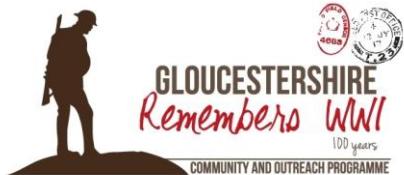


Guidelines for the use of 'What's the news!'

Activity title:	What's the news!
Curriculum area:	English/Art/Design & Technology/PSHE/ICT/History
NC objectives:	English 1b, 1c, 2a, 2b, 2c, 2d, 3a, 3b, 3c, 3d. Art 1c, 2b, 4b, 4c DT: 1a, 1b, 1c, 1d, 2a, 2b, 2d, 2e, 3a. PSHE: 1a, 2a, 3a, 4a, 4b. ICT: 1a, 1b, 1c, 2a, 3a, 3b. History: 1a, 1b, 2a, 2c, 2d, 3, 4a, 4b, 5a, 5c.
Main learning objective	Creating and publishing a newspaper, to demonstrate how British armed forces communicated news and boosted morale

Timing	Lesson plan ideas, activities and resource sheets
INTRODUCTION 15 minutes	<ul style="list-style-type: none"> Explain that in the WW1 era, there was no radio or television and the only way people could find out about news and world events was by reading newspapers, magazines or, watching newsreels at the cinema (newsreels were short, silent documentary films. See http://www.britishpathe.com/video/various-ww1-scenes/query/ww1 and http://www.britishpathe.com/video/cinema-showing-propaganda-film). For soldiers fighting abroad in WW1, English newspapers were unavailable unless they had been sent from home, posted to soldiers or units by family or well-wishers. Because of this, they were often a week or more old. To maintain morale and to pass on information, some units began to write and print their own newspapers, which

	<p>were known collectively as 'Trench newspapers'. These had news, official instructions, interviews and trench gossip, military slang, poetry, cartoons and other articles aimed at keeping the soldiers entertained.</p> <ul style="list-style-type: none"> The most famous trench newspaper was 'The Wipers Times' (see: http://en.wikipedia.org/wiki/Wipers_Times) but the very first one was 'The 5th Gloucester Gazette' published by the 5th Battalion of the Gloucestershire Regiment. Many others followed including many produced onboard Royal Navy ships and also by Royal Flying Corps squadrons at RFC aerodromes, such as the 'Rendcomb Gazette', which was produced at the RFC airbase at Rendcomb in Gloucestershire.
<p>MAIN ACTIVITY 35 minutes</p>	<ul style="list-style-type: none"> Provide the class with copies of the '5th Gloucester Gazette' from 'GRWW1 3 5th Gloucester Gazette' (note that there are copies of issue No.1 and issue No.11) and 'The Rendcomb Gazette' 'GRWW1 3 Rendcomb Gazette' and ask them to read them. Ask about what they think and what the newspapers contain. Explain that most were written in a humorously ironic style that is still used today in satirical magazines such as <i>Private Eye</i>. Explain that a lot of the humour was 'black comedy' or 'gallows humour' - making light of the ever present threat of death. Why might this be the case? Get the class to research any unfamiliar terms or phrases. Tell the class that their first task is to create a one/two-page 'trench newspaper' for their group/class/school. Many trench newspapers were single sheet publications as paper was often scarce. The newspaper must contain the same sort of articles written in the same manner. It should include one cartoon and one other image (preferably a hand-drawn one). This could be done in hard copy or using ICT or both. What things are important enough to the children for them to want to know about? The second task is that newspapers - including the trench newspapers - have a decorative title as a header. A copy of the Fifth Gloucester Gazette can be found in 'GRWW1 3 5th Glos Gazette cover'. Tell the class they should research and create a suitable title design. They could use the Internet to look at modern and old papers and any trench newspapers. If possible, this could be combined with an art lesson on printing.



PLENARY
10 minutes

- Ask the class to present their designs and their newspapers.
- Discuss whose designs worked best and whose content was best. Was there any clear leader? Explain that most newspapers have a 'target audience' and are written in a way as to appeal to that audience and no other. This could be explored in future lesson - see if the children's newspapers can be altered to make them suitable for teachers or parents. Would there be any differences? Perhaps a list of playground slang should be included, for example?

Suggested extension activities or cross curricular links:

- Link with Art to create a print lesson. Investigate the different option available for printing in WW1 and also for creating artworks suitable for printing (pastels, charcoal, etc)
- Research historical newspapers and early TV & Radio
- Make sound recordings of the poems to create a poetry audio file.
- Some trench newspapers contained short sketches about day-to-day life in the armed forces. Why not re-create one of these based on WW1 or your school.
- Watch more WW1 film footage: <http://www.britishpathe.com/worksheets/Tori15/ww1-news>

