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# Talk Shows

## Language Arts - Media Literacy



### Including:

Initial Assessment, Prior Knowledge, Introducing the Modes of Media  
Analysing Talk Shows, Bias, Power, and Ownership  
Bias and Gospel Values in the Media  
Violence and Media Influences  
Roles, Personalities, and Style  
What Do People Want?  
Creating a Monologue  
Getting to the Point in a "Nice" Way  
It's a Wonderful Show!

An Integrated Unit for Grade 8

Written by:

The Curriculum Review Team 2005

Length of Unit: approximately: 21.1 hours

August 2005



## Talk Shows

### Language Arts - Media Literacy An Integrated Unit for Grade 8

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### **An Integrated Unit for Grade 8**

**Written by:**

**The Curriculum Review Team 2005**

CAPB

(416)325-0000

EDU

**Based on a unit by:**

Wayne Sunn, Rita Zanatta, Betty Goulden (Project Leader)

York Catholic District School Board

This unit was written using the Curriculum Unit Planner, 1999-2002, which was developed in the province of Ontario by the Ministry of Education. The Planner provides electronic templates and resources to develop and share units to help implement the Ontario curriculum. This unit reflects the views of the developers of the unit and is not necessarily those of the Ministry of Education. Permission is given to reproduce this unit for any non-profit educational purpose. Teachers are encouraged to copy, edit, and adapt this unit for educational purposes. Any reference in this unit to particular commercial resources, learning materials, equipment, or technology does not reflect any official endorsements by the Ministry of Education, school boards, or associations that supported the production of this unit.



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## Unit Context

Students are inundated with media messages. In particular, there are a growing number of talk shows which feature experts who give out advice on a variety of issues affecting people's lives. It is because students are greatly influenced by the media that they need to develop critical thinking to evaluate the messages with a well-developed knowledge and belief in Gospel values, in the inherent dignity of all persons, and in the principles of equity and inclusion.

In this unit, students develop media literacy skills to critically analyse the media. Then, using the framework of fairness, dignity, and justice, students evaluate the people, the message, and the styles used in a variety of television talk shows.

After practising interviewing skills, students working in small groups, create and perform a television talk show as a pilot for a Canadian television network. This show incorporates positive role models who respect the dignity of all persons and adhere to Gospel values.

The expectations are grouped to move from a general look at all media, to television media, and finally to the T.V. talk show. This unit also takes students from recognizing various aspects of media, to a critical analysis, to applying their knowledge to write and perform a talk show. Students build on previous knowledge of media literacy as stated in the Grade 7 expectations.

### Focus of this Unit

Talk Shows is a language unit that focusses on analysing and interpreting media works. The medium used is television. Students develop concepts and skills from one of the three strands of the language curriculum. While expectations from all three strands of language could be achieved and assessed within this unit, the Oral and Visual Communication strand is the major focus.

Students participate in lessons and are assessed on criteria about the elements and techniques of television (in particular, talk shows) and the concepts and skills of oral and visual communication. When appropriate, reference has been made to opportunities to integrate expectations from the other two strands.

### Catholic Graduate Expectations:

CGE 2a - Catholic Graduate Expectation - An Effective Communicator: Listens actively and critically to understand and learn in light of Gospel values.

CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.

CGE 2e - Catholic Graduate Expectation - An Effective Communicator: Uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

CGE 2b - Catholic Graduate Expectation - An Effective Communicator: Reads, understands and uses written materials effectively

CGE 2d - Catholic Graduate Expectation - An Effective Communicator: Writes and speaks fluently one or both of Canada's official languages.

CGE 1d - Catholic Graduate Expectation - A Discerning Believer: Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good.



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CGE 3a - Catholic Graduate Expectation - A Reflective and Creative Thinker: Recognizes there is more grace in our world than sin and that hope is essential in facing all challenges.

CGE 3c - Catholic Graduate Expectation - A Reflective and Creative Thinker: Thinks reflectively and creatively to evaluate situations and solve problems.

## Unit Summary

This unit is sequentially designed to allow students to go from a macro view of all media to a micro analysis of television talk shows as a particular type of media work, and to give students the opportunity to produce and perform a media work - a television talk show.

### Subtask One: Initial Assessment and Links to Prior Knowledge

Context of the unit on media is introduced. Students develop a web and the information is compiled on a graphic organizer. A letter to parents is sent home and the culminating task and rubrics for assessment are introduced.

Subtask Two: Time spent on different types of media works and television media categories are identified.

Subtask Three: Formula used by talk shows (presence/absence of Gospel values, dignity, equity, inclusion) and what drives the media production (sponsors) are identified and analysed.

Subtask Four: Bias and Gospel values in the media are analysed.

Subtask Five: Issues of violence in the media are explored.

Subtask Six: Roles, personalities, and styles of delivery of talk shows are analysed.

Subtask Seven: Consumer tastes in talk shows are observed.

Subtask Eight: Writing and delivering a talk show monologue, skills are practised by students.

Subtask Nine: Interviewing skills are practised by students.

Subtask Ten: The culminating task - It's a Wonderful Show! Students create and perform an eight- to 10-minute talk show as a pilot for a Canadian television network.

Students will use a learning log throughout the unit to reflect on the process, explain their views, and think critically about the role and effects of media in their lives.

## Culminating Task Assessment

### Perform a T.V. Talk Show

Students respond to a Canadian television network's search for a new talk show and, in a small group, create and perform a talk show pilot of eight to ten minutes. They are required to present survey information which justifies their choice of talk show format and the audience it will serve. Students should produce a show that promotes Gospel values and the principles of equity, and furthers the cause of justice.

### Catholic Graduate Expectations

CGE 2a - Catholic Graduate Expectation - An Effective Communicator: Listens actively and critically to understand and learn in light of Gospel values.

CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.

CGE 2d - Catholic Graduate Expectation - An Effective Communicator: Writes and speaks fluently one or both of Canada's official languages.

## Links to Prior Knowledge

Students should have prior knowledge related to the Grade 7 expectations:

- Identify the techniques of non-verbal communication and be able to use them effectively.
- Categorize various types of media works and a variety of techniques used in them.



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- Identify and describe the different categories of works typical of a particular medium.
- Listen and respond effectively in groups.
- Analyse and assess media works and express a considered viewpoint.
- Use the conventions of language appropriate to grade level.
- Have an understanding of what Gospel values are.

To ensure that all students have this prior knowledge, this unit provides a basic review of media literacy.

## Considerations

### CAREER EDUCATION

This unit could be extended by examining various careers in television. In particular, students could look at the different areas of a talk show production: the funding and budget, writing teams, set production, music, and wardrobe.

### ANTIDISCRIMINATORY EDUCATION

The content and style of talk shows need to be scrutinized closely to detect subtle or overt discrimination. This unit contains some suggestions for these activities and encourages continuous focus on equity and diversity issues.

## Notes to Teacher

This Elementary Curriculum Unit has been written by a team of teachers for use by other teachers. It represents the approach they took to help students achieve the knowledge and skills described in the curriculum expectations. It is expected that teachers delivering the unit will use their professional judgment in tailoring the teaching/learning to meet the needs and interests of their students and their communities. Teachers may choose to use all or part of the unit, use additional or different resources, develop additional subtasks, and/or use these units as a stimulus to develop their own units.

The times provided by the writers for the unit and each subtask are only approximations. Teachers should adjust the task times in consideration of the needs and interests of their students and the organization of program in their school.

Each unit subtask contains strategies for teaching/learning and assessment, as well as assessment recording devices. Teachers may wish to adjust strategies based on their particular situations. Where strategies are changed, corresponding changes must be made to assessment recording devices.

Some activities in the unit may require written communication with parents and guardians to provide information, receive permission or request assistance. Teachers must follow school and board policies and procedures when communicating with parents and guardians.

Students must be instructed to accept "no comment" as a valid answer to any questions, and to respect that people may choose not to respond at all. (questionnaires, surveys)

The URLs for the websites were verified by the writers prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

### The Culminating Task:

The culminating task is an opportunity for students to demonstrate what they have learned throughout the unit and how they can independently apply this knowledge in a new learning situation. Some students will need a high level of support to complete the culminating task. Read the culminating task thoroughly before



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implementing the unit and consider how adaptations will apply throughout the unit.

#### **Integrated Approach:**

This Language unit is an integrated unit focussed on media that covers some oral and visual communication expectations. However, there are opportunities for students to work on expectations in the writing and reading strands. It also involves religious education, mathematics, and the arts. This unit may take approximately five weeks.

