

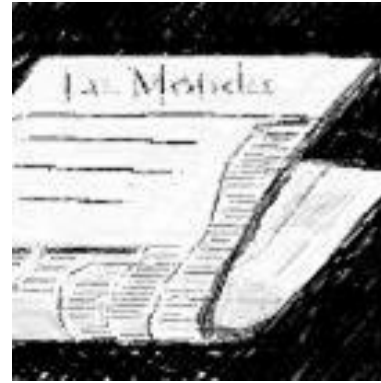
Learning in communities: Unit 1 **THE MEDIA**

Introduction

In this unit, learners develop the critical thinking skills and general knowledge of both traditional and new media, so that they can be active, engaged, and wise consumers of all forms of media.

The **Core Curriculum** builds media literacy skills. Learners work with their peers to research, evaluate, and develop media literacy concepts and questions. They apply these tools to reading, viewing, and listening to a variety of news and entertainment items presented through traditional media. Learners also examine the traditional media in Canada, including its role in society, the CRTC, and ownership patterns.

In the **Project** learners get to explore, experiment with, and critically evaluate forms of new media. They continue to sharpen their media literacy and critical thinking skills in examining a number of new media issues, culminating in a moderated panel discussion on new media.



ELSA 7 CLB 8






Teaching Suggestions

- Take learners on a tour of a radio or TV station.
- Invite a member of the media or an avid user of new media to speak to the learners.
- Compare the use of new media across cultures.
- Compare how one current event is reported across many media outlets and on social media.
- Encourage learners to use critical thinking skills to ask trigger questions.
- For discussion activities, try to play the role of observer rather than participant in order to increase the cognitive and emotional load on the learners.

Target OUTCOMES

CLB Outcomes

The following are the mandatory outcomes to be covered in this unit:

Listening	
 CLB 8-IV:	Understand extended monologues or presentations on topics that are generally familiar and related to general knowledge or technical/work-related issues in own field. (FATK)
Speaking	
 CLB 8-IV:	Give detailed information; express and qualify opinions or concerns; present solutions and options; indicate opposition or support for a stand in one-on-one interactions and small group discussions or meetings.
Reading	
 CLB 8-IV:	Understand moderately complex extended descriptions, feature articles, reports and narrations. (FATK)
 CLB 8-IV:	Interpret information contained in moderately complex formatted texts (such as tables, graphs, diagrams and website navigation menus).
Writing	
 CLB 8-IV:	Write a paragraph to explain information in a table, graph, flow chart or diagram.

Content and Other Outcomes

Learners will

- develop and demonstrate their media literacy skills
- learn about the traditional media in Canada and its role in society
- sharpen their critical thinking skills and learn how to target, collect, manage, and synthesize information from multiple sources
- read graphs, charts, and tables
- explore and experiment with new media
- conduct a panel discussion about new media issues
- integrate and use multiple pieces of information

POSSIBLE TOPICS

Topic	<p>Given the news media's power in shaping perceptions, beliefs, and attitudes in society, developing media literacy is one key to an engaged citizenry who can interpret news and express views on a range of important local and global topics. This unit uses the media as a vehicle for improving learners' general knowledge, vocabulary, and critical thinking skills. Possible topics could include:</p> <ul style="list-style-type: none">• body image and the media• representations of diversity in the media• marketing and consumerism• piracy and copyright• social media and cyber bullying• the democratization of journalism• crowdsourcing and creative commons• media ownership and control• news on demand• the death of the newspaper
Cross-cultural Perspectives	<p>All cultures have distinctive beliefs about and ways of knowing the media. Instructors could help learners explore this through the following:</p> <ul style="list-style-type: none">• questions of identities, religions, languages, and cultures that arise in the Canadian milieu• comparisons of how news items are presented in the media in Canada and in learners' home countries• investigation into learners' beliefs, attitudes, perceptions on what is or isn't acceptable or desirable in society• the media's role in shaping beliefs, attitudes, and perceptions• comparison of coverage of the same news story in the Canadian and American media
Systems and Practices in BC and Canada	<p>The following are possible topics instructors could help learners explore:</p> <ul style="list-style-type: none">• the news production process• comparison of news media across local, national, and international contexts• Canadian municipal, provincial, and federal politics in the media• the un-media: exploring stories that do not get into the news• news talk shows and what they say about local and national values and priorities

PLANNING GUIDELINES

Linguistic Competencies

Vocabulary

- words and expressions relating to media literacy and authentic media sources
- academic word list vocabulary
- conversation management strategies

audience, message, target, interpret, ownership, ethics

analyze, assess, evaluate, derive, distribution

agree, disagree, state an opinion, interrupt, hand over, clarify, etc.

