

# Scheme of work

## Unit 1.9: Blogs

### Overview

Unit 1.9 explores blogs and blog writing.

<b>Learning objectives</b> <ul style="list-style-type: none"> <li>Learn the key features of blog writing.</li> <li>Develop skills for analysing a blog post.</li> <li>Develop the skills for writing a blog post, in the style of another blogger.</li> </ul>	<b>AOE questions</b> <ul style="list-style-type: none"> <li>How do texts follow or move away from the conventions associated with different types of text?</li> </ul>
<b>Concept</b> <b>Identity</b> – students consider people's rights to express their identity.	
<b>ATL</b> <b>Research skills</b> – Students are reminded of the possible limitations of blogs when used as secondary sources in conducting research.	<b>Learner profile</b> <b>Open-minded</b> – the idea of open-mindedness is considered through a discussion of gender identity.
<b>Learner portfolio</b> Activities 9.1–9.3 and 9.6 Consider the nature of blogging as a text type. Activities 9.4 and 9.5 Consider gender identity. Activity 9.7 Students creatively replicate a blog post.	
<b>TOK</b> Has the world become a more knowledgeable, safer and fairer place as a result of the internet broadening people's access to news and information online?	<b>Extended essay</b> A research question may consider blog posts as primary sources, and how the blogger's message is constructed through language, shaped by purpose and received by audiences.
<b>International mindedness</b> Students are encouraged to explore and discuss the blog <a href="http://internationalmindedness.org">internationalmindedness.org</a> .	
<b>Texts – print</b> Text 1.36 –Blog Breakdown (Roz Chast) Text 1.37 – ‘Identity is the issue of our age: so why can't we talk more honestly about trans women?’ (Hadley Freeman/The Guardian)	

## 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

Activities 9.1–9.3

### Lesson 2

Activities 9.4–9.6

### Lesson 3

Activity 9.7 (may be extended to more than one lesson, or as a homework assignment)