#### **The Teaching/Learning Strategies:**

Diagnostic Assessment - first subtask determines students' prior learning about media, Gospel values, group skills, and communication skills.

The teaching/learning strategies include whole class, small group, and individual work, as well as visual graphic organizers, think/pair/share, viewing, discussion, and learning logs. Of particular note is the cooperative learning model which is explained in detail in Subtask 2.

#### **Assessment/Feedback:**

Assessment strategies include self, peer, and teacher evaluation.

Formative assessment - Teacher feedback is used to help students during the practice stage.

Formative assessment strategies include checklists, rating scales, and description.

Summative assessment - Performance indicators, written assignments, learning log entries, checklists, ratings scales, and rubrics.

The culminating task will be assessed using two rubrics.

#### **Time Management:**

The unit is organized into ten subtasks, the culminating task being number ten. The subtasks may require large blocks of time. The culminating task may require a number of lessons to prepare for the planning, practise, and presentation of the performance. The lessons are built on prior knowledge which require increasing skill and application.

#### **Copyright Board Canada - Copyright Act**

Teachers need to consult their board policies regarding use of any copyrighted materials. Before reproducing materials for student use from printed publications, teachers need to ensure that their board has a Cancopy licence and that this licence covers the resources they wish to use. Before screening videos/films with their students, teachers need to ensure that their board/school has obtained the appropriate public performance videocassette licence from an authorized distributor. Teachers are reminded that much of the material on the Internet is protected by copyright. Copyright is usually owned by the person or organization that created the work. Reproduction of any work or substantial part of any work on the Internet is not allowed without the permission of the owner

#### **Viewing:**

The teacher needs to follow local school and board policy about viewing media.

#### **Adaptations:**

Adaptations include adjustments for exceptional pupils, students with special education needs, and/or ESL/ELD students. Teachers should consult students' Individual Educational Plans (IEP) for specific directions on required accommodations and/or modifications. Use the Teacher Companion (see Ontario Curriculum Unit Planner) to browse, copy, or bookmark Special Education and ESL/ELD strategies.



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#### 1 Initial Assessment, Prior Knowledge, Introducing the Culminating Task & Rubric

The unit of study on media is introduced to students with the question: "In the past week, what types of media have you used and for what purpose?" Student-created webs on the subject of media form the basis to assess what students already know about types and categories of media works. Students are introduced to the culminating task, which is to create and perform a television talk show as a pilot for a Canadian television network and the rubric used for assessment. A letter to parents is reviewed and given to students. Students use their prior knowledge of verbal and non-verbal communication skills to make a presentation of less than one minute for the initial assessment.

Catholic Graduate Expectations

CGE 2e - Catholic Graduate Expectations - An Effective Communicator: Uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

#### 2 Modes of Media

This group activity focusses on describing and analysing different types of media including television. Students then conduct a survey to identify the time spent on using different media. Included in the analysis of the data are discussions of the presence of Gospel values and the enhancement of quality of life.

Catholic Graduate Expectations

CGE 2e - Catholic Graduate Expectation - Effective Communicator: Uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

CGE 3B - Catholic Graduate Expectation - A Reflective and Creative Thinker: Creates, adapts, evaluates new ideas in light of the common good.

#### 3 Analysing Talk Shows, Bias, Power, and Ownership

Students identify perspective using an issue that is currently appearing in the media. Students identify possible reasons to account for the perspective being presented. Using different current issues, students analyse for perspective in groups. Students then identify and analyse the formulas for three different talk shows. Students refer to the graphic organizers completed in Subtask 1, and explore what drives the media, e.g., economics or popular culture. Students are challenged to analyse media content to determine point of view of the author/creator and identify bias and power issues which contribute to media production.

Catholic Graduate Expectations

CGE 2a - Catholic Graduate Expectation - An Effective Communicator: Listens actively and critically to understand and learn in light of Gospel values.

CGE 3f - Catholic Graduate Expectation - A Reflective and Creative Thinker: Examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio- economic and ecological) for the development of a just and compassionate society.

CGE 3b - Catholic Graduate Expectation - A Reflective and Creative Thinker: Creates, adapts, evaluates new ideas in light of the common good.

CGE 3e - Catholic Graduate Expectation - A Reflective and Creative Thinker: Adopts a holistic approach to life by integrating learning from various subject areas and experience.



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#### 4 Bias and Gospel Values in the Media

The ideas and opinions expressed on talk shows are viewed as popular culture and contrasted with Gospel values. The analysis includes a discussion of how Gospel values are reflected or not reflected in the media. Students view an interview and identify the salient points. Then students read a Gospel story and interview the various characters in the story as a role play.

Catholic Graduate Expectations

CGE 3d - Catholic Graduate Expectation - A Reflective and Creative Thinker: Makes decisions in light of Gospel values with an informed moral conscience.

CGE 3b - Catholic Graduate Expectation - A Reflective and Creative Thinker: Creates, adapts, evaluates new ideas in light of the common good.

CGE 5b - Catholic Graduate Expectation - A Collaborative Contributor: Thinks critically about the meaning and purpose of work.

CGE 5a - Catholic Graduate Expectation - A Collaborative Contributor: Works effectively as an interdependent team member.

#### 5 Violence and Media Influences

Students are asked to take a side on the question: Does the media contribute to violence? After discussing their immediate reactions, they are challenged to become informed about violence in the media, to understand the effects, and to make wise choices as consumers (TV talk shows are included but not exclusively). Students use research to find ways of decreasing violence in the media and hold a forum to discuss the issues and share their knowledge.

Catholic Graduate Expectations

CGE 5e - Catholic Graduate Expectation - A Collaborative Contributor: Respects the rights, responsibilities and contributions of self and others.

CGE 4a - Catholic Graduate Expectation - A Self-Directed, Responsible, Lifelong Learner : Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;

CGE 7f - Catholic Graduate Expectation - A Responsible Citizen: Respects and affirms the diversity and interdependence of the world's peoples and cultures.



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#### 6 Roles, Personalities, and Style

Students examine the styles of delivery and the profiles of talk show hosts. Questions explored are: What is the bias? Does the show cater to any particular group? By examining different styles of talk show hosts, the range of styles, modes of delivery, and the faith dimension, students develop a personal style by practising various scenarios with a partner.

Catholic Graduate Expectations

CGE 4g - Catholic Graduate Expectation - A Self-Directed, Responsible, Lifelong Learner : Examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities.

CGE 4a - Catholic Graduate Expectation - A Self-Directed, Responsible, Lifelong Learner : Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;

CGE 3b - Catholic Graduate Expectation - A Reflective and Creative Thinker: Creates, adapts, evaluates new ideas in light of the common good.

CGE 5a - Catholic Graduate Expectation - A Collaborative Contributor: Works effectively as an interdependent team member.

#### 7 What Do People Want?

Students survey their peers and other people to discover which topics and styles in a talk show format would be of interest to them. Students then graph the results. The graphs are shared with peers and all graphs are displayed for future reference.

Catholic Graduate Expectations

CGE 2e - Catholic Graduate Expectation - An Effective Communicator: Uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

CGE 3c - Catholic Graduate Expectation - A Reflective and Creative Thinker: Thinks reflectively and creatively to evaluate situations and solve problems.

#### 8 Creating a Monologue

Referring to the previous analysis of talk shows, a list of qualities of successful monologues is generated. Examples of monologues that are inclusive and respectful of others are given and some characteristics of good monologues are listed. Students then practise effective communication skills by creating a short monologue drawing on their experiences from watching talk shows.

Catholic Graduate Expectations

CGE 2e - Catholic Graduate Expectation - An Effective Communicator: Uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

CGE 1d - Catholic Graduate Expectation - A Discerning Believer: Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good.

CGE 3a - Catholic Graduate Expectation - A Reflective and Creative Thinker: Recognizes there is more grace in our world than sin and that hope is essential in facing all challenges.



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#### **9 Getting to the Point in a "Nice" Way**

Students learn the skill of writing and asking open-ended questions, and practise these skills in groups. Students also look at communication strategies which help to create an environment conducive to open discussion in talk shows. Students practise active listening, empathy, effective voice and body language, and verbal cues in an interview. A class discussion takes place about their activities (what was successful and what needs work). Students learn to respect others' efforts.

Catholic Graduate Expectations

CGE 2a - Catholic Graduate Expectation - An Effective Communicator: Listens actively and critically to understand and learn in light of Gospel values.

CGE 3c - Catholic Graduate Expectation - A Reflective and Creative Thinker: Thinks reflectively and creatively to evaluate situations and solve problems.