Grammar

- passive voice to describe things and processes and to report facts and opinions
- subordinating conjunctions of reason and contrast
- expanded inventory of linguistic means of narrating, reporting, describing or arguing points in reading texts

The message was posted to a chat room.

The crowd was dispersed with tear gas.

The housing market has cooled down because of rising interest rates.

after that, from there, so I was like.., and he went..., to a certain degree, up to a point, that seems reasonable

Pronunciation

- syllable stress in multi-syllable words
- emphasis on content words and reduction of function words for clarity and timing

RESOURCES

Media Literacy

[Association for Media Literacy](#)

This Canadian site has a nice definition of media literacy, articles, resources, teaching ideas, and more.

Uses: Learners navigate the site menu to find information and links to other sources of articles, reports, and resources about digital and media literacy.

[Canadian Radio-television and Telecommunications Commission](#)

This government website regulates and supervises Canadian broadcasting and has many resources suitable to the unit organized by consumers, broadcasters, media, forms, FAQs, and more.

Uses: Learners navigate the site menu to find information and links to regulations, articles, and resources about broadcasting in Canada.

[Center for Media Literacy](#)

This American website is an excellent resource for teachers seeking guidance on how to teach critical thinking and media literacy and for learners looking for information about it. The site is organized by topics such as the media and values and advocacy with external links to other resources), newsletters, FAQs, and more.

Uses: Learners navigate the site menu to find information and links to other sources of articles, reports, and resources about digital and media literacy.

[Digital Newspaper and Magazine Readership – Visual.ly](#)

This page has excellent infographics about digital readership by device. The website also has blogs, tools, and a great “about us” page that has a short video to explain the field and a link to the Visual.ly showcase of their best data visualizations and infographics.

Uses: Learners access infographics online and interpret information contained in moderately complex formatted texts.

[Facebook Canada Head Jordan Banks on Future of Media \(Sep. 7, 2010, 7:58\) – YouTube](#)

This fascinating interview with the Managing Director of Facebook Canada explores the implications and future trends in media.

Uses: Learners understand extended interviews on topics that are generally familiar and related to the future of media.

[MediaSmarts.ca](#)

This website is all about Canadian digital and media literacy. The site offers resources for teacher and learners and includes activities, links to videos, blogs, social media resources, media and digital issues, tip sheets, and so much more.

Uses: Learners understand moderately complex extended descriptions, feature articles, reports, and narrations about digital and media literacy.

[Media Awareness Network](#)

This network is a portal to a wide variety of media awareness resources online. The site provides resources for teachers on topics including media violence, social media, and more.

Uses: Learners navigate the site menu to find information and links to other sources of articles, reports, and resources about digital and media literacy.

[Media Ownership: Rules Regulations and Practices in Selected Countries and Their Potential Relevance to Canada – A Report to the CRTC](#)

This extensive report outlines the policies and practices of select countries and their relevance to Canada. The page also has external links to the sources of the information in the report.

Uses: Learners navigate the site menu to find information and links to policies, procedures, and resources about media ownership in a given country.

[Newspapers: By the Numbers – State of the Media](#)

This page has a comprehensive collection of charts and tables with data for each media sector. The site also has links to further data, essays, and glossaries to support each section.

Uses: Learners write a paragraph to explain information in a table, chart, or diagram.

RESOURCES

Media Literacy (cont.)

[OpenMedia.ca](#)

This grassroots organization works to safeguard an open and affordable internet. The website features articles, videos, blogs, and other resources.

Uses: Learners interpret information contained in moderately complex website navigation menus to find information about private media ownership.

[The Social Network – Official Movie Website](#)

This website offers video clips, interviews with the cast and crew, reviews, behind the scenes features, and more.

Uses: Learners access video clips online and understand extended interviews about the film and its social relevance.

