

# Scheme of work

## Unit 1.8: News articles

### Overview

Unit 1.8 explores newspaper front pages, political bias and the general conventions of news writing.

<b>Learning objectives</b> <ul style="list-style-type: none"><li>Understand how different newspapers target different audiences through their use of language.</li><li>Develop skills for writing news article and applying the relevant conventions for this type of text.</li></ul>		<b>AOE questions</b> <ul style="list-style-type: none"><li>How can language represent social differences and identities?</li><li>How and why do people study language and literature?</li></ul>	
<b>Concepts</b> <p><b>Perspective</b> – how do texts offer multiple perspectives on the same story or issue? Students are encouraged to find several news stories from the same day on the same issue to explore their different uses of language to target different audiences.</p> <p><b>Creativity</b> – students are asked to consider how they can use creativity to show understanding of the literary works they have read for this course.</p>			
<b>ATL</b> <p><b>Communication skills</b> – Students consider the importance of headlines, by writing their own.</p>		<b>Learner profile</b> <p><b>Inquirer</b> – Students are asked to consider what it means to be an inquirer, and how this relates to the qualities for a good journalist.</p>	
<b>CAS</b> <p>For their CAS requirement, students are asked to consider how they might support a local club or organisation with the writing and editing of a newsletter, to help them communicate their ideas and information effectively.</p>			
<b>Learner portfolio</b> <p>Activity 8.1 Students compare perspectives in a range of newspapers.</p> <p>Activity 8.2 Students consider the ‘five Ws and one H’ of news reports.</p> <p>Activity 8.3 Students learn key features of news reports.</p> <p>Activity 8.4 Students consider the notion of ‘newsworthiness’.</p> <p>Activity 8.8</p>			
<b>TOK</b> <p>Students explore ways in which language establishes bias.</p>		<b>Extended essay</b> <p>Students may wish to write a group 1, category 3 extended essay on the language of newspapers and its effect on readers.</p>	
		<b>International mindedness</b> <p>The importance of considering different viewpoints on a topic or issue.</p>	

<b>Texts – print</b> Text 1.30 – Welcome to Boris Island ( <i>The Independent</i> ) Text 1.31 – Take a Bow, Britain! ( <i>The Daily Mail</i> ) Text 1.32 – So what the hell happens now? ( <i>Daily Mirror</i> ) Text 1.33 – Power to the People! ( <i>New York Post</i> ) Text 1.34 – Birth of a New Britain ( <i>The Daily Telegraph</i> ) Text 1.35 – Mystery shrouds death of Jay Gatsby (student work)	<b>Suggested additional resources</b> <i>Writing Feature Stories</i> by Matthew Ricketson
	<b>Links to literature</b> <i>The Great Gatsby</i> by F. Scott Fitzgerald

## Suggested lesson plan

It is possible to move through the activities in the units in Chapter 1 sequentially. Here we provide a suggestion for doing this, breaking the unit down into one-hour lessons. You may also wish to select parts of the unit, and build these into later chapters that have a particular thematic focus.

### Lesson 1

Activity 8.1

### Lesson 2

Activities 8.2 and 8.3

### Lesson 3

Activities 8.4 and 8.5

### Lesson 4

Activities 8.6 and 8.7 (8.7 could be completed as a homework assignment)

### Lesson 5

Activity 8.8