#### **10 It's a Wonderful Show!**

Perform a T.V. Talk Show

Students respond to a Canadian television network's search for a new talk show and, in a small group, create and perform a talk show pilot of eight to ten minutes. They are required to present survey information which justifies their choice of talk show format and the audience it will serve. Students should produce a show that promotes Gospel values and the principles of equity, and furthers the cause of justice.

Catholic Graduate Expectations

CGE 2a - Catholic Graduate Expectation - An Effective Communicator: Listens actively and critically to understand and learn in light of Gospel values.

CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.

CGE 2d - Catholic Graduate Expectation - An Effective Communicator: Writes and speaks fluently one or both of Canada's official languages.



## Description

The unit of study on media is introduced to students with the question: "In the past week, what types of media have you used and for what purpose?" Student-created webs on the subject of media form the basis to assess what students already know about types and categories of media works. Students are introduced to the culminating task, which is to create and perform a television talk show as a pilot for a Canadian television network and the rubric used for assessment. A letter to parents is reviewed and given to students. Students use their prior knowledge of verbal and non-verbal communication skills to make a presentation of less than one minute for the initial assessment.

Catholic Graduate Expectations

CGE 2e - Catholic Graduate Expectations - An Effective Communicator: Uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

## Expectations

- 8e50 A • contribute and work constructively in groups;
- 7e62 A – identify some of the ways in which non-verbal communication techniques (e.g., tone of voice and body language) can affect audiences, and use these techniques in their own speech to arouse and maintain interest, and convince and persuade their listeners;
- 7e63 A – use eye contact, variations in pace, appropriate gestures, and such devices as the “pause for effect” in presentations;
- 7e67 A – identify and describe categories of works typical of a particular medium (e.g., television – sitcom, talk show, news broadcast, interview, children’s program, commercial);

## Groupings

- Students Working Individually
- Students Working In Small Groups
- Students Working As A Whole Class
- Students Working In Pairs

## Teaching / Learning Strategies

- Learning Log/journal

## Assessment

This subtask is used for Initial Assessment. See Subtask Notes for information on Initial Assessment.

Using BLM 1.3, Initial Assessment, to ascertain prior learning and to plan the unit, note how:

- students work in groups and individually;
- students identify types of media and categories of media.

In the student presentations, assess the following:

- Voice and body language techniques.
- Making eye contact and appropriate gestures.
- Variations in pace.

Collect the Learning Logs and note in an anecdotal record the following:

- Can students relate the media content to their own lives?
- Can they indicate how they are affected by media content?

## Assessment Strategies

- Observation



Learning Log

**Assessment Recording Devices**

Checklist

Anecdotal Record

## Teaching / Learning

### 1: Introduction - Types and Categories of Media (Whole Class - Teacher Directed)

As an introduction to the study of media, ask students to define "media." Record all answers.

*Media*: a channel or system of communication, information, a mode of artistic expression or communication or entertainment, or a means of mass communication, such as newspapers, magazines, radio, or television.

Discuss and compare to *mass medium*: a publication or broadcast that carries advertising.

Review some of the types of media works listed in the subtask notes. For each media type there are categories, for instance, television as a media form has particular categories - dramas, sitcoms, music videos, award specials, commercials, and other categories of programs.

### 2: Ask a focus question:

"In the past week, what types of media have you used and for what purpose?" Briefly review how to complete the web to convey the information and instruct students to record their information.

Have students work individually for 15 minutes to complete the webs. Use the information from the webs in any of the following ways:

1. Tape all webs around the room and have students take a gallery walk to read the information.
2. Collect the webs and review information verbally.
3. Summarize information from student webs on board or chart paper.

After the reviews, introduce the context of the unit on media using the webs.

After modelled lesson of categorization techniques use BLM 1.1.

### 3: Categorizing Types and Categories of Media (Whole Class - Teacher Directed)

Using BLM 1.1, Categorizing Types and Categories of Media, students categorize the information from their individual webs. Compile the collective knowledge of the class in a class organizer which will remain on display for the remainder of the unit.

### 4: Gospel Values (Whole Class - Teacher Directed)

Lead a discussion about the life and teachings of Jesus, taught through the Gospels, as the source of Catholic tradition and guiding principles.

Include: Catholics are taught that the expression of Gospel values is evident in everyday life and actions. The Church teaches the necessity to be an informed consumer and to strive to live and model the Gospel values. (There will be more activities in all other subtasks.)

To assess prior learning on the Gospel values, ask students to name them. Distribute BLM 1.2, Gospel

# Initial Assessment, Prior Knowledge, Introducing the Culminating Task

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Subtask 1

~ 175 mins



Values Found in the New Testament, to further expand student awareness of Gospel values and compare the Gospel values on BLM 1.2 with those on the class chart.

Observe student knowledge of Gospel values to provide information for planning the unit.

### 5: Introduction to the Culminating Task and Rubrics (Whole Class - Teacher Directed)

Introduce the culminating task and rubrics and answer any questions or concerns. Distribute BLMs 10.1 and 10.2 and the two rubrics that will be used to assess the task.

Generate a list of talk shows that are appropriate for this unit (see Notes to Teacher). The teacher should explain what constitutes an appropriate talk show. Ask students to consider whether Gospel values are reflected or not reflected in the talk shows.

### 6: Assessing Communication Skills (Working in Pairs - Independent)

To assess the students' prior knowledge of verbal and non-verbal communication skills, instruct students to refer to the two graphic organizers completed in previous lessons.

Each student chooses a media character and presents, to their partner, a few lines that reflect this media character as a role play. This could be a direct quote in character, a comment on the character, or a commercial. If students need more information, the teacher could provide some examples (see Notes to Teacher).

During the preparation of this presentation, in which students work in pairs for five minutes, the teacher circulates around the groups to observe and facilitate the activity. Some pairs present to the whole class. Use a checklist to assess initial learning (BLM 1.3, Initial Assessment).

### 7: Learning Log Activity (Individual - Independent)

A learning log forms part of the formative and summative assessment. After each of the subtasks, there is a focus question, or in some cases a series of related questions. If students have not had the opportunity to work on learning logs, a mini-lesson is required. Students need to understand the difference between writing facts and opinion. In a learning log, the focus is on what the students have learned and how they react to this learning.

Instruct students to write about how the topic/question makes them feel, think, and react, and what connections they make. Help students think critically about the issues by challenging them to reread their entries and expand their thinking, e.g., Why is this true for me? What impact does that have for me? What are the effects of this on others? Ask students to think outside of their general assumptions. Suggest that students work on this question, with a partner who will provide feedback. Then give them time to expand on their entry.

Provide examples by sharing student entries (with permission from students) or entries that were written by students in other classrooms.

Give students a notebook/journal/duo-tang for the learning log to be used throughout the unit of study.

Offer students the following question, "How important is the media in my life and how does it affect me?"

## Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

- Pairing students to include both males and females, a variety of skills, and at least one strong leader



- Including students who have not previously worked together
- Giving each student in the group a task on which to focus
- Giving more specific instructions

## Resources



**BLM 1.1 CATEGORIZING TYPES AND CATEGORIES OF MEDIA**

BLM\_1.1\_CategoryTypesMedia.cwk



**BLM 1.2 GOSPEL VALUES FOUND IN THE NEW TESTAMENT**

BLM\_1.2\_GospelValuesNewTest.cwk



**BLM 1.3 INITIAL ASSESSMENT**

BLM\_1.3\_IntialAssessment.cwk



**Stand By Me - We Are Strong Together**

Canadian Conference of Bishops



**Bible**



**Catechism of the Catholic Church**



## Notes to Teacher

### List of Media Types:

Print Media: books, magazines (fiction, non-fiction, poetry, songs), brochures, newspapers

Audio Media: radio, telephone, cell phones (music)

Audio/Visual Media: television (including cable and satellite), films, videos, the arts (drama, dance, visual arts, music)

Cyberspace: Internet, web pages, e-mail, fax

### Suggested Talk Shows:

The teacher could select appropriate segments from the following list of talk shows to use in the class discussion.

- The View
- The Vicki Gabereau Show
- Oprah Winfrey Show
- Larry King Live
- Live with Regis and Kelly
- 100 Huntley Street
- The 700 Club

Teachers must be discerning in their choices based on the students in the class and the topic being discussed on the talk show.

### The Media Types and Categories Graphic Organizer:

BLM 1.1 Categorizing Types and Categories of Media is a conceptual way to identify particular media by categories of purpose, and identifies overlap in some areas.