[Social Network Movie Channel - YouTube](#)

This channel features clips from the movie, news conferences with the cast and crew, director interviews, and much more.

Uses: Learners access video clips online and understand extended interviews about the film and its social relevance.

[Spark – CBC Radio](#)

This is the homepage for the popular weekly CBC radio show/podcast that examines the 21st Century Canadian relationship with technology and digital media.

Uses: Learners understand extended monologues or presentations on topics that are related to general knowledge about media and technology.

Media Providers

[Canadian Immigrant – Magazine for Newcomers](#)

Uses: Learners access articles online.

[CBC RSS \(Rich Site Summary\) Feeds – News and Podcast Feeds](#)

Uses: Learners access news and podcasts online.

[CTV News – National TV News Station](#)

Uses: Learners access TV news online.

[Media Literacy Education Sites – Media Literacy.com](#)

This list of links to the top 10 media literacy sites includes educational institutions, government sites, and non-profit organizations that offer resources, multimedia curriculum materials, articles, and more.

Uses: Learners navigate the site menu to find information and links to other sources of articles, reports and resources about digital and media literacy.

[What is New Media? \(Dec. 17, 2009, 1:51\) – YouTube](#)

This short visual explanation of new media takes the viewer on a whirlwind tour of many of today's most popular media devices and platforms and gives some opinions about their influence on society today.

Uses: Learners access the video and take notes to write a paragraph to explain the information.

[Who Owns the Media? – Harvard University and the World Bank](#)

This 41-page pdf examines the patterns of media ownership in 97 countries. The report includes tables, charts, and text to support the statistics.

Uses: Learners interpret information contained in moderately complex formatted tables and charts to summarize the patterns of media ownership in a given country.

[Dailymotion – Video Sharing Website](#)

Uses: Learners access videos online.

[Facebook Canada – Social Media Network](#)

Uses: Learners access social media online.

[Global News – BC TV News Station](#)

Uses: Learners access TV news online.

RESOURCES

Media Providers (cont.)

[The Globe and Mail](#) – National Newspaper

Uses: Learners access news online.

[Internet Radio Streams in Canada – Schools in Canada.com](#)

This page has an extensive list of links to radio stations across the country organized by province.

Uses: Learners access radio stations online.

[Macleans](#) – National News Magazine

Uses: Learners access articles online.

[Myspace](#) – Music Oriented Social Networking Service

Uses: Learners access social media online.

[The National](#) – CBC National TV News Program

Uses: Learners access TV news online.

[National Post](#) – National Newspaper

Uses: Learners access news online.

[The Province](#) – BC Newspaper

Uses: Learners access news online.

[Twitter](#) – Online Social Networking Service

Uses: Learners access social media online.

[The Vancouver Sun](#) – BC Newspaper

Uses: Learners access TV news online.

[Wikipedia](#) – Web-based Collaborative Encyclopedia Project

Uses: Learners access information online.

[YouTube](#) – Video Sharing Website

Uses: Learners access videos online.

Media and Communication

[10 Tips on Moderating a Panel Discussion – Professionally Speaking](#)

This blog outlines 10 tips to effectively moderate a panel discussion. The website also has links to many other blogs on similar topics.

Uses: Learners summarize the tips and apply to them to panel discussions.

[How to Run an Effective Meeting – wikiHow](#)

This wiki provides the steps to leading effective meetings, a good video, required material, tips, warnings, and more.

Uses: Learners summarize steps and apply to small group discussions or meetings.

[How To Set Up a Profile on Facebook \(Dec. 14, 2009, 1:57\) – YouTube](#)

This video goes through an eight-step tutorial to set up a Facebook profile.

Uses: Learners understand tutorial and follow the steps if desired.

[How To Setup A Twitter Account \(Dec. 2, 2011, 3:31\) – YouTube](#)

This short and informative video provides a guide to setting up an account

and the basics of the homepage.

Uses: Learners understand the tutorial and follow the steps if they wish.

[How to Use Twitter - Tweeting, Reply, Retweet, Favorite, Follow, Create Lists, Open Tweet \(Feb. 19, 2012, 4:36\) – YouTube](#)

This detailed tutorial explains many features of Twitter with onscreen prompts.

