



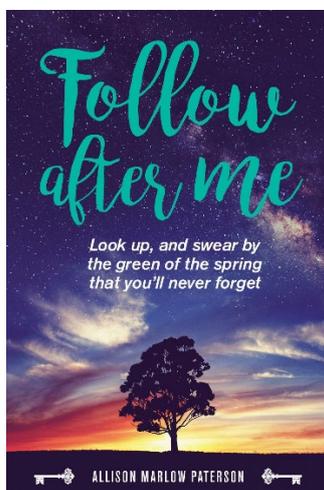
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Follow After Me

By

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About Follow After Me

Two young women, a century apart, are mysteriously connected by a tiny key. Will they discover who they are and where their hearts belong?

2018 – Tired of being the perfect daughter, student and sister, Lizzie abandons old friends and safe-choices for a risky and life-changing relationship with the dangerous and charismatic Brandon. Watching his classmate fall into a trap, Nick tries to intervene. But is it too late? Will Lizzie listen?

1916 – Evie's dreams are torn apart by war. As her childhood sweetheart Tom leaves to serve his country, she gives him a small key, the key to her heart. He promises to return the tiny talisman to Evie. Will Tom keep his word? Can Evie muster the courage to defy family expectations and pursue her dreams?

The mysterious key to unlocking the future is before them.

In this powerful story of courage, passion and heartbreak, Lizzie and Evie discover that finding a lost part of yourself may just come from the spirit and the actions of those who came before.

An intriguing tale of serendipity, hidden stories and invisible bonds stretching across time.

Based on the tragic experience of the author's ancestors in World War I, *Follow After Me* seamlessly weaves parallel stories to create a tale of great sacrifice, courage, passion and heartbreak, with an enduring love and understanding of our land.

About the Author

Allison is the author of the 2016 ABIA and CBCA notable title *Anzac Sons: Five Brothers on the Western Front*, the children's version of the adult title *Anzac Sons: The Story of Five Brothers in the War to End All Wars*. Her children's picture books *Granny's Place* and *Shearing Time* are inspired by childhood memories of life on the farm. *Australia Remembers: Anzac Day, Remembrance Day and War Memorials* was published in 2018 and is the first in a series. Allison was a recipient of a 2017 May Gibbs Children's Literature Trust Creative Time Fellowship which directly contributed to the publication of *Follow After Me*. Previously a teacher-librarian, Allison now works as a writer, a presenter in schools, a book reviewer and as an educational publishing consultant. Allison presents talks in a range of situations and to audiences from Kindergarten to retirement villages, Anzac Day and Remembrance Day services, libraries, book shops and of course, she loves to visit schools. When she is not writing, or reading, she enjoys swimming, planning a holiday, catching up with her grown-up family and walking on the beach near her home on Queensland's Sunshine Coast.

The Author's Motivation

I grew up on a farm near Pyramid Hill, the small Victorian town where I was born. I was surrounded by sheep, dogs and chooks. I became a teacher and my love of reading and children's literature forged a pathway to becoming a teacher librarian, the perfect job for a book-loving teacher. That path has now led to the life of an author, immersed in words, books and sharing stories. My first book *Anzac Sons: the Story of Five Brothers in the War to End All Wars (2014)*, is a harrowing story compiled from over 500 letters sent by my grandfather and his four brothers to their family during World War One. *Follow After Me* came from the early writing of *Anzac Sons* and my deep attachment to the Marlow boys and their stories. In the making of *Anzac Sons* there were moments of serendipity that could not be included in a work of factual content. *Follow After Me* has allowed me to tell some of those stories, the moments with no explanation, of which, in fiction, I had the freedom to bend and conform to the narrative.