For instance, the news is mostly for information. However, an investigative news report will also try to persuade people to adopt a point of view. There are also some news programs that have an element of entertainment. Talk shows are mostly for entertainment, although a few seem to be very informative and do a great deal of research. If this is the first time students have completed a Venn diagram, the teacher may need to spend some time helping students work with them.

### Examples for Student Presentations on the Media:

If students can't think of a character, offer the following suggestions:

- A popular sitcom character.
- Famous lines from a character in a movie, e.g., Arnold Schwarzenegger's catch phrase, "I'll be back."
- Lines from news anchors, commercials, stars, or sports figures.

### Initial Assessment:

The expectations that have been assessed in this first subtask are part of an initial assessment to gather individual student data and guide the teachers' decisions when teaching the unit.

## Teacher Reflections

Outline potential changes/improvements you would make to the subtask, or raise questions/concerns for future thought.

Record decisions you wish to pass on in the Subtask Notes; contents of this field are not passed along in the published unit.



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### Language Arts - Media Literacy An Integrated Unit for Grade 8

#### Description

This group activity focusses on describing and analysing different types of media including television. Students then conduct a survey to identify the time spent on using different media. Included in the analysis of the data are discussions of the presence of Gospel values and the enhancement of quality of life.

Catholic Graduate Expectations

CGE 2e - Catholic Graduate Expectation - Effective Communicator: Uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

CGE 3B - Catholic Graduate Expectation - A Reflective and Creative Thinker: Creates, adapts, evaluates new ideas in light of the common good.

#### Expectations

- 8e50 • contribute and work constructively in groups;
- 8e52 • identify a wide range of media works and describe the techniques used in them;
- 8e53 • analyse and interpret media works;
- 8m68 – collect data by conducting a survey or an experiment to do with themselves, their environment, issues in their school or community, or content from another subject, and record observations or measurements;
- 8e64 – identify and analyse the formulas used in different categories of media works (e.g., a talk show – opening monologue, humorous discussion between host and “sidekick”, guest interview, interaction with the audience, special performances);
- 8e65 – describe a media work, outlining its different parts and the steps and choices involved in planning and producing it;
- 8m73 – read, interpret, and draw conclusions from primary data (e.g., survey results, measurements, observations) and from secondary data (e.g., election data or temperature data from the newspaper, data from the Internet about lifestyles), presented in charts, tables, and graphs (including frequency tables with intervals, histograms, and scatter plots);

#### Groupings

- Students Working Individually
- Students Working In Small Groups
- Students Working As A Whole Class

#### Teaching / Learning Strategies

- Learning Log/journal
- Media Analysis
- Graphing

#### Assessment

Collect BLM 2.1 and look for students' ability to:

- identify and analyse the formula for their particular media work;
- describe the media work, outlining its different components, time frame, and people involved in its development.

Collect final graph and note students' ability to collect, organize, graph, and interpret their data.

Use BLM 2.3 and students' Reading Logs to note students' ability to integrate Catholic faith teachings with their knowledge of media modes.

Observe student performance as group members.

#### Assessment Strategies

- Observation
- Learning Log



## Talk Shows

Language Arts - Media Literacy An Integrated Unit for Grade 8

### Assessment Recording Devices

Anecdotal Record

## Teaching / Learning

### 1: A Wider Look at Media (Whole Class - Teacher Directed)

Review the culminating task with students using BLM 10.1, BLM 10.2, and Rubrics from Subtask 10.

### 2: Analysing The Time Spent on Using Media (Individual - Independent)

Discuss the surveying and data collection sheet as a class discussion (BLM 2.2). This task will involve collecting, organizing, and interpreting data. Students work individually to collect and graph the data.

Review the types of media listed on the class graphic organizer (from Subtask 1) or survey (BLM 2.2). Students analyse, in greater depth, one media type (television) and look at all of the different categories within this type. Brainstorm the categories of television programs and list them on the board (see list in Notes to Teacher).

Distribute BLM 2.1, Identifying Television Media and Techniques, and orally complete one category together as a class for students to use as a model. Students may require some direct teaching to identify the different components, the formula, the time frames, and the people involved in the development of a program.

### 3: Analysing Television Shows (Small Group - Independent)

Divide the class into small groups and give each group a different category to analyse. Using BLM 2.1, students analyse the particular category of television media assigned to the group. The groups are then reorganized, and students share their analyses. The results are summarized either on chart paper, or the original BLMs are displayed for future reference.

### 4: Integrating Gospel Values (Whole Class - Teacher Directed)

Direct students to reflect on Gospel values as they begin looking at the T.V. programs. Catholics derive their guiding principles from Jesus' life and teachings as found in the Gospels. These Gospel values are what we believe enhance the quality of life.

Ask students to think of questions such as: "What would Jesus say about this?" or "Do you think this is contributing to building the kind of community of which Jesus spoke?"

Use BLM 2.3 to help students broaden their awareness of the guiding principles to which Catholics adhere. Students may develop some examples from their own experience based on these.

### Learning Log focus questions:

1. What type of media do I believe would be most appealing to people? Why?
2. How does this compare with my viewing habits?
3. How do my viewing habits contribute to my quality of life, and my own identity?

## Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.



## Talk Shows

### Language Arts - Media Literacy An Integrated Unit for Grade 8

Accommodate students by giving them simple questions to help them focus. Some students may need guidance in expanding their repertoire of television program types.

## Resources

- |  |                                 |
|--|---------------------------------|
|  <b>BLM 2.1 IDENTIFYING TELEVISION MEDIA AND TECHNIQUES</b> | BLM_2.1_IdentifyTVMediaTech.cwk |
|  <b>BLM 2.3 GOSPEL VALUES AS GUIDING PRINCIPLES</b>         | BLM_2.3_GospelValPrinciples.cwk |
|  <b>BLM 2.2 SURVEY - TIME SPENT USING MEDIA</b>             | BLM_2.2_PreferenceSurvey(2).cwk |
|  <b>Welcome to the Assessment Companion</b>                 |                                 |

## Notes to Teacher

### Types of Media Works

Some of these are: sitcoms, dramas, award programs, news broadcasts, special news reports, investigative reports, live broadcasts, sports events, world events, talk shows, made-for-T.V. movies, and mini-series.

Students must be instructed to accept "no comment" as a valid answer to any questions, and to respect that people may choose not to respond at all (questionnaires, surveys).

## Teacher Reflections

Outline potential changes/improvements you would make to the subtask, or raise questions/concerns for future thought.

Record decisions you wish to pass on in the Subtask Notes; contents of this field are not passed along in the published unit.



## Talk Shows

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~ 140 mins

### Description

Students identify perspective using an issue that is currently appearing in the media. Students identify possible reasons to account for the perspective being presented. Using different current issues, students analyse for perspective in groups. Students then identify and analyse the formulas for three different talk shows. Students refer to the graphic organizers completed in Subtask 1, and explore what drives the media, e.g., economics or popular culture. Students are challenged to analyse media content to determine point of view of the author/creator and identify bias and power issues which contribute to media production.

#### Catholic Graduate Expectations

CGE 2a - Catholic Graduate Expectation - An Effective Communicator: Listens actively and critically to understand and learn in light of Gospel values.

CGE 3f - Catholic Graduate Expectation - A Reflective and Creative Thinker: Examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio- economic and ecological) for the development of a just and compassionate society.

CGE 3b - Catholic Graduate Expectation - A Reflective and Creative Thinker: Creates, adapts, evaluates new ideas in light of the common good.

CGE 3e - Catholic Graduate Expectation - A Reflective and Creative Thinker: Adopts a holistic approach to life by integrating learning from various subject areas and experience.

### Expectations

- 8e49 • express and respond to a range of ideas and opinions concisely, clearly, and appropriately;
- 8e50 • contribute and work constructively in groups;
- 8e53 • analyse and interpret media works;
- 8e65 – describe a media work, outlining its different parts and the steps and choices involved in planning and producing it;

### Groupings

- Students Working As A Whole Class
- Students Working In Small Groups
- Students Working Individually

### Teaching / Learning Strategies

- Discussion
- Media Analysis
- Learning Log/journal

### Assessment

Collect the homework jot notes and observe their presentation and discussions to determine if students can:

- identify a perspective;
- describe the point of view that was presented;
- suggest reasons as to why that one point of view was presented;
- effectively analyse the media;
- demonstrate an understanding of the structure and the economics of the media industry;
- articulate their ideas about equity and inclusion.