Uses: Learners understand the tutorial and follow the steps if they wish.

[Moderate with Moderation: 10 Steps to Running a Successful Panel Discussion – DeFinis Communications](#)

This concise article gives 10 steps for effective panel discussions. The website also has links to further information about business communications.

Uses: Learners navigate the website to find information, take notes, and use these in panel discussions.

RESOURCES

Media and Communication (cont.)

[Short Guide to Consensus Building – Massachusetts Institute of Technology](#)

This comprehensive reading is an alternative to *Robert's Rules of Order*. It outlines definitions, steps to consensus, and procedure for various meetings.

Uses: Learners summarize a given section and apply this summary to group discussions or meetings.

CLB Aligned Resources

[ELSA Assessment – ELSA Net](#)

This page has essential materials for every instructor including the [Formative Assessment Toolkit \(CLB 8\)](#) and the learner's [Self-Assessment Toolkit \(CLB 8\)](#). There are links to Instructor/Student Guidelines, Progress and Exit Testing Guidelines, and ready to use templates to complement the exercises.

Uses: This page is rich with excellent resources for CLB aligned formative assessment, student reflection, and portfolio work.

[LINC 5-7 Classroom Activities, Volumes 1 & 2 – Toronto Catholic District School Board](#)

This is one of the best resources for an ELSA instructor and is highly recommended for this curriculum. All of the activities are CLB aligned, although ELSA instructors should be aware of the differences between LINC levels and ELSA levels when using this resource. The website offers pdf copies of Volumes 1 & 2 with audio files and online activities associated with various chapters.

Uses: The following chapters that are particularly useful for this unit:

Chapter 2, Volume 1: Business Writing

Chapter 3, Volume 1: Interacting With Others

Chapter 5, Volume 2: Managing Information

Chapter 6, Volume 2: Meetings

[Types of Consensus Building – Resolve](#)

This page outlines the facilitative and evaluative processes of consensus building. The website also offers principles, stages, tools, reports, a blog, and more.

Uses: Learners navigate the website to find information, take notes, and apply this information to group discussions or meetings.

[LINC 5-7 Classroom Activities \(Vol. 1 and 2\) e-Resources – Toronto Catholic District School Board](#)

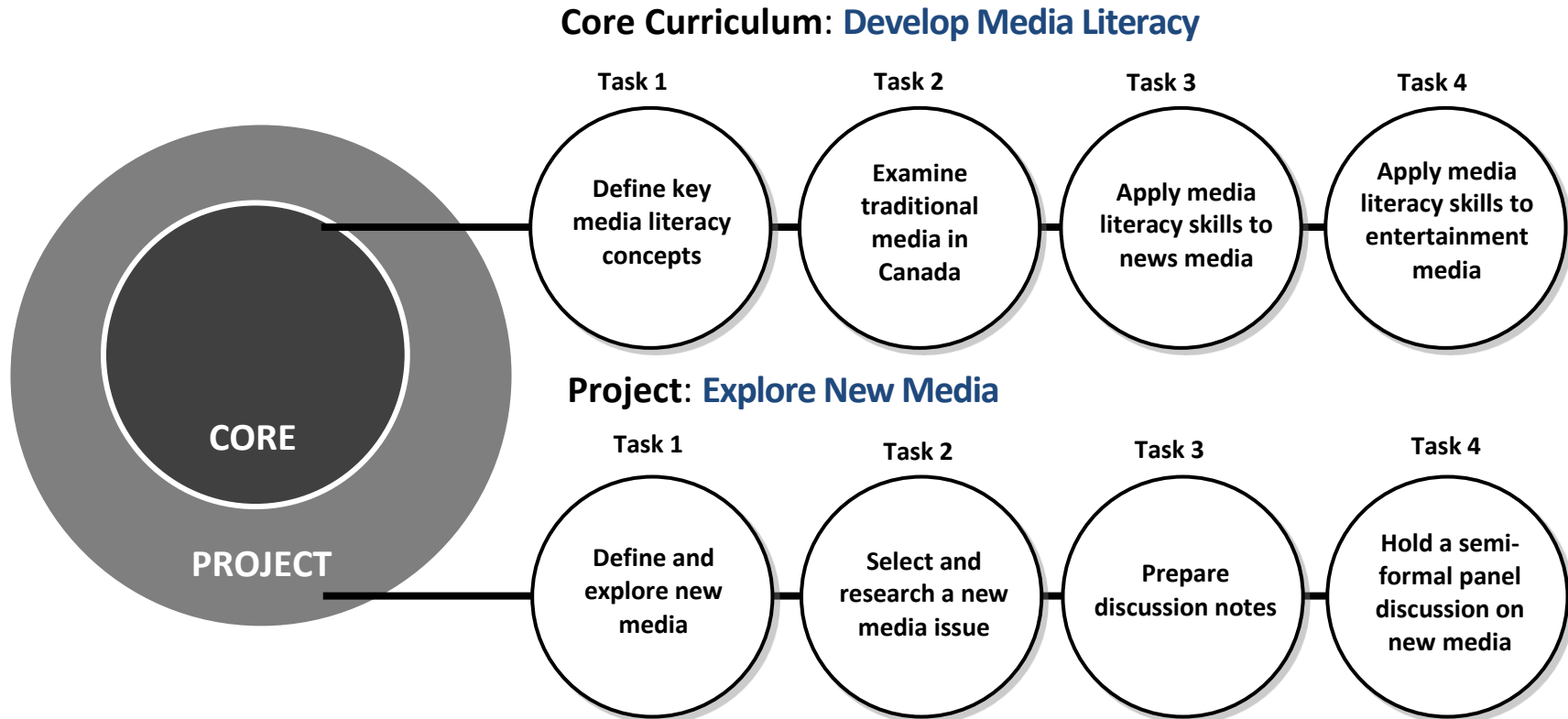
This website has quick links to pdf files for chapters 1, 2, 4, 5, and 7 in the LINC 5-7 document and online activities that align with the curriculum.