Key Themes:

- Australia at War
- WWI and its aftermath
- Anzac Spirit
- Mateship
- Armistice
- Conscription
- Racism and prejudice
- Women's rights
- Post-traumatic stress
- Coming-of-age
- Social media
- Rural Australia
- Drought
- Family
- Love

Key Curriculum Areas

History

A powerful literary tool to support HASS Year 9 History - WWI studies
HASS – History (World War I: ACDSEH021, ACDSEH095, ACDSEH096);

English

Examining Literature, Responding to Literature, Literature and Context, Text Structure and Organisation (ACELT1553, ACELT1633, ACELT1640, ACELT1642, ACELT1643, ACELT1770)

General Capabilities: Critical and Creative Thinking, Ethical Understanding, Literacy, Personal and Social Capability

Cross Curriculum Priorities: Aboriginal and Torres Strait Islander History and Culture

Discussion Guide

The following questions are a general guide only to be adapted to the experience of the students.

Pre-reading

- Discuss what students know about WWI, the different roles of men and women in war and Australian society at the time.
- Discuss what life might have been like at home for families whose relatives and friends were supporting the war effort or fighting.
- What can we glean about the cover and the title ***Follow After Me***. What does the subtitle mean? Why would the author choose to have this line from a war poem on the cover?
- Consider the blurb – discuss what may happen and record student predictions.
- The author’s dedication reads – *To those who forged the path on which we follow*. Discuss the meaning of the dedication in relation to the title.

Prologue, 1917 - The Western Front

- Literary Devices - The author employs literary devices such as simile, metaphor and alliteration to describe setting and evoke emotion throughout the text, such as this example: *He was flying through the fires of hell, deafened by the roar of angry giants hurling their boulders into the flames (p1)*. What impact does it have on you as the reader? Find further examples of evocative language used as you read the novel and discuss their effect as the narrative progresses.
- Discuss the final line of the prologue – *He would make it; he had the key (p1)*. What could this mean?

Chapter 1, 2017 – Mittaloga, Australia – Lizzie Windridge and Her Family

- Reread the passage about the tree. What does Lizzie’s writing express? What does this passage tell us about Lizzie?
- Consider how Lizzie’s later thoughts appear to contrast with the written entry in her journal: *She couldn’t wait to leave this place. Being in town would make life so much easier. Town meant freedom (p4)*.
- What does this chapter tell the reader about Lizzie’s relationship with her family?
- The issue of gender equality is first introduced in this chapter. What opinion on this does Lizzie’s father express?
- In what ways could Lizzie be reviled for being a ‘teacher’s pet’? What is more important to Lizzie right now?
- Discuss the final paragraphs of this chapter. What purpose do Lizzie’s thoughts about the abandoned homestead serve in the text? Could the author be foreshadowing what may happen later in the story?

Chapter 2, 1914-15 - Mittaloga, August 1914 – Sarah Windridge and Her Family

- The impact of drought is introduced. How does the author achieve this without specifically stating that there is a drought.
- The author uses Sarah’s perspective in this chapter and likens the forest to an army:

Sarah glanced up to the forest of whispering native pines which stood silent today; there had been little breeze to bring their voice to life. They were a majestic sight – a green army emerging over the crest of the hill. Sentinels standing guard over the farm (p11).

Why choose this simile? Are there other similes and metaphors within this chapter?

- Consider the time frame of this chapter – how much time has passed?
- Initially there were specific requirements for enlisting which were later relaxed. Height is mentioned in this chapter. Investigate what the initial enlistment rules were and how they changed. Why were they relaxed?
- Begin a character study – what do you know about the characters introduced to this point?

Chapter 3, 2017 – Lizzie and Mum Visit the Old House

- The author shifts the time frame in this chapter from Lizzie as a young adult to Lizzie as a child. How is this achieved?
- We learn more about the clock on the mantelpiece. What role could the clock play in this story and what could a clock symbolise?
- Consider the description of the old home. Identify some of literary devices the author has used here to evoke the image of the home and bring the setting to life.
- Lizzie ran from the home as a child and now fights the urge to again run. Why does she want to escape the home?
- Lizzie begins to read the letters. What could the tiny brown fragments that fall from the letter be?