### Assessment Strategies

- Learning Log



## Talk Shows

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<p style="text-align: center;">Observation</p> <p style="text-align: center;"><b>Assessment Recording Devices</b></p> <p style="text-align: center;">Anecdotal Record</p>
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## Teaching / Learning

### 1: Introduction: Identifying Perspective (Whole Class - Teacher Directed)

Choose a current issue appearing in the media, for example, a news topic appearing in several newspapers in both opinion and reportage genres, or an event discussed by several radio or television stations. Teachers should be sensitive to diversity in their classroom when choosing topics to be discussed.

Have two newspaper reports (differing perspectives) and two opinions/editorials (differing perspectives) on overheads. A newspaper is used because it is easier to analyse the content for perspective when it is in written mode.

Cooperatively analyse each article to determine the writer's perspective.

Use questions such as:

Who is the writer supporting or challenging?

What point of view is being presented?

What opinions does the writer have about the people in the story?

Does the writer believe the subjects of the story to be capable, powerful, important, or not any of these?

How does this view of the people/issues contribute to what is written?

How well does the writer understand the people/issues?

Does the writer have first-hand knowledge of the people/issues?

Create a cooperative definition of 'perspective.' Write it on chart paper and post for future reference.

### 2: Why Might Only One Perspective be Presented? (Small Groups - Teacher-Directed)

Once students understand what perspective is, have them work in groups to make jot notes about why only one perspective might be presented.

They could discuss:

- ownership of the station/newspaper;
- sponsorship;
- target audience;
- decision makers' experience;
- who the decision makers might be.

Have each group report back to the class. Make jot notes on chart paper as they are reporting and post for future reference.

### 3: Analysing Perspective (Individual - Small Groups)

Choose a different current issue for students to analyse for perspective.

Divide students into groups of three

Each student in the group will choose a different radio station/TV station/newspaper to listen/view/read.



## Talk Shows

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~ 140 mins

Each student records, via jot notes their identified perspectives. Students report on the issue and try to identify the perspective of the content. They should make notes about the perspective that they identified. They should also consider why that point of view might have been presented.

#### **4: Reporting Back (Small Groups - Independent)**

The next day, have students work in their groups of three to present the varying perspectives on the issue.

#### **5: Summary Discussion (Whole Class - Teacher Directed)**

Lead students through the following points in a discussion:

When could a certain perspective be a positive thing?

When could a certain perspective be a negative thing?

What did they learn about media articles with regard to perspective?

Considering the diversity of Canadian society, do you think it is possible for all perspectives to be presented on an issue? (see BLMs 3.2 and 3.3. for teacher reference)

#### **6: Analysing the Talk Shows (Whole Class and Individual)**

Initiate a class discussion to review the media types and categories, and when appropriate, introduce the task to analyse talk show formulas. Ask the class to name some talk shows and make a list categorizing them for their primary purpose: to inform, to persuade, to entertain. If the opportunity is available, the class views a talk show together and each student uses BLM 3.1 Analysing Talk Shows to analyse it. Each student needs to analyse two talk shows. Instruct students to think critically about the reasons for the success of these shows using the information learned in Subtask 2 about television formulas.

Discuss the issue of inclusion. Using BLM 3.2 Diversity and Equity for teacher's use, help students think about the principles of equity and diversity. The BLM contains information about the Ontario Human Rights Code, a brief explanation of the terms equity and diversity, and questions that could be used to help students reflect on their own views. As well, there are considerations when discussing sensitive areas that touch upon people's personal and social identities. Discuss some of these terms.

Also included for the teacher is BLM 3.3 Glossary of Terms, as it is anticipated that some of this language will arise in a discussion.

Students should develop the understanding that people are different, but each one must be respected, valued, and included in all aspects of society. Note: Teachers should research the school's and board's diversity/equity policies and curriculum expectations before discussion periods.

#### **7: What Drives Media Production? (Whole Class and Small Group)**

Introduce the purpose of the subtask: to analyse underlying power that drives the media (in particular, television) and what is really going on behind the scenes.

Ask: Is television free?

Lead a discussion about the economy and the business of media production, and the influence of the media message on the consumer.

Students work in groups to complete BLM 3.4 A Word from Our Sponsors and discuss the three questions on the BLM.

As a whole class, process the information and discuss the following:

Who is disadvantaged when only profit is important? For example, if dignity and respect are based on economics, some members of society are put down. Another example is that if "the good life" is defined primarily in terms of material possessions, then people who do not have many possessions may be discouraged to ask questions and may feel helpless.



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Have students identify other ways that programming could meet the Gospel values of respect for the dignity of others, and the principles of equity and inclusion, e.g., working people portrayed in positive ways; people valued before possessions and wealth; working people presented as important in shaping history.

### 8: Assessing Bias in the Media (Individual Work - Class Discussion)

BLM 3.5 Assessing Bias in the Media is a series of questions that helps students reflect on how people are represented in the media. Give students time for peer conferencing on the findings and followed by a whole class discussion.

#### Learning Log focus question:

1. To what should producers of media pay attention?
2. As a consumer of media, how can I promote my point of view?
3. What is the impact of media on national identity?

### Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

Accommodate students by providing further explanations of the areas to be analysed. In particular, a great deal of information may need to be given around the issue of values. Some students may need more time to complete tasks or grasp abstract concepts. Pair/share time could assist some students with the discussion of the concepts.

### Resources



**BLM 3.1 ANALYSING TALK SHOWS**

BLM\_3.1\_AnalysingTalkShows.cwk



**BLM 3.2 DIVERSITY AND EQUITY**

BLM\_3.2\_DiversityandEquity.cwk



**BLM 3.3 GLOSSARY OF TERMS**

BLM\_3.3\_GlossaryofTerms.cwk



**BLM 3.4 A WORD FROM OUR SPONSORS**

BLM\_3.4\_WordFromOurSponsors.cwk



**BLM 3.5 ASSESSING BIAS IN THE MEDIA**

BLM\_3.5\_AssessBiasInMedia.cwk



## Talk Shows

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~ 140 mins

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### Notes to Teacher

#### Some Points to consider:

The question of who the author/writer/reporter is in relation to the people/issues in the article will arise. In a discussion, the following points need to be made:

- Canadian society is diverse. Canadians are a nation of immigrants except for some Aboriginal peoples.
- Since the French and the English came to what is now Canada, immigrants have been coming from all over the world.
- The Multicultural Act in Canada allows everyone to keep his/her own culture within the Canadian landscape.
- This respect for diversity makes Canada one of the top three countries in the world in terms of human rights.
- Diversity is valued in Canada. All aspects of society need to reflect the different people in it.

### Teacher Reflections

Outline potential changes/improvements you would make to the subtask, or raise questions/concerns for future thought.

Record decisions you wish to pass on in the Subtask Notes; contents of this field are not passed along in the published unit.



**Talk Shows**

**Language Arts - Media Literacy An Integrated Unit for Grade 8**

~ 150 mins

**Description**

The ideas and opinions expressed on talk shows are viewed as popular culture and contrasted with Gospel values. The analysis includes a discussion of how Gospel values are reflected or not reflected in the media. Students view an interview and identify the salient points. Then students read a Gospel story and interview the various characters in the story as a role play.

Catholic Graduate Expectations

CGE 3d - Catholic Graduate Expectation - A Reflective and Creative Thinker: Makes decisions in light of Gospel values with an informed moral conscience.

CGE 3b - Catholic Graduate Expectation - A Reflective and Creative Thinker: Creates, adapts, evaluates new ideas in light of the common good.

CGE 5b - Catholic Graduate Expectation - A Collaborative Contributor: Thinks critically about the meaning and purpose of work.

CGE 5a - Catholic Graduate Expectation - A Collaborative Contributor: Works effectively as an interdependent team member.

**Expectations**

- 8e49 • express and respond to a range of ideas and opinions concisely, clearly, and appropriately;
- 8e47 A • listen attentively to organize and classify information and to clarify thinking;
- 8e62 A – contribute collaboratively in group situations by asking questions and building on the ideas of others;
- 8e63 – work with members of their group to establish clear purposes and procedures for solving problems and completing projects;
- 8e59 – use tone of voice and body language to clarify meaning during conversations and presentations;
- 8e51 • demonstrate the ability to concentrate by identifying main points and staying on topic;
- 8a59 A – organize and carry out a group improvisation;
- 8e60 – adjust their delivery (e.g., pitch of voice, pace) to suit the size of different groups;
- 8e58 – identify the characteristics of different types of speech (e.g., colloquial, formal) and use them appropriately;

**Groupings**

- Students Working As A Whole Class
- Students Working In Small Groups

**Teaching / Learning Strategies**

- Analysing Bias/stereotype
- Learning Log/journal
- Role-playing

**Assessment**

In discussions, and in question and answer, look for the following:

- Do they identify the differences in values found in daily life compared to Gospel values?
- Are they able to identify effective interview techniques?

