challenge the students to imagine what it felt like to be in a nation at war. Remind them of the three thousand soldiers who died at Gallipoli, each of them "some mother's son".

- *Do you think the army was justified in paying a detective to spy on George? Why do you think this?*
- *Was the Women's Anti-German League justified in their stance?*
- *Can the circumstances of war justify prejudice?*
- *Can you find examples of this sort of prejudice in the world today? Is that justified? What is its effect?*
- *How do you feel about the fact that George and Herman's names don't appear on the war memorial at Ōmatā?*

The teacher

Have the students stand on a continuum to indicate whether they believe prejudice might be justified in wartime. Ask them to explain their position with reference to the text and/or to current events.

The students:

- explore the different perspectives revealed in the article and the impact of prejudice
- evaluate the community's response to a soldier of German heritage, taking into account the wartime context.

The students:

- connect the theme of the article to events going on in the world today
- reflect on the implications – are there lessons for the way we think about and treat people in conflict situations today?

GIVE FEEDBACK

- *I was interested in the parallel you made between the way George was treated and the way some people treat Islamic people today. It's good to see you connecting our reading about historical events to what is going on in the world today.*

METACOGNITION

- *How did making connections help you understand the text? Why is predicting an important strategy when reading a text?*



Reading standard: by the end of year 6



The Literacy Learning Progressions



Assessment Resource Banks

Instructional focus – Writing

English Level 3 – Ideas: Select, form, and communicate ideas on a range of topics; Purposes and Audiences: Show a developing understanding of how to shape texts for different purposes and audiences.

Social Sciences Level 3 – Understand how the movement of people affects cultural diversity and interaction in New Zealand.

Text excerpts from “Discovering George”

Pages 38–39

News of George’s promotion spread, and some people were appalled. How could this happen? George wasn’t a loyal New Zealand soldier – he was a German!

Things like this were said by members of the Women’s Anti-German League. These women took protecting their country very seriously, and they were deeply suspicious of a German surname. They worried that families like the Bollingers secretly supported Germany. In their opinion, this made those families the enemy, too.

Examples of text characteristics

PERSUASIVE WRITING

Persuasive writing is used to convince someone to take a position on a particular issue or to take a certain action. It requires a clear sense of purpose and an awareness of the audience and what drives them.

Teacher (possible deliberate acts of teaching)

Tell the students that you want them to imagine themselves living in New Zealand in 1916. They are to write a letter to the army and take a stand as to whether George Bollinger should be allowed to be an officer in the New Zealand army.

Have the students clarify their standpoint and identify key words by first explaining their position to a partner. Remind them of what they have learnt from the article about the beliefs and expectations of people like the members of the Women’s Anti-German League.

Go over the features of a letter and, if necessary, provide them with a planning template that reminds them of the need to:

- start with a clear statement of position
- support their position with at least three pieces of evidence and elaborate on each point
- write a conclusion that restates their perspective and summarises the main points.

Have the students review their letters and seek feedback from their peers.

DIGITAL TOOLS  The template could be a [Google Doc](#), allowing peers to give written feedback.

Keep reminding them that this is a nation at war. *What can you say that will connect with your readers and persuade them to agree with your point of view?*

English Language Learners may benefit from a discussion on the use of words showing degree. These words can suggest a writer’s position in relation to a statement but can be used in persuasive texts to manipulate a reader’s perspective.

Make lists of such words and categorise them according to whether they indicate low, medium, or high degree, for example, may (low), will (medium), must (high); possibly (low), probably (medium), certainly (high).

Ask the students to identify examples in their own drafts.

Page 41

In Ōmatā, where George and Herman were born, there’s a war memorial in front of the church. It says “Lest we forget”. Underneath is a list of all the local men who died in the First World War. My great-great-uncles’ names aren’t on that list.

CREATING AN IMPACT

Writers select words, including imagery and quotes, that have an impact on the reader and help them visualise and understand an experience or idea more deeply.

Have the students write a persuasive article or letter describing the experiences of the Bollinger family.

DIGITAL TOOLS  The students could use Google Doc letter templates for this task.

Consider an authentic purpose, such as requesting an apology from the government, the addition of the Bollingers’ names on the Ōmatā war memorial, or raising public awareness of the hurt caused to many New Zealanders by their unfair designation as “enemy aliens”. (The latter task would be supported by learning more from sources such as the New Zealand History website.)

Discuss the features that give Henrietta Bollinger’s article such power (for example, the use of direct quotations and figurative language) and that could provide a model for the students to write their own persuasive texts.

Help English language learners to use appropriate connectives in persuasive texts by building up class lists to refer to when writing. These can be collected over time from reading various texts. For example:

Causal connectives	Comparative connectives	Additive connectives
so	however	also
despite this	on the contrary	in addition
however	alternatively	as well
as a result of	whereas	besides
therefore	on the other hand	while
consequently	instead	whereas

Text excerpts from
“Discovering George”

Examples of text characteristics

Teacher
(possible deliberate acts of teaching)

Page 36

He had mixed feelings about leaving. In his diary, he writes about the wharf crowded with “thousands of sad faces” as people said goodbye. He also wrote: “How hard it is to realise that we are at last about to leave the shores of ‘God’s Own Country.’”

QUOTES FROM A DIARY

Diary writing is an intimate activity that can take us deep into the heart and mind of a writer. Embedding quotes from a diary in an article or story can greatly enhance our understanding of the writer’s inner world. Diary entries also create a sense of immediacy, as we are taken directly to the place and time when they were written. It is important to clearly signal which part of the text is a quotation and which is the narrative to avoid confusion and ensure that the overall piece flows well.

Review Henrietta’s use of diary extracts and the impact the use has on the reader. Tell the students that they are going to write a story about an event from their own lives in which they will include extracts from their “diary” (had they written one at the time). They will need to think carefully about the difference between what they might write to themselves on the day of the event and what they might write for another person when reflecting back on it. They will also need to think of the mechanics of how to embed their quotations within their story, including any changes in tense, the length of the quotations, and the use of punctuation to mark them off.

Discuss criteria for the writing and have the students use this criteria to self-evaluate their drafts, improve them, and then have a peer evaluate their writing.

GIVE FEEDBACK

- *You have clearly differentiated between the story you have told about your visit to your family marae and your inner thoughts on the day. I got a strong sense of the feeling of connection you had when you looked at the kōwhaiwhai and whakairo and recognised your story in them. Your punctuation is accurate, so it’s easy to tell the difference between what you wrote in the diary and your recount of past events.*

METACOGNITION

- *I know you feel a lot of emotion about the way the Bollinger family were treated. What did you have to do to keep that under control so that your letter was persuasive and not just angry? What might have happened if you’d just let your feelings out?*

Writing standard: by the end of year 6

The Literacy Learning Progressions