Chapter 4, 1917 – The Western Front, France – Tom’s Thoughts of Evie

- Tom’s letter to his mother reveals several aspects of war – language, communication and reasons for enlisting. Discuss these.
- Tom writes about the trees he has seen and compares them to the scar tree at home. What role do trees have in the text?
- Consider the tone of Tom’s letter. What does it suggest to you? He is on the Western Front, yet he does not express any fear. Why not?
- During WWI, letter writing was the most common form of correspondence available. Consider the wartime conditions and great distances mail needed to travel and the other associated problems with messages being delayed or being lost altogether. Now compare this with the many forms of communication available today. Outline the advantages and disadvantages of communication of the past and today.
- Tom remembers the moment when he exchanges parting gifts with Evie and the promises which were made. Will the key play a significant role in the story? How is this foreshadowed?
- How does this chapter tie to the prologue?
- Add to the character study.

Chapter 5, 2017 – Lizzie Encounters Brandon

- Several factors are revealed about Lizzie, Mark, Ashleigh and Brandon. Add these traits to the character list.

Chapter 6, 1917 – Mittaloga - Evie Visits Miss Gregory at the Local School.

- Why are the schoolchildren knitting? Investigate the various ways that people at home were helping the Australian soldiers.
- Why is Netta Gregory providing books for Evie to read?
- Universal education hadn't been achieved in Australia by WWI. Children often left school early to find employment or work on the family farm. What changed this social situation? How has society changed from WWI to today?
- Evie and Netta discuss the reasons why she cannot become a teacher and the role her father has in this: *'No, Miss Gregory. He's as stubborn as ever.'* *She deepened her voice and screwed her face up to mimic her father. 'You'll be married and with babies by the time you're twenty. Damn fool idea of teaching. Leave it to the men.'* (p37)
Netta also indicates that had she married she would have been forced to give up her career as a teacher. Consider the role of women during this time and the effect the war had on their lives. Ask students to comment and record the changes and challenges faced by women to advance in their careers, to daily family living and their status in the community in general.
- Why is Evie keeping her communication with Tom a secret? What possible reasons could Evie's father have for objecting to her relationship with Tom?

Chapter 7, 2017 Mark Catches Lizzie and Brandon

- What does this chapter tell the reader about Brandon? Can he be trusted?
- Nick is introduced for the first time. What role does he play in this chapter?

Chapter 8, 1917 - The Western Front, Belgium – A Reunion

- Why would Luke have asked his brothers to stay at home and be rejecting the invitation to join them in their battalion?
- Conscription was a controversial issue and was defeated in two referendums during WWI. Research the topic at Conscription during the First World War, 1914-18 (AWM - <https://www.awm.gov.au/articles/encyclopedia/conscription/ww1>). Outline the arguments for and against. How did the conscription debate divide Australia?
- Begin an outline of the battles mentioned in the text. Research each one and its consequence as they appear. The authors' book *Anzac Sons: Five Brothers on the Western Front* will be a useful and concise reference.
- Terminology from the past is frequently used in conversations. What purpose does this serve in the story? Define unknown phrases as you encounter them.
- Tom describes aspects of life for people in Belgium when he writes to his mother. Imagine living under threat in this way. How would you cope? Has war ever impacted the lives of students in the class?

Chapter 9, 2017 - The Canberra Trip – A Meeting

- Discuss the current relationship between Lizzie and Georgia.
- Why is Lizzie elated when she thinks she has shut Nick down?

Chapter 10, 1917 – Mittaloga - Evie Consoles Netta and Reveals Her Ambition

- What does this passage convey to the reader?
The waiting was endless. Waiting for a letter. Waiting for a telegram. Waiting for any news at all whilst praying it would not bring sorrow. (p57)
- WWI was a time of social change and growing recognition of women's rights. Research some of the changes during this period. Did women keep the power they had during WWI once the men returned? How does the experience of women in WWI compare to that of WWII?
- Evie reads Tom's letter. What has been revealed about Amos and his cousin?