In the interviews with the characters from Scripture, look for the following:

- Are students able to apply the values to their own lives?
- Are students able to connect the story with experiences?
- Are students able to use nonverbal cues that enhance the portrayal of the character they play?

While working in groups, do they:

- ask questions?



**Talk Shows**

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~ 150 mins

- build on ideas of others?
- work collaboratively?

**Assessment Strategies**

- Learning Log
- Observation

**Assessment Recording Devices**

- Anecdotal Record

**Teaching / Learning**

**1: Bias and Gospel Values in the Media (Whole Class - Teacher Directed)**

Ask a focus question: Are Gospel values very different from the popular culture?

Engage students in a discussion about the difference in media values and Gospel values. For example, work has value in itself, and is not measured by how much is produced because people have an inherent dignity. In the world, there is a striving to compete against others to be at the top. Work is measured by how much is produced and competition is a means to success.

Discuss what bias is. BLM 3.3 contains a glossary of definitions that will be helpful. Ensure that students understand that everyone has a bias. It is important to know what that bias is so that the message can be interpreted accurately, e.g., one bias might be that a person believes that only boys can do math. If this person is making decisions that affect girls' opportunities in math-related courses or careers, the bias will result in unfair practices that limit girls' access to this area.

**Step 2: What is an Interview? (Whole Class - Teacher Directed or Homework)**

Give students the opportunity to watch an interview on TV and make notes on "What/Content" and "How/Technique." Notes could be recorded in a T chart. For example:

<u>What/Content</u>	<u>How/Technique</u>
Introduces the guest	Stands to greet the guest with a handshake, and says...
Uses colloquial lang.	...

Discuss the interview techniques demonstrated and list the most common on chart paper. After reviewing the notes on the interview, follow with a class discussion which includes previously learned ideas on perspective, point of view, and bias.

**3: Interviewing Scriptural Characters (Small class - Independent)**

To help students practise interview skills, divide the class into five groups giving each group one of the BLMs with the Gospel reference (BLM 4.2A, 4.2B, 4.2C, 4.2D, 4.2E). Students read the passage, work on the questions, and role play an interview with the characters using a few notes.

BLM 4.1 can be useful to help guide students to work cooperatively in answering the questions.

**4: Presenting the Interview (Whole class)**

Have students present the role-play to the class. Follow with whole-class discussion connecting some of

**Talk Shows****Language Arts - Media Literacy An Integrated Unit for Grade 8**

~ 150 mins

these stories to contemporary issues and stories focussing on how popular culture deals with the same issues. For example, in the story of the vineyard workers, all of them received the same wages. In contemporary society, workers are paid according to how much work, or how many hours.

**Learning Log focus questions:**

1. How do non-verbal cues clarify or confuse the verbal message to an audience?
2. What kinds of interview techniques are effective?

**5: Gospel Values**

Collect the learning log and note the following:

- Do they identify specific Gospel values at work in daily life?

**Adaptations**

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

Accommodate students by giving them simple questions to help them focus.

Some of the questions might be:

- What did Jesus teach about being kind to others? Is this what I saw on the interview?
- What did Jesus teach about helping the poor? Does the media teach us to help the poor or to admire the rich?
- What did Jesus teach about forgiveness?

**Resources****BLM 4.2A STORIES FROM SCRIPTURE**

BLM\_4.2A\_ScriptureStories.cwk

**BLM 4.2B STORIES FROM SCRIPTURE**

BLM\_4.2B\_ScriptureStories.cwk

**BLM 4.2C STORIES FROM SCRIPTURE**

BLM\_4.2C\_ScriptureStories.cwk

**BLM 4.2D STORIES FROM SCRIPTURE**

BLM\_4.2D\_ScriptureStories.cwk

**BLM 4.2E STORIES FROM SCRIPTURE**

BLM\_4.2E\_ScriptureStories.cwk

**BLM 4.1 COOPERATIVE LEARNING MODEL**

BLM\_4.1\_CoopLearnModel.cwk



## Talk Shows

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~ 150 mins

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### Notes to Teacher

Teachers need to provide Bibles for each group as only the references not the passages are contained on the BLMs (4.2A, B, C, D, and E).

Optional: Assign students to collect contemporary stories/media that reflect Catholic values. Have them write a critical review of one of the articles analysing the values presented.

### Teacher Reflections

Outline potential changes/improvements you would make to the subtask, or raise questions/concerns for future thought.

Record decisions you wish to pass on in the Subtask Notes; contents of this field are not passed along in the published unit.



**Talk Shows**

**Language Arts - Media Literacy An Integrated Unit for Grade 8**

**Description**

Students are asked to take a side on the question: Does the media contribute to violence? After discussing their immediate reactions, they are challenged to become informed about violence in the media, to understand the effects, and to make wise choices as consumers (TV talk shows are included but not exclusively). Students use research to find ways of decreasing violence in the media and hold a forum to discuss the issues and share their knowledge.

Catholic Graduate Expectations

CGE 5e - Catholic Graduate Expectation - A Collaborative Contributor: Respects the rights, responsibilities and contributions of self and others.

CGE 4a - Catholic Graduate Expectation - A Self-Directed, Responsible, Lifelong Learner : Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;

CGE 7f - Catholic Graduate Expectation - A Responsible Citizen: Respects and affirms the diversity and interdependence of the world's peoples and cultures.

**Expectations**

- 8e62 – contribute collaboratively in group situations by asking questions and building on the ideas of others;
- 8e51 • demonstrate the ability to concentrate by identifying main points and staying on topic;
- 8e59 – use tone of voice and body language to clarify meaning during conversations and presentations;

**Groupings**

- Students Working As A Whole Class
- Students Working Individually

**Teaching / Learning Strategies**

**Assessment**

Analysing bias and stereotypes  
 During the discussion, note the attitudes or respect towards others.

Collect the learning logs and note the following :

- Do they identify some general and specific influences?
- Are they able to see the connection between attitudes and behaviour?
- Do they think critically about the influence of the media on violence and propose thoughtful concrete actions?

**Assessment Strategies**

- Learning Log

**Assessment Recording Devices**

- Anecdotal Record

**Talk Shows****Language Arts - Media Literacy An Integrated Unit for Grade 8**

~ 140 mins

**Teaching / Learning**

*This subtask seeks to discover what students believe about violence in the media. Through subsequent activities, students conduct research on becoming more informed consumers of media.*

**1: Opinions on Violence in the Media (Whole Class - Teacher Directed)**

Students are asked a focus question: "Does the media contribute to violence?"

Students have opinions based on their knowledge and experience. The teacher asks students to go on one side of the room for 'yes,' and the other side for 'no.' Students can voice their reason for being on one side or the other, and can change sides freely whenever they change their mind. To debrief, students are asked to reflect on their opinions and whether they are informed opinions. For discussion purposes, students are asked to choose a "side" even though they may be undecided. Or, the teacher and students may create an "undecided" group.

**2. A Critical Look at the Facts (Individual - Independent)**

Students examine societal views: the sex-role stereotyping of women which promotes violence against women, and the sex-role stereotyping of men which promotes unhealthy role identities, as well as other issues of violence in the media.

**Whole Class:**

Review lessons (the "research" process and how to write a "position" paper) should be taught before the assignment is given to the students. Also, a list of appropriate topics re: violence should be generated by the teacher and students. This list should be recorded for future reference.

Assign students to research one area of violence in the media and present a five-paragraph position paper to the class.

The requirements are the following:

- Consult two sources either in print form or the web (see subtask notes for websites).
  - Sources are to be appropriately sourced.
  - Review plagiarism.
  - The paper should make three points.
  - The paper should have an introductory paragraph, a closing paragraph, and one paragraph for each point.
- When presenting the paper, each student reads it to the class (see forum below).

Collect drafts for formative assessment.

**3: Decreasing Violence in the Media - A Forum (Class Presentations)**

Each group presents a written statement of their findings with regard to their particular topic on Violence in the Media.

As a class, decide what they could do. Some suggestions might be to write Media Watch (see unit wide resources), research other organizations, and bring awareness at their school level about issues of violence in the media. They could display their findings in a bulletin board in a prominent part of the school. They could also obtain ribbons from The White Ribbon Campaign and distribute them on December 6, The National Day of Remembrance of Violence Against Women (see unit notes).

