

This resource has been developed to support students to notice how an author has written to **inform or report information** to the reader. For more information, go to 'Using school journal to support writing' in news area of journal surf.

NEW ZEALAND CURRICULUM



LEARNING AREA	Social Sciences
LEVEL	4
THEME/CONTEXT	World War 1. We have chosen WW1 as a context for the broader theme of "Dealing with conflict". This is in recognition of the commemoration of the centenary of WW1. For more information go to: http://ww100.govt.nz/discover-WW1
SOCIAL SCIENCES ACHIEVEMENT OBJECTIVES	Understand how people participate individually and collectively in response to community challenges.
ENGLISH ACHIEVEMENT OBJECTIVES	Purposes and audiences: Show an increasing understanding of how to shape texts for different purposes and audiences. Ideas: Select, develop and communicate ideas on a range of topics. Structure: Organise texts, using a range of appropriate structures.

RESOURCE

TITLE	Level 4, March 2012. <i>His Own War: The Story of Archibald Baxter</i> by David Grant. p24-31
AUTHOR'S PURPOSE	To convey factual information about the lives of conscientious objectors in World War 1.



ACTIVITY

Snapshot Writing tasks from this unit

- Read *His Own War: The Story of Archibald Baxter*
- Make notes in a graphic organiser that shows how conscientious objector, Archibald Baxter was treated during WW1
- Then drawing on a range of other materials including this article:
Report on what conscientious objectors did to demonstrate their beliefs and point of view. Describe the impact of their decisions on themselves and their families.
How did the wider community respond to their decisions?

Students may want to use the Beliefs and Actions template found in the Level 4 reading tasks to inform their writing.

How did the authorities treat conscientious objectors?

Text analysis of *His Own War: The Story of Archibald Baxter* to support teaching

Where in article	Characteristics of text and text structure	Strategies that the author has used to meet the writing purpose
P. 25, third paragraph	<p>An opening statement. This report introduces who the report is about.</p> <p>Sentences that are varied in length, Some short and some longer for impact.</p>	<p>The subject of the report is introduced. Facts have been selected to describe Archie's background and help the reader understand his personality.</p> <p>The longer sentence adds supporting information in a list of participle phrases.</p>
P. 26 and 27, all paragraphs	<p>Each paragraph is clearly linked through a chronological sequence of ideas.</p> <p>Each topic sentence is followed by supporting details which elaborate the main point.</p>	
P. 26, first paragraph	Topic specific vocabulary, such as <i>pacifism</i> , is used to make the writing more precise.	The author uses a hyphenated sentence (first sentence) to emphasise Archie's skills and why he chose not to use them.
P. 26, second paragraph	<p>Subheadings provided indicate what the section is about.</p> <p>Use of time markers, such as <i>In August 1916</i>, to help the reader to see the logical flow of the report.</p>	<p>The author introduces some background information to help readers understand what it was like early on during WW1.</p> <p>Uses a metaphor <i>leaked</i> to describe how the news arrived back in New Zealand.</p> <p>Use of hyphenation <i>able-and-willing-to-fight</i> to describe attributes.</p>
P. 27, first paragraph		This paragraph returns the reader to the specific story of Archie. This shift is more engaging for the reader and contributes to their understanding of what it meant to be a conscientious objector. It describes his actions and the authorities' response.
P. 27, second paragraph	One paragraph flows to another with the use of a time markers.	Use of precise verb <i>frog-marched</i> to indicate force and unwillingness.
P. 29, second paragraph	Topic specific vocabulary, such as <i>field punishment, front line, and ammunition dump</i> , is used to make the writing more precise.	The author uses specific examples of Archie's treatment to highlight Archie's personal commitment to his beliefs.
P. 31, first paragraph		The author closes the report by summarizing events after Archie returns to NZ in time sequence.