Chapter 11, 2017 – Brandon Texts Lizzie

- What is Brandon asking Lizzie to do?
- Does Mark's revelation about the family's financial position and the danger of losing the farm change Lizzie's attitude to living on the farm?
- What role does modern communication play in this chapter?

Chapter 12, 1917 – Messines, Belgium – The Mines Explode

- Tom writes to Evie after The Battle of Messines. Has the tone of his letters changed? Discuss the reasons why.

Chapter 13, 2017 – Lizzie's Choice

- What choices does Lizzie have? Why does Lizzie feel that she has *stuffed up again*?

Chapter 14, 1917 - Mittaloga

- What does Evie's letter reveal about Australian society at the time?

Chapter 15, 2017 – Lizzie Visits Granny

- Lizzie poses several questions to herself in this chapter which remain unanswered. Students can consider these and discuss them with a partner.
- How does the author use the simile of a weed in this chapter?
- What does the final section tell the reader about the relationship that Lizzie and Ashleigh have?

Chapter 16, 1917 – Mittaloga – Evie's Secret is Uncovered

- What does this chapter reveal about Evie? What does it reveal about Australian society at the time?

Chapter 17 – The Party

- Lizzie had a choice to attend the party. Why did she choose the risky option?
- What signs are there that Lizzie may have been set up?
- Lizzie comes close to becoming a victim of sexual assault. Who is responsible for this situation?
- Why does Nick try to calm Mark?
- What is the significance of the appearance of a fox in this chapter?
- What had stopped Lizzie from sending sexual images to Brandon?

- What did you learn about Lizzie and Ashleigh’s relationship in this chapter?

Chapter 18, 1917 - Mittaloga - Sean O’Brien

- Predict the role that Sean O’Brien may play in the narrative.

Chapter 19, 2017 – Nick’s Place and the Revelation

- What does this chapter reveal about Brandon’s true character?
- What has motivated Nick to help Lizzie?

Chapter 20, 1917 – Menin Road, Belgium - Preparing for Battle

- Imagine being a soldier preparing for battle. How would it feel. How would Luke have felt when he was suddenly called to arms?

Chapter 21, 2017 – The Road to Canberra

- What actions signify a change in Lizzie?

Chapter 22, 1917 – Mittaloga – The Reverend

- The death or injury of soldiers during WWI was conveyed via telegrams which were delivered by postal staff, or often by local ministers. How could it be that those at home were informed of the death, yet, as expressed in the letter from Tom, the soldiers on the front had no idea a brother had been killed?

Chapter 23, 2017 – Canberra – The Australian War Memorial

- How does the visit to the Australian War Memorial affect Lizzie? Does it impact her feelings?
- What has Georgia offered to Lizzie?

Chapter 24, 1917 – Passchendaele, Belgium

- Compare the tone of Tom’s letter to those at the beginning of the story. What does this convey?
- Has the author used the device of foreshadowing in this chapter?

Chapter 25, 2017 – Canberra – Nick

- What does Lizzie compare herself to? What has she realised?
- Nick reveals that he wants to join the Australian Army. What compels people to serve their country? What does the reader discover about Nick in this chapter?
- Nick and Lizzie discuss returning to the Australian War Memorial. Nick says, *‘My dad calls it the soul of the nation.’ His words tumbled out now. ‘He’s always banging on about how we need to understand our past to understand ourselves.’ (p.139)* What could this mean?

Chapter 26, 1917 – Mittaloga – A Fox

- What could the appearance of the fox in this chapter signify?

Chapter 27, 2017 – Lizzie Sees A Different Nick

- Why does Lizzie make the decision to go to the AWM with Nick? Is this the right decision?

Chapter 28, 1917 – Passchendaele, Belgium

- *What the bloody hell were the Pommy bastards thinking? (P.146)* What is Tom referring to?
- How does the author tie the prologue to this chapter? What has changed?
- Has this chapter revealed the death of Tom? Could there be a doubt?

