

Main Curriculum links:

KS 3 Citizenship: 3a Consider other people's experiences and be able to think about, express and explain views that are not their own

QCA Unit 05: How the law protects animals - a local-to-global study

Additional Curriculum links:

KS 3 English: 1a-f, 2b-f, 3a-e, 4a Speaking, listening, group discussion and interaction, drama, writing for public and formal purposes, develop their ability to evaluate the way language is used and explore social and moral issues

KS 3 History: 3, 4a, b Evaluating sources

Learning objectives:

- Develop use of language and practice writing in a persuasive style and for a specific audience.
- Develop listening and interpretation skills and understand how to approach sources of evidence.
- Develop using their imagination to consider other people's experiences and be able to think about, express and explain views that are not their own as well as justify orally and write up a personal opinion.

Introduction: This lesson has been designed to last approximately 50 minutes. It contains suggestions for activities, activity sheets and links to sources that enable pupils to develop skills in recognising bias and identifying opinion and fact.

Please see the **virtual collection/supporting resources overview table** and **oral history overview table** in the 'supporting resources' area of the site for guidance to sources on *Foxhunting: past, present, future?* that can be used to provide evidence for the activities.

Starter activity: Select and photocopy one or two newspaper articles or adverts related to the Hunting Act from the supporting resources area of the *Foxhunting: past, present, future?* website and present to pupils. Please note, apart from the articles supplied by kind permission of the *Leicester Mercury* and *Melton Times*, due to copyright restrictions we are only able to provide you with the references to relevant newspaper articles.

As a group, pupils should examine the items and describe the scene then annotate the article/advert to identify:

- Who is in the picture?
- Techniques used to persuade the reader to the author's point of view?
- What factors the reader needs to be aware of?
- How the author has illustrated an issue?
- What is the thinking behind the advert and what aspects of the advert make that evident.
- Why do you think the authors selected the images used?

- What can we assume about the article/advert?

Main activity: Pupils should print out examples of newspaper articles then mark on the article examples of rhetoric and bias and use the check list on *Activity sheet: Read all about it* to help identify features of newspaper articles.

Split pupils into pairs with one assuming the role of journalist and one, photographer. Provide them with an assignment relating to an aspect of the hunting ban.

Pupils should use the writing frame on *Activity sheet: Read all about it* to plan content and look at the website to identify images that might be appropriate to use. Pupils can use oral history snippets to collect evidence as quotes to include in the newspaper report. *Activity sheet: Extra extra* can be used as support for pupils completing the main activity.

Or:

In groups, pupils should design an advert about hunting to appear in a magazine for other pupils or pupils in the class below them. Pupils must discuss what the advert should look like to get the required response, what their key message is and identify relevant factors about the audience (how their age might influence their interpretation of the advert, guidelines for the sort of images that might be appropriate to them).

This activity could be extended by conducting research with the target audience (example questions: which adverts can you recall and why, what sort of adverts do you respond to, what colours would appeal, what would put you off reading the advert and responding to it).

Key questions: The following questions can be used to stimulate debate.

- Why do newspapers sometimes bias their reports of events?
- How can the reporter persuade the reader to his/her point of view?
- How valuable a resource are newspaper articles? What factors do you need to be aware of if using newspaper articles/reports as evidence?

Plenary activity: Split pupils into groups and provide a brief explaining that they are the curators of a travelling exhibition based around the *Foxhunting: past, present, future?* project and must select three items from the virtual collection and supporting resources to be displayed in the exhibition.

The activity requires pupils to work out what they feel has been most important and meaningful in their study of the topic and use of the virtual collection and put forward reasoned arguments for including the items in the exhibition. The class then comes together to compare the varying narratives that emerge from their different exhibitions.

Support activities: *Activity sheet: Extra extra* can be used as support for pupils completing the main activity.

Show an image of hunting – select an image from the website to show and ask questions about the image to find out what people feel about the Hunting Act 2004.

Extension activities: Bring in newspapers that day and discuss what the main headlines are. Look for rhetoric and bias in the headline and examine it to identify what message the journalist is trying to put across. Discuss with pupils the different angles that newspapers take, i.e. broadsheet newspaper: serious or tabloid: sensational. Discuss the difference between fact and opinion.

Take a headline and change the subject of it to see how the rhetoric used alters the meaning of the article.

Homework activities: Pupils keep a diary of adverts for a week, charting their response to them. Look at how they made you feel, if they made you think differently about the subject, what aspects of them you liked, what aspects you would change.

Pupils show the advert they created to friends and family and summarise their responses. Test different aspects of the advert such as initial reaction – shock, laughter, disgust, seriousness, emotional. Rate the extent to which you think it would make them change their mind.

Links to KS 2

English: 1a-f, 2a-e, 3a-e, 4a Speaking, listening, group discussion and interaction, drama

Activity: Pupils look at newspaper cuttings and keep a file of nouns/verbs/adjectives/adverbs. Encourage them to think of words to replace the ones that have been used in the articles.

Pupils explore the use of open and closed questions. Pupils learn to identify bias by conducting short interviews with each other on certain topics. The interviews are recorded and played to the rest of the class who identify any occurrences of bias in the interviews (sound a hooter or hold up a card).

Activity: Pupils are to write a story about characters on the *Foxhunting: past, present, future?* website covered in case studies constructed around the oral history subjects. Before they begin, pupils must write down some ideas to get their imagination going! The following scaffolding will help pupils collect their thoughts:

- Write a list of the ways in which **hunting affects my life**
- Write a list of **my fears/hopes before the Act was introduced**
- Write a list of **what has actually changed since the Act was introduced**

- Read your notes very carefully. You should have a picture of the person and their feelings about the Hunting Act in your head. NOW try starting your story!

Links to KS 4

Humanities 'issues' requirement for coursework

Citizenship: 2a-c, 3a, c Research a topical political, moral or cultural issue by analysing information from different sources

Activity: Explore the movement to pass the Hunting Act 2004 using a range of different sources.

Reference to activity sheets:

Activity sheet: Read all about it

Activity sheet: Extra extra (support)