**Learning Log focus questions:**

1. How did your tone of voice and body language change during the course of the debate to suit how strongly you felt about your point of view?
2. How does society contribute to violence in the media?
3. What are some critical issues that should be carefully watched?



## Talk Shows

Language Arts - Media Literacy An Integrated Unit for Grade 8

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## Adaptations

## Resources

### Notes to Teacher

Some students may need additional support in finding and recording research information.

Sites on the web:

[www.cbc4kids.ca](http://www.cbc4kids.ca)

[www.factmonster.com](http://www.factmonster.com)

[www.shine365.com](http://www.shine365.com) (antiviolence)

### Teacher Reflections

Outline potential changes/improvements you would make to the subtask, or raise questions/concerns for future thought.

Record decisions you wish to pass on in the Subtask Notes; contents of this field are not passed along in the published unit.



**Talk Shows**

**Language Arts - Media Literacy An Integrated Unit for Grade 8**

**Description**

Students examine the styles of delivery and the profiles of talk show hosts. Questions explored are: What is the bias? Does the show cater to any particular group? By examining different styles of talk show hosts, the range of styles, modes of delivery, and the faith dimension, students develop a personal style by practising various scenarios with a partner.

Catholic Graduate Expectations

CGE 4g - Catholic Graduate Expectation - A Self-Directed, Responsible, Lifelong Learner : Examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities.

CGE 4a - Catholic Graduate Expectation - A Self-Directed, Responsible, Lifelong Learner : Demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;

CGE 3b - Catholic Graduate Expectation - A Reflective and Creative Thinker: Creates, adapts, evaluates new ideas in light of the common good.

CGE 5a - Catholic Graduate Expectation - A Collaborative Contributor: Works effectively as an interdependent team member.

**Expectations**

- 8e46 • provide clear answers to questions and well-constructed explanations or instructions in classroom work;
- 8e66 – evaluate the effectiveness of various informational media works (e.g., a website on the Internet, a documentary film, television or radio news programs, news magazines);
- 8e53 • analyse and interpret media works;
- 8e58 – identify the characteristics of different types of speech (e.g., colloquial, formal) and use them appropriately;
- 8e60 – adjust their delivery (e.g., pitch of voice, pace) to suit the size of different groups;

**Groupings**

- Students Working Individually
- Students Working As A Whole Class
- Students Working In Small Groups

**Teaching / Learning Strategies**

- Advance Organizer
- Learning Log/journal
- Media Analysis
- Role-playing

**Assessment**

- Collect the learning logs and note the following:
- Do they understand the effects of leadership and charisma?
  - Can they look objectively at leadership qualities?
  - Do students provide clear answers to questions?
  - Are they able to evaluate which characteristics make a talk show host effective?

**Assessment Strategies**

- Observation
- Learning Log

**Assessment Recording Devices**

- Anecdotal Record



## Talk Shows

### Language Arts - Media Literacy An Integrated Unit for Grade 8

## Teaching / Learning

### 1: Here's Your Host (Teacher Directed - Whole class)

Introduce students to the role of a talk show host using BLM 6.1 Here's Your Host. There are three main sections:

- Physical attributes and personal characteristics
- Style of delivery (communication)
- Use of Gospel values

After a short discussion to clarify the task, students work individually on the BLM.

Before taking up the work with the whole class, ask students to share their answers with one other person for a few moments.

As a whole class, make a chart listing each host and two or three words that summarize his/her style. Display the chart for future reference.

In the discussion, refer to previous definition of bias. Some talk shows do cater to particular people/groups, e.g., age groups and interest groups. Discuss how this type of inclusion/exclusion is justified.

### 2: What's Your Style? (Small groups - Independent)

Students practise different styles of delivery using the scenarios in BLM 6.2 What's Your Style. They work in small mixed-ability groups of two or three. Circulate around the classroom to offer suggestions and provide feedback.

Discuss the following:

1. What emotions were helpful/not helpful in being a good host?
2. Do you think being a host is a position of power, privilege, or servant? (Refer to BLM 2.3 Gospel Values as Guiding Principles.)

### Learning Log focus questions:

1. What types of delivery styles seem to be the most popular on talk shows? Why?
2. What are the factors that contribute to talk show hosts' popularity and the program's effectiveness? Give examples to explain your views.

## Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

Accommodate students by giving them simple questions to help them focus.

In the "What's Your Style" activity make sure that in assigned groups of three, students are of mixed ability. Students may need time to review what they know about various talk shows.

**Talk Shows****Language Arts - Media Literacy An Integrated Unit for Grade 8****Resources****BLM 6.1 HERE'S YOUR HOST**

BLM\_6.1\_Here'sYourHost.cwk

**BLM 6.2 WHAT'S YOUR STYLE**

BLM\_6.2\_What'sYourStyle.cwk

**Notes to Teacher**

Prior to this subtask, remind students to watch one or more talk shows on TV and make jot notes on what they observe about the host or complete BLM 6.1. Alternatively, view one or more small segments of talk shows in class.

If inviting students to watch their own talk shows at home, students should be directed to seek parental advice regarding the selection of appropriate samples. A letter to parents/guardians can help the teacher put this activity into an educational context (media literacy and critical thinking). Adults may wish to watch the selected program with their children and then to discuss its content together.

**Teacher Reflections**

Outline potential changes/improvements you would make to the subtask, or raise questions/concerns for future thought.

Record decisions you wish to pass on in the Subtask Notes; contents of this field are not passed along in the published unit.

**Talk Shows****Language Arts - Media Literacy An Integrated Unit for Grade 8****Description**

Students survey their peers and other people to discover which topics and styles in a talk show format would be of interest to them. Students then graph the results. The graphs are shared with peers and all graphs are displayed for future reference.

Catholic Graduate Expectations

CGE 2e - Catholic Graduate Expectation - An Effective Communicator: Uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

CGE 3c - Catholic Graduate Expectation - A Reflective and Creative Thinker: Thinks reflectively and creatively to evaluate situations and solve problems.

**Expectations**

- 8e47 • listen attentively to organize and classify information and to clarify thinking;
- 8m68 A – collect data by conducting a survey or an experiment to do with themselves, their environment, issues in their school or community, or content from another subject, and record observations or measurements;

**Groupings**

Students Working Individually

**Teaching / Learning Strategies**

Learning Log/journal

**Assessment**

Use the rubric to assess the survey.

The types of questions for the survey may be assessed (Formative Assessment) as follows:

- The questions can't be too open-ended or it becomes unmanageable.
- The questions shouldn't be too simple.

Collect the learning logs. Note the following:

- How do they reach a balance between public opinion and Gospel values?
- What criteria are they using to make the judgement?

**Assessment Strategies**

Learning Log  
Observation

**Assessment Recording Devices**

Rubric  
Checklist



## Talk Shows

Language Arts - Media Literacy An Integrated Unit for Grade 8

### Teaching / Learning

#### 1: Survey (Whole Class - Teacher Directed)

Students develop a survey to gather information from their peers and others about what talk show topics and style interests them the most. Gospel values are to be the most important feature of the talk show, e.g., respect for the dignity of the person, respect their privacy on some issues, discipleship, respect for life, justice, and others.

Guide students about how to formulate good questions and make the survey size manageable. After developing the questions for the survey, students collect data from their peers and others and tally the results. They can then present their information in graph format. Display the graphs in the classroom.

#### 2: Presenting Results (Whole Class)

Students share their results either with the class or in small groups. In the latter case, the teacher needs to bring a summary to the class as a whole. Display the graphs in the classroom.

#### Learning Log focus questions:

The learning focus questions require some critical thinking. A class discussion could take place before students write their final thoughts. Another option is for students to complete the log in class and have the opportunity to share their answers in a small group or with the whole class.

1. How are survey samples used to project what will likely be a popular program?
2. How much importance should be placed on public opinion when making programming decisions given the enormous influence of said programs?

### Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

Accommodate students by providing more explicit information for their learning log assignment. Review/list the steps that need to be followed to complete this task.

### Resources

**Talk Shows****Language Arts - Media Literacy An Integrated Unit for Grade 8****Notes to Teacher****Developing a Good Survey:**

- Questions should elicit simple answers.
- E.g., One way is to give a multiple choice, thus answers are a, b, c, d.
- E.g., A rating scale, for example 1 to 4, specifying the lowest and highest value.
- E.g., If questions need a word answer, a choice of words could be provided with the choice "other."
- If all answers are open-ended, there may be too many variations.
- A manageable survey would have 10 to 15 questions.
- A good survey offers some multiple choice questions, some one-word questions, and one area for comments.