Chapter 29, 2017 – Canberra - The Australian War Memorial

- How does the author appeal to the reader's senses in the description of Lizzie's experience in the AWM?
- What has been revealed about the connection that Lizzie and Nick share?
- What significance does the final line on page 151 have to the story?

Chapter 30, 1917 – Passchendaele, Belgium – The Railway Cutting

- This scene is based on the image AWM E03864 which is captioned *Dead and wounded Australians and Germans in the railway cutting on Broodseinde Ridge, in the Ypres sector, in Belgium, during the battle of Passchendaele, on October 12, 1917*. The author believes one of these men is her grandfather. Why would she choose to include this scene in the narrative?
- Amos hands Jack the key – what does this prompt in Jack and Harry?
- What response do you have when reading this chapter?

Chapter 31, 2017 – The Australian War Memorial - The Photo

- Why does Lizzie ask Nick if he believes in ghosts?
- Despite having fought beside white Australians in WWI, indigenous veterans still suffered prejudice at the hands of white Australia. Discuss why indigenous men chose to sign up and often lied about their racial background. Research how the experience of indigenous veterans differed to that of their fellow Australians.
- The author's grandfather did return to Australia, built his own home from mud brick and named it Passchendaele. Discuss the reasons why he chose to do this? For further information read *Anzac Sons: Five Brothers on the Western Front*.

Chapter 32, 1917 – Passchendaele, Belgium – Keep Him Safe

- What does Jack mean when he says *he wants to keep Tom safe? 'Come on. We've got to get him out of this.' He struggled to his feet. 'We'll get him back. Back to where he'll be safe.'* (p162)

Chapter 33, 2017 – The Hamburger Day

- Discuss the moments that indicate a change in the relationship between Lizzie and Nick. Why would Nick reveal a past of which he is not proud?
- Many soldiers return from war with serious physical injuries and psychological illnesses. In WWI men returned to a changed society. Were the veterans treated very well? How did this compare to the experiences of Vietnam veterans and again to those of today?

Chapter 34, 1917 – Mittaloga – The Worst of News

- Identify the signs that foreshadow the arrival of bad news.
- Consider the role that the dogs from both periods of time play in the story up to this point.
- Are there other recurring symbols that can be identified in this chapter?
- Jack’s voice is heard for the first time in the form of his letter to Evie. Discuss the tone of his words.

Chapter 35, 2017 – Canberra – The Australian War Memorial - Menin Gate at Midnight

- View the painting Menin Gate at Midnight <https://www.awm.gov.au/collection/C172234>
What does it convey to you? How would it feel for the family of a loved one to not have the opportunity to say farewell?
- What impact might this painting have on Lizzie?

Chapter 36, 1918 – The Somme Valley, April - Jack Reflects

- Months have passed on the Western Front since the Battle of Passchendaele. How does the author move the narrative forward?
- The narrative voice of the Western Front has now moved to that of Jack’s perspective. How does this impact the tone?

Chapter 37, 2017 – The Australian War Memorial - Old Soldiers

- Consider Lizzie’s encounter with Joe and his words - *‘Just an old soldier,’ Joe said as they shuffled on. ‘Keeping guard over you. He looks a bit like I feel. He’s done his work and it’s time for a rest.’ (p184)*. How do his words relate to the story to this point? What do they convey to both Lizzie and the reader?
- This chapter marks a turning point in Lizzie’s narrative. Why?

Chapter 38, 1918 – Mittaloga – Sean Returns

- Aspects of Sean’s personality have been revealed; add these to the character study.
- Gertie has reappeared. Predict what purpose she may serve in the novel.
- Evie’s viewpoint of the land surrounding her home contrasts to that of Sean’s. How does this device aid the development of both characters?
- Historical fiction relies on the embedding of references to place the reader authentically in time. This chapter uses the work of author May Gibbs. What other purpose does this reference serve?
- Discuss Sean’s comment on page 190. What does it mean? What does the conversation show about his attitude to women? *‘Your father would certainly disapprove. It will be a good thing when this damn war is done with. Women having to do the tasks of men.’ He shook his head. ‘It will be a relief for all when the natural order is restored.’ (p190)*

Chapter 39, 2017 – Mittaloga – Granny

- Consider the symbolism in this chapter and the use of metaphor. Is the moment when Lizzie returns to Granny also symbolic?