Uses: The following chapters are well-suited to this unit:

[Chapter 2, Volume 1: Business Writing](#)

[Chapter 5, Volume 2: Managing Information](#)

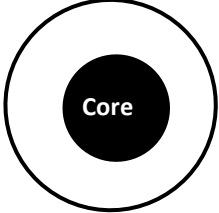
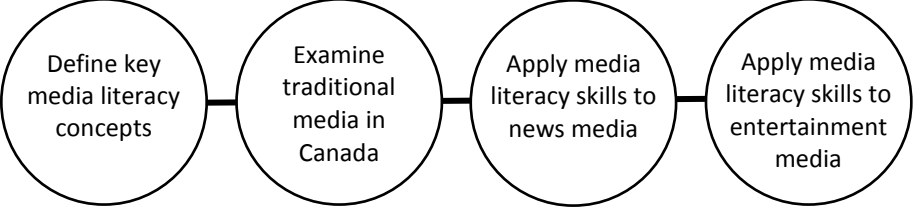
At a glance: THE MEDIA









SCOPE & SEQUENCE

ELSA 7

of Sample Tasks

UNIT 1: The Media	CORE CURRICULUM: Develop Media Literacy PROJECT: Explore New Media	
		
CLB OUTCOME 🗣️👂📝	SAMPLE TASK	RESOURCES
<p>🧠 CLB 8-IV: Give detailed information; express and qualify opinions or concerns; present solutions and options; indicate opposition or support for a stand in one-on-one interactions and small group discussions or meetings.</p>	<p>Task 1: Define key media literacy concepts</p> <ul style="list-style-type: none"> • access three or four media literacy resources and identify the key concepts described for engaging in media literacy (e.g., media are constructions; audiences negotiate meaning; media have commercial and social implications) and integrate concepts from multiple sources • hold a semi-formal meeting to achieve group consensus on a list of five or six key media literacy concepts with relevant critical thinking questions: Who owns it? Who is the audience? What is the bias? etc. <ul style="list-style-type: none"> ○ provide detailed information and present options as needed ○ ask relevant questions to gather, share, analyze and compare information ○ summarize information and ideas to clarify and expand understanding ○ express and qualify opinions, feelings, doubts and concerns ○ appropriately oppose or support a stand or solution ○ hold the floor, share the floor, draw others out, and thank them for their contribution and information ○ participate effectively in interactions • summarize key concepts and analysis of sample media exposures, putting critical thinking questions in a chart to be displayed on the wall and used in subsequent tasks 	<p>MediaSmarts.ca</p> <p>Centre for Media Literacy</p> <p>Association for Media Literacy</p> <p>How to Run an Effective Meeting - wikiHow</p> <p>Short Guide to Consensus Building – Massachusetts Institute of Technology</p> <p>Types of Consensus Building – Resolve</p>


