

### Stage 3 (Year 5 and 6) In the News

#### Scope and sequence summary

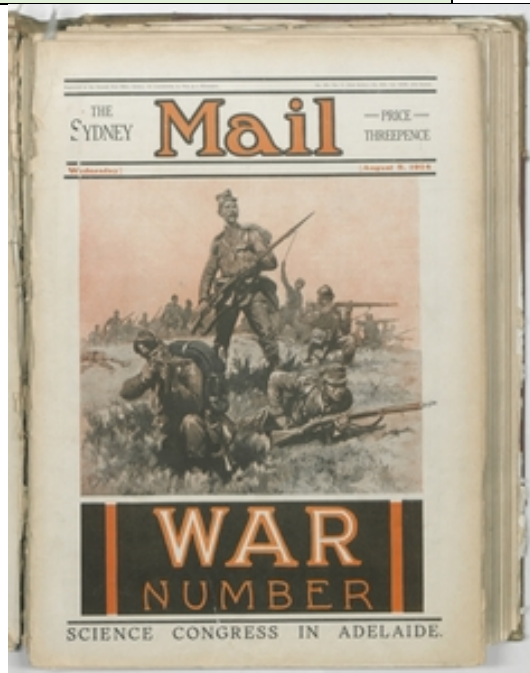
Students will think imaginatively, creatively, interpretively and critically about information and ideas and identify connections between texts when responding to and composing texts.

**Focus text:**

Covers of *The Sydney Mail*

**Text type:**

Newspapers



*The Sydney Mail* August 5, 1914  
<http://acms.sl.nsw.gov.au/album/ItemViewer.aspx?itemid=1064155&suppress=N&imgindex=1>



*The Sydney Mail* July 9, 1919  
<http://acms.sl.nsw.gov.au/album/ItemViewer.aspx?itemid=1064155&suppress=N&imgindex=258>



*The Sydney Mail* November 4, 1918  
<http://acms.sl.nsw.gov.au/album/ItemViewer.aspx?itemid=1064155&suppress=N&imgindex=14>

## Student Learning Activity

### Background Information for Students

The Sydney Mail was a weekly magazine published in Sydney from 1860 to 1938. The State Library has digitised the covers of the Sydney Mail for the period of WWI and they provide a unique insight into how the war was reported at the time.

**Sources:** <http://acms.sl.nsw.gov.au/album/albumView.aspx?itemID=1064155&acmsid=0>

### Activity

You are a journalist working for the Sydney Mail and you have been asked to write an article for the magazine.

Choose one of the covers of the Sydney Mail and write an article to accompany the cover.

Covers of *The Sydney Mail*

<http://acms.sl.nsw.gov.au/album/albumView.aspx?itemID=1064155&acmsid=0>

You might like to write your article after interviewing a 'character' featured on the cover eg a returned soldier or a nurse who looked after injured soldiers.

Compose a list of questions you would ask the person you have chosen to interview and use their answers as the basis of your Sydney Mail article.

You may choose to write your article as the war correspondent who experienced the event portrayed first hand. You should try to convey to your readers the experience of what you witnessed. You could include details of the people involved, the physical environment, the sounds

You will need to research what was happening in the war at the time the cover was produced. TROVE is a very good place to research newspapers from the time. <http://trove.nla.gov.au/>

## NSW Syllabus for the Australian Curriculum: English K-10

### OUTCOMES

A student:

- communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and feature EN3-1A
- composes, edits and presents well-structured and coherent texts EN2-2A
- uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies EN3-3A
- uses knowledge of sentence structure, grammar, punctuation and vocabulary to respond to and compose clear and cohesive texts in different media and technologies EN3-6B
- thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts EN3-7C
- identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts EN3-8D

### CONTENT

Students:

EN3-1A

Understand and apply knowledge of language forms and features

- use and describe language forms and features of spoken texts appropriate to a range of purposes, audiences and contexts

### Engage personally with texts

- understand and appreciate the way texts are shaped through exploring a range of language forms and features and ideas
- experiment and use aspects of composing that enhance learning and enjoyment

### Understand and apply knowledge of language forms and features

- plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1704, ACELY1714)

### Respond to and compose texts

- compose texts that include sustained and effective use of persuasive devices, eg texts dealing with environmental issues

### EN3-3A

#### Develop and apply contextual knowledge

- understand how texts vary in purpose, structure and topic as well as the degree of formality (ACELA1504)

#### Understand and apply knowledge of language forms and features

- understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold (ACELA1505)

### EN3-5B

#### Develop and apply contextual knowledge

- identify and discuss how own texts have been structured to achieve their purpose and discuss ways of using conventions of language to shape readers' and viewers' understanding of texts
- discuss how the intended audience, structure and context of an extended range of texts influence responses to texts

Understand and apply knowledge of language forms and features

- identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1701)

EN3-6B

Understand and apply knowledge of vocabulary

- understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in different contexts (ACELA1512)

Respond to and compose texts

- select appropriate language for a purpose, eg descriptive, persuasive, technical, evaluative, emotive and colloquial, when composing texts
- experiment with different types of sentences, eg short sentences to build tension and complex sentences to add detail

EN3-7C

Engage personally with texts

- interpret events, situations and characters in texts
- think critically about aspects of texts such as ideas and events

Understand and apply knowledge of language forms and features

- understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (ACELA1518)

EN3-8D

Understand and apply knowledge of language forms and features

- identify language features used to position the reader/viewer in a wide variety of communication activities for a range of purposes, including debates, formal talks, interviews, explanations, anecdotes and recitations

Respond to and compose texts

- discuss and explore moral, ethical and social dilemmas encountered in texts

### Learning Across the Curriculum

#### General Capabilities:

- creative and critical thinking
- literacy
- personal and social capability
- information and communication technology capability

#### Areas of important learning:

- civics and citizenship

## Additional resources

Useful links:

Covers of *The Sydney Mail*: <http://acms.sl.nsw.gov.au/album/albumView.aspx?itemID=1064155&acmsid=0>

Information about the history of Australian newspapers: <http://www.nla.gov.au/anplan/heritage/history.html>

Trove makes available a range of resources relating to Australia. Trove gives you the tools to explore the collections of a number of libraries, museums, archives and other research organisations <http://trove.nla.gov.au/>