Chapter 40, 1918 – Villers-Bretonneux, France

- How does the author foreshadow the death of another brother?
- The letter Jack writes to his family is, in most part, identical to that which Allan Marlow wrote to his brother at home when their eldest brother was killed, as are the circumstances of that day. The original letter can be found on page 577 of *Anzac Sons: The Story of Five Brothers in the War to End All Wars*. Discuss the emotional impact of this moment.

Chapter 41, 2017 - Mittaloga – The Awards Night

- What is Brandon’s intention when he deliberately places himself in Lizzie’s way?
- How has Lizzie’s character changed since her last encounter with Brandon?

Chapter 42, 1918 – Mittaloga – Evie Writes to Jack

- Winding the clock serves to remind Evie that Tom will not return. What impact could that have on her future decisions?
- Evie reveals much about what has happened over time in her letter to Jack, including the circumstances of Amos’s return and his future marriage to Margaret. Why would Margaret’s mother have been shocked? What may have helped her to see the marriage as acceptable?

Chapter 43, 2017 – The Anzac Spirit

- Lizzie reflects on her time at the Australian War Memorial and the qualities of the Anzac Spirit. Is courage simply overcoming fear? Could it be more complex than that?
- Create a table of the values of the Anzac Spirit that are evident in the text and record the events that depict these.
- What does being an Anzac mean to young Australians today?
- Is the Anzac Spirit alive in Australia today? Can it be applied to situations other than during wartime? Provide examples.

Chapter 44, 1918 – Mittaloga – Sean and Evie

- What is the significance of Evie’s watch having stopped?
- Describe Evie’s speculation about her future.
- What sort of challenges did the war present to young lovers?

Chapter 45, 2017 – The Dilemma

- Lizzie offers to help shear the sheep and her father agrees. How does this compare to Evie’s situation?
- What does this moment tell us about Lizzie and her family?
- This chapter introduces Nick’s perspective for the first time. What does it reveal?

Chapter 46, 1918 – France – Jack Assures Evie

- Jack writes to Evie to assure her that Tom will want her to move on with her life. He also explains his thoughts on conscription. Why has his stance changed?

Chapter 47, 2017 – Mittaloga – The Old House

- The unusual events in the old house leave Lizzie believing that she may be seeing a ghost. What do students believe could be happening?

Chapter 48, 1918 – Le Havre France – The Armistice – Mittaloga

- Discuss the different responses to the Armistice described in this chapter. How did they differ?

Chapter 49, 2017 – The Tin

- List the ways in which this chapter connects the parallel narratives.

Chapter 50, 1918 – Mittaloga – Sean’s Proposal

- The scene of the proposal has some similarities to Lizzie’s experience with Brandon. Were there warning signs that the girls had ignored? If so, why ignore those signs?
- Consider the passage below. How do the conflicting perspectives on the landscape add to character development? What does it show the reader about Sean?
Evie breathed deeply. ‘See? Isn’t it lovely?’
Sean looked about. ‘It’s certainly a muddy old creek, isn’t it?’
Evie frowned and studied the water.
‘The creeks and rivers in Tasmania are quite clear, you can see the rocks in the bottom and the fish swimming by. It’s a wonder you can catch anything in that.’ He pointed at the creek with disdain.
Sean’s dismissive response astounded her.
This was one of Evie’s favourite childhood places. She loved to sit on the bank, cooling her feet, watching the gentle flow and enjoying the solitude. There had been days when Tom would appear with his fishing rod and his morning’s catch of delicious redfin. They’d sit together, without a word, just listening, soaking in the beauty of their home.
Never again. (p236)
- Review the character study. How are Sean and Brandon similar?
- This chapter reveals much about the status of women in the time period. Were the characters right or wrong about their values and behaviours? Do any of these same issues exist today?
- What role has Gertie played in the narrative? Why did the author embed her in the story?