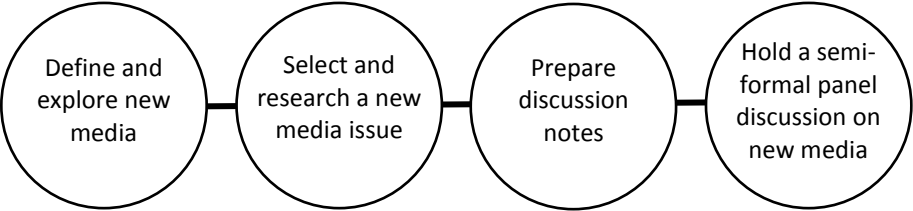




UNIT 1: The Media	CORE CURRICULUM: Develop Media Literacy PROJECT: Explore New Media	
CLB OUTCOME 	SAMPLE TASK	RESOURCES
<p> CLB 8-IV: Interpret information contained in moderately complex formatted texts (such as tables, graphs, diagrams and website navigation menus).</p> <p> CLB 8-IV: Write a paragraph to explain information in a table, graph, flow chart or diagram.</p>	<p>Task 2: Examine traditional media in Canada</p> <ul style="list-style-type: none"> • identify traditional media (e.g., newspapers, magazines, radio, TV) and list local examples of each format • read charts and tables about media in Canada in various languages • research and discuss concepts of journalistic freedoms and media independence • read about the role of the CRTC in Canada • predict ownership patterns of traditional media • read tables, charts and diagrams to access information about who owns the media and the relations between different publishers and broadcasters: <ul style="list-style-type: none"> ○ present the information contained in charts, tables, and diagrams in an alternative form ○ analyze the information, implied meanings, and writer’s point of view • select one chart or table about traditional media in Canada (e.g., ownership patterns, multicultural media, readership rates) and summarize information in a paragraph doing the following: <ul style="list-style-type: none"> ○ address the purpose of the task ○ provide an accurate and detailed description ○ present text as a coherent whole with good use of appropriate connective words and phrases • share summaries with classmates, creating a wall display with tables, charts, diagrams, written summaries, pictures, and media samples to represent the class’ understanding of traditional media in Canada 	<p>OpenMedia.ca</p> <p>Media Ownership: Rules and Regulations and Practices In Selected Countries</p> <p>Who Owns the Media? – Harvard University and the World Bank</p> <p>Canadian Radio-television and Telecommunications Commission</p> <p>Newspapers: By the Numbers – State of the Media</p> <p>See Skills-Based Resources</p>




UNIT 1: The Media	CORE CURRICULUM: Develop Media Literacy PROJECT: Explore New Media	
CLB OUTCOME 	SAMPLE TASK	RESOURCES
<p> CLB 8-IV: Understand moderately complex extended descriptions, feature articles, reports and narrations. (FATK)</p>	<p>Task 3: Apply media literacy skills to news media</p> <ul style="list-style-type: none"> • select one or more samples of news media reports, articles, narrations and do the following: <ul style="list-style-type: none"> ○ identify the organization of the text and links between paragraphs ○ follow the sequence of narrations or processes ○ locate and integrate relevant information across paragraphs and sections of the text ○ evaluate the ideas in text, draw conclusions, and compare these with your own opinion • apply media literacy concepts to and ask critical thinking questions of the selection • evaluate the publisher’s or broadcaster’s level of bias and accuracy • share and compare the results with classmates 	<p>Formative Assessment Toolkit (CLB 8) – Pipeline reading</p> <p>MediaSmarts.ca</p>
<p> CLB 8-IV: Understand extended monologues or presentations on topics that are generally familiar and related to general knowledge or technical/work-related issues in own field. (FATK)</p>	<p>Task 4: Apply media literacy skills to entertainment media</p> <ul style="list-style-type: none"> • select one or more samples of entertainment media and do the following: <ul style="list-style-type: none"> ○ identify the main idea and detailed information ○ identify phrases and sentences that mark topic introduction, topic development, topic shift, and conclusion ○ identify rhetorical discourse markers and patterns of chronological order and sequence, comparison and contrast, and cause and effect ○ interpret factual information, explanation, and opinions ○ interprets, facts, opinions, and attitudes • apply media literacy concepts to and ask critical thinking questions of the selection • evaluate the speaker’s or broadcaster’s level of bias and accuracy • share and compare results with classmates 	<p>Formative Assessment Toolkit (CLB 8) – TED Talk about bees</p>

