



# Bonfire Night

## Guy Fawkes Blows Up Parliament!

This pack contains five resources that are intended to offer different points of entry to the same idea – that Guy Fawkes succeeded in blowing up parliament – according to ability and/or learning style.

1. The simple sentences and abbreviated content of the **Bonfire Night!** tabloid-style news article are designed to appeal to lower ability pupils, though there is still vocabulary that should stretch them so you could begin with dictionary work to confirm understanding.
2. Similarly, the more detailed content of the **Gunpowder Plot** broadsheet-style news article is designed for higher ability pupils, but there is some language that might challenge (for example 'recusant' describes a person who refuses to submit to authority and was widely used to describe Catholics at this time) so dictionary work could be an appropriate starter task.
3. Pupils can use **The 5 Ws** resource to extract from either or both of the articles the appropriate information, thus testing their comprehension. The same task could be applied to a selection of topical stories, differentiated along tabloid/broadsheet or local/national lines.
4. Both articles could be used in conjunction with the separate Features of a Newspaper Report resources to exemplify tabloid and broadsheet conventions, with a direct comparison made between the two.
5. The **Bonfire Night!** article references further inside content: have pupils produce this content in a similar style. For those using the **Gunpowder Plot** article, challenge pupils to devise their own associated content from scratch.
6. Similarly, a follow-on task displaying even more consideration of events would be to produce the front page of these newspapers for a day/week/month/year later, giving an update of events.
7. The **Fireworks on Twitter** resource takes an appropriately shorthand approach to themes, asking pupils to add comments to provocative tweets. This could be taken as a planning activity for a larger debate on issues such as terrorism, religion and governance.
8. The **Broadcast News** resource provides scaffolding for a more dramatic activity that should appeal to kinaesthetic learners. This could be done instead of or as well as the reading and writing activities. If the technology is available then add verisimilitude by filming pupils' efforts, with the insistence of a single take to replicate the pressures of live TV!