Chapter 51, 2017 – Genevieve

- Why is Lizzie confused? Predict how you think she will find the answer.
- What does the conclusion of the chapter indicate to the reader?

Chapter 52, 1918 – Mittaloga – Evie Finds Her Voice

- List reasons why Evie had been too weak to resist her father’s plan. What signs were there that her father had manipulated the relationship?
- Evie has returned to the tree. Why?

Chapter 53, 2017 – Granny

- Granny sheds light on the names Evie and Genevieve. Why is Granny so insistent that Lizzie read the letters in the tin and the old notebooks?
- What impact does the final section have on you as a reader?

Chapter 54, 1919 – Belgium – Saying Goodbye

- This chapter describes the aftermath of war. Find some brief quotes throughout the novel that indicate the devastation of war from different perspectives – from those who fought, loved ones, family, the landscape.
- Should Jack leave the key with Tommy? Why, at this moment, does Jack briefly shift to using the name Tommy rather than Tom?
- Why would Jack return to Passchendaele?
- How does Jack’s experience at Menin Gate connect the parallel narratives?
- Research Menin Gate and Ypres. Compare images of pre-WWI, during the war and today.

Chapter 55, 2017 – Lizzie Returns

- Lizzie has returned to the tree for the first time since the opening chapters. What emotion does her writing on page 255 evoke? What does this passage show the reader about Lizzie?
- Consider the connection between the various dogs from both periods of time. What role have they played?

Chapter 56, 1919 – Mittaloga – Jack’s Letter

Jack’s letter to Evie is modelled on one that Allan Marlow write to Eva Jones from Newport News as he sailed home to Australia in 1919. The full letter can be found in *Anzac Sons: The Story of Five Brothers on the Western Front* page 665. The story of Allan and Eva can also be found in the Epilogue of *Anzac Sons*.

- How has the tone of Jack’s writing now changed? What does this indicate?

Chapter 57, 2017 – Lizzie and Her Dad

- What does this brief chapter show us about Lizzie and her relationship with her family, particularly her father? Why would they have felt that they may have ‘lost her’?

Chapter 58, 1919 – Mittaloga – Jack Returns

- Are there signs that Jack may be suffering from the trauma he has experienced?
- How has Jack changed?
- This chapter reveals that Jack has kept the key. Why would he do that?
- An evocative description of the Australian landscape and returning home exists in this chapter. Identify the literary devices used to describe the setting and bring it to life.
- After welcoming Jack, Evie returns to the tree. Discuss her letter to Tom, what does she reveal?
- Discuss the scene where Amos delivers his gift to the Windridge family. What does it show the reader?

Chapter 59, 2017 – The Shearing

- Nick's father, John Barber is introduced in this chapter. The value of mateship is highlighted. Mateship plays an important part role in this story. Ask students to find examples of the importance of mateship during times of crisis in the novel. What unites the characters?
- Do mates ever let anyone down or cause conflict? Consider the friendship between Lizzie and Ashleigh. How does this fit in your understanding of mateship? Compare to the friendship between Lizzie and Georgia, Nick and Mark, Amos and Tom.
- What role do mates play in the student's own lives? Do your friendship cause conflict between you and your family? Do friends always support you in a crisis? What is the role of a mate?

Chapter 60, 1919 – Mittaloga – Courage

- Sarah quotes the bible '*To everything there is a season, and a time to every purpose under the heaven.*' (p271). What does this mean?
- Revise Chapter Three. Did Tom keep his promise?

Chapter 61, 2017 – Family Treasure

- The relationship of the Windridge and Barber families across time is finally revealed as John and Lizzie recount their stories. Create a simple family tree for both families.
- What purpose in the narrative does Lizzie learning to shear serve? Nick describes her willingness to try as gutsy. Why?
- Mark challenges Nick. What does 'eyes left' mean? Why would Mark use this phrase? Is he serious?