SCOPE & SEQUENCE

of Sample Tasks

ELSA 7

Unit 1: The Media	CORE CURRICULUM: Develop Media Literacy PROJECT: Explore New Media	
		
CLB OUTCOME 	SAMPLE TASK	RESOURCES
<p> CLB 8-IV: Understand extended monologues or presentations on topics that are generally familiar and related to general knowledge or technical/work-related issues in own field.</p>	<p>Task 1: Define and explore new media</p> <ul style="list-style-type: none"> list as many examples of new media as possible (e.g., YouTube, Twitter, TMZ, Wikipedia, LinkedIn Facebook, blogs) and discuss patterns of personal use demonstrate forms of new media for classmates, providing samples and experimenting with Twitter, LinkedIn, news apps, Reddit, etc. listen to a podcast or watch a video about trends in new media discuss the social and personal costs and benefits of new media 	<p>What is New Media? (Dec. 17, 2009, 1:51) – YouTube</p> <p>Facebook Canada Head Jordan Banks on Future of Media – YouTube Spark – CBC Radio</p> <p>The Social Network</p>
<p> CLB 8-IV: Understand moderately complex extended descriptions, feature articles, reports and narrations.</p> <p> CLB 8-IV: Interpret information contained in moderately complex formatted texts (such as tables, graphs, diagrams and website navigation menus).</p>	<p>Task 2: Select and research a new media issue</p> <ul style="list-style-type: none"> select an issue in new media (e.g., internet addiction, WikiLeaks, cyber-bullying, social fragmentation, instantaneous and constant news, gaming) access and read various perspectives on the selected issue take notes, summarizing the information and points of view <ul style="list-style-type: none"> read tables and charts related to the selected new media (e.g, usage patterns by age, increase in types and forms of new media over time) take notes, summarizing information and bias 	<p>Media Awareness Network</p> <p>Media Literacy Education Sites – Media Literacy.com</p> <p>Digital Newspaper and Magazine Readership – Visual.ly</p>

<p>Unit 1: The Media</p>	<p>CORE CURRICULUM: Develop Media Literacy PROJECT: Explore New Media</p>	
<p>CLB OUTCOME </p>	<p>SAMPLE TASK</p>	<p>RESOURCES</p>
<p> CLB 8-IV: Write a paragraph to explain information in a table, graph, flow chart or diagram.</p>	<p>Task 3: Prepare discussion notes</p> <ul style="list-style-type: none"> • using the notes from Task 2, write speaking notes for a 10-minute contribution to a panel discussion, which include the following: <ul style="list-style-type: none"> ○ an introduction ○ a description of the data about the selected new media ○ the benefits and challenges of the selection ○ multiple points of view on the selection ○ discussion points for the rest of the panel to engage on ○ a conclusion, including thanking everyone for their contribution 	
<p> CLB 8-IV: Give detailed information; express and qualify opinions or concerns; present solutions and options; indicate opposition or support for a stand in one-on-one interactions and small group discussions or meetings.</p>	<p>Task 4: Hold a semi-formal panel discussion on new media</p> <ul style="list-style-type: none"> • sit around a table with one learner as moderator, who introduces each speaker, and leads the discussion according to the agenda • present and lead the discussion on selected new media topics as prepared above • discuss, debate, and present solutions for each topic in turn • conclude the session with the moderator summarizing the main points of the discussion • document the content and success of the panel discussion via new media: tweet about it, create a blog posting, write a wiki entry, or post it on Reddit 	<p>Moderate with Moderation: 10 Steps to Running a Successful Panel Discussion – DeFinis Communications</p> <p>10 Tips on Moderating a Panel Discussion – Professionally Speaking</p>