Chapter 62, 2017 – The Key Unlocks a Future

- Why would Mark suggest that it is Lizzie that shows Nick the old house?
- What is the significance of the scarred tree? What role does it play?
- What role has the key had throughout the story?
- Consider Nick and Lizzie's conversation on page 281. How do Nick's words relate to Lizzie's own writing? How does this passage relate to the narrative as a whole?
'You can feel the place here, can't you? The connection.'
Her brow furrowed. 'It's my favourite place.'
'Hmm. You're meant to be here. Who you are, where you are. Your Country.' He didn't speak directly to her, but continued to trace the scar.
- Does the conclusion of the novel satisfy the reader? What does it suggest about the future of Nick and Lizzie? Write an alternative ending.
- Finalise the character study.

Author's Notes and Acknowledgements

- Read the author's notes. Students can comment or write about the author's prior knowledge and her motivation to write fictional texts based on personal experiences or knowledge.

- The author provides answers to questions that may arise regarding the inspiration for the story. Students may have their own family stories to tell or could use the resources of the Australian War Memorial to research their ancestors who may have served.
- Do you agree with the authors statement on page 219?

The actions and qualities of the Anzacs led to a legend and a defining spirit, an appreciation of what it means to be Australian. Understanding our nation's past allows those who follow to move forward with a sense of shared identity and pride, with empathy and concern for others, and with a conviction to always uphold the spirit of the Anzacs ...

Post-reading

- Have a class discussion on the historical fiction genre and its value in giving an authenticity and realness to people and events of the past.
- Research WWI and create an overview of Australian involvement. Include a timeline of events, the location of the war, who took part, how it began and ended. The children's version of **Anzac Sons** titled - **Anzac Sons: Five Brothers on the Western Front** is a useful resource, along with the resources of the Australian War Memorial.
- Compare the lives and concerns of young adults during WWI with that of young adults today. What is different? What is similar?
- Characters and their development are the heart of the narrative. There are several major characters and a large cast of minor ones. Evie, Lizzie, Tom and Nick are central to the novel's plot, are there other characters who play a significant role? Which of the main characters did you find most appealing and why? Is there a minor character who might have played a larger part? Why?
- Review your character study. How did Evie and Lizzie change throughout the novel and what events initiated these changes? Character arcs are the curve on which a character grows or develops as a result of key events or interactions with others. In what ways are Lizzie and Evie similar/different? Choose either Lizzie, Evie or Nick and plot an arc on which the key events indicate aspects of personality change.
- Revisit the pre-reading discussion on the symbolism of the cover image. Create a new cover and blurb.
- What was the major idea that this novel conveyed to you as a reader?
- The parallel story – this novel contains two stories. Both Evie and Lizzie's lives unfold with similarities. They are interconnected through what devices?
- In what ways do the journal entries and letters (first person) differ from the third person narrative? What can you gain from reading letters or journals that you don't get from a third person narrative?
- Evie wanted to become a teacher but was not permitted to do so by her father. How has this attitude changed to Lizzie's time? Are there other examples of women being treated as less important than men in **Follow After Me**?
- In what ways has history shaped your life? Discuss.

Essay Questions:

Did World War I fortify the unity of Australian society, or increase divisions within it? (Consider the status of women, the conscription debate, the role of religion and racial issues)

What were the origins of the Anzac Legend, and to what extent is the legend based on fact? Why has the Anzac Legend endured and how does it influence our lives today? Will it continue to play a role into the future?

Did the experiences of Indigenous soldiers in World War I match that of their fellow Australians? Consider returning home and the aftermath of war.

Resources

Paterson, A.M (2014), *Anzac Sons: The Story of Five Brothers in the War to End All Wars* (Big Sky Publishing)

Paterson, A.M. (2015) *Anzac Sons: Five Brothers on the Western Front* (Big Sky Publishing)

<https://anzacportal.dva.gov.au/>

<http://www.awm.gov.au>

For further information about ***Follow After Me*** and about the author.

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www.bigskypublishing.com.au