This activity could be done in math class. Graphing strategies (pic, bar, line, computer) should have been taught previously.

**Teacher Reflections**

Outline potential changes/improvements you would make to the subtask, or raise questions/concerns for future thought.

Record decisions you wish to pass on in the Subtask Notes; contents of this field are not passed along in the published unit.



## Talk Shows

### Language Arts - Media Literacy An Integrated Unit for Grade 8

### Description

Referring to the previous analysis of talk shows, a list of qualities of successful monologues is generated. Examples of monologues that are inclusive and respectful of others are given and some characteristics of good monologues are listed. Students then practise effective communication skills by creating a short monologue drawing on their experiences from watching talk shows.

#### Catholic Graduate Expectations

CGE 2e - Catholic Graduate Expectation - An Effective Communicator: Uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

CGE 1d - Catholic Graduate Expectation - A Discerning Believer: Develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity and the common good.

CGE 3a - Catholic Graduate Expectation - A Reflective and Creative Thinker: Recognizes there is more grace in our world than sin and that hope is essential in facing all challenges.

### Expectations

- 8e53 • analyse and interpret media works;
- 8e65 – describe a media work, outlining its different parts and the steps and choices involved in planning and producing it;
- 8e58 – identify the characteristics of different types of speech (e.g., colloquial, formal) and use them appropriately;
- 8e60 – adjust their delivery (e.g., pitch of voice, pace) to suit the size of different groups;

#### Groupings

- Students Working Individually
- Students Working As A Whole Class
- Students Working In Pairs

#### Teaching / Learning Strategies

- Role-playing
- Discussion

#### Assessment

The checklist is used to assess the content of the monologue:  
The rating scale is used to assess students' presentation style.

#### Assessment Strategies

- Learning Log
- Classroom Presentation

#### Assessment Recording Devices

- Checklist
- Rating Scale

### Teaching / Learning

#### 1: Identifying Qualities of a Monologue (Whole Class)

Introduce the subtask by referring to the previous analysis of talk shows and focus attention on the opening



## Talk Shows

### Language Arts - Media Literacy An Integrated Unit for Grade 8

monologue. Have students list the qualities successful monologues have in common. This could be generated with examples of monologues that are inclusive and respectful of people. With students, make a list of the qualities of successful monologues and what they have in common. Although colloquialism and slang terms are often used, students are advised to avoid the use of colloquial language.

Discuss the role-play that was done using the Gospel stories and draw on the tone of that experience.

#### 2: Creating a Monologue (Individual and Small Group)

Students write a monologue of less than one minute in length that is consistent with Catholic social teachings, and promotes social responsibility and the common good. Offer some topics on current issues, or from a newspaper. Students could think of a personal experience to write about. Use BLM 8.1 to draft the monologue.

Students are partnered with another student to obtain feedback on the content of the draft monologue (use ideas in Notes to Teacher to generate a checklist for students). Students then work individually to complete their final draft. The teacher may want to read this copy before the performance to provide feedback.

Students present the monologue for the class (Teachers could use a "Four Corners" sharing strategy or ask for student volunteers to share their monologues). To conclude this lesson, discuss how the content has to be respectful to people of different race, ethnicity, culture, gender, age, ability, and other differences, even if the show caters to a particular interest group.

#### Learning Log focus question:

Should monologues contribute to sensitizing the community about critical issues or should they be simply for entertainment? Explain the reasons for your point of view.

## Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

- Working with the teacher
- Pairing of students

## Resources



**BLM 8.1 THE MONOLOGUE**

BLM\_8.1\_Monologue.cwk



**BLM 8.2 MONOLOGUE CHECKLIST AND RATING SCALE**

BLM\_8.2\_InterCheckRateScale.cwk



## Talk Shows

### Language Arts - Media Literacy An Integrated Unit for Grade 8

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## Notes to Teacher

### Qualities of a Good Monologue:

#### Introduction:

- Speaks directly to audience.
- Engages the audience and gets their attention.
- Makes a connection to a common experience.
- Introduces subject/issue "Did you hear about what happened to \_\_\_\_\_ today/yesterday?" or "Have you ever noticed....?" or "I went to ..."

#### Middle:

- Describes the issue in detail.
- Sometimes uses metaphors or similes (makes audience aware of the issue through a different perspective or helps them relate to it).

#### Conclusion:

- Concludes with a witty statement or a pun that surprises the audience with its insight or an unexpected approach/perspective.

## Teacher Reflections

Outline potential changes/improvements you would make to the subtask, or raise questions/concerns for future thought.

Record decisions you wish to pass on in the Subtask Notes; contents of this field are not passed along in the published unit.



## Talk Shows

### Language Arts - Media Literacy An Integrated Unit for Grade 8

~ 50 mins

## Description

Students learn the skill of writing and asking open-ended questions, and practise these skills in groups. Students also look at communication strategies which help to create an environment conducive to open discussion in talk shows. Students practise active listening, empathy, effective voice and body language, and verbal cues in an interview. A class discussion takes place about their activities (what was successful and what needs work). Students learn to respect others' efforts.

Catholic Graduate Expectations

CGE 2a - Catholic Graduate Expectation - An Effective Communicator: Listens actively and critically to understand and learn in light of Gospel values.

CGE 3c - Catholic Graduate Expectation - A Reflective and Creative Thinker: Thinks reflectively and creatively to evaluate situations and solve problems.

## Expectations

- 8e49 • express and respond to a range of ideas and opinions concisely, clearly, and appropriately;
- 8e62 – contribute collaboratively in group situations by asking questions and building on the ideas of others;
- 8e60 – adjust their delivery (e.g., pitch of voice, pace) to suit the size of different groups;
- 8e58 – identify the characteristics of different types of speech (e.g., colloquial, formal) and use them appropriately;

## Groupings

Students Working In Small Groups

## Teaching / Learning Strategies

Discussion  
Role-playing

## Assessment

Circulate around the room to offer assistance and feedback when students are practising their role-play. The questions and answers are assessed using BLM 9.2. Note whether students express and respond to ideas concisely, clearly, and appropriately; how they collaborate in a group situation; and their delivery.

The learning logs are assessed according to how students are able to identify their strengths and weaknesses. Are the students able to come up with a plan for improvement? Is this plan realistic?

## Assessment Strategies

Learning Log  
Observation

## Assessment Recording Devices

Anecdotal Record



## Talk Shows

### Language Arts - Media Literacy An Integrated Unit for Grade 8

## Teaching / Learning

### 1: Questioning Strategies for Interviews (Individual - Teacher Directed)

Begin with a discussion on how to ask open-ended questions (see Notes to Teacher).

Have students assume the role of a host/interviewer and write three questions that he/she would like to ask, and the anticipated answers. The written questions and answers are submitted for assessment.

### 2: Effective Communication: the Interview (Small Groups)

i) The role-playing is in groups of three and students work together and take turns in their roles as the following:

- the host (interviewer)
- the guest
- the observer

The interviewer asks the questions and the guest reads the prepared answers. The observer provides feedback, using BLM 9.1, about the content of the questions. Each person has a turn playing each role.

ii) The interviewer and guest go through the role-play again, this time concentrating on non-verbal communication skills while the observer provides feedback. The teacher circulates and observes during this time. Students need enough time to feel comfortable developing the communication skills.

### 3: Debriefing (Whole Class - Teacher Directed)

Students have the opportunity to verbalize how they felt in the three different roles. This could contribute to students' gaining insight into their own abilities, preferences, and strengths.

### Learning Log focus question:

1. What are my strengths in verbal and non-verbal communication?
2. What steps do I need to take for improvement?

## Adaptations

In addition to consulting the student's IEP, adaptations may include but are not limited to the following suggestions.

Specific accommodations may include pairing students with strong partners, modelling, and teacher assistance on a one-to-one basis.

## Resources



BLM 9.1 OBSERVER RECORD

BLM\_9.1\_ObserveRecordCheck.cwk



## Talk Shows

### Language Arts - Media Literacy An Integrated Unit for Grade 8

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## Notes to Teacher

### Asking Open Ended Questions:

In interview situations, asking questions that have a 'yes' or 'no' answer will produce short conversations. Often, even asking questions to which the answer is a basic fact can produce a short reply and therefore the end of that conversation.

A good open-ended question allows the responder to infuse the answer with opinion, feelings, and experience.

Some examples include:

Can you tell us a little more about your experience with...

That is an intriguing idea, can you explain it?

What were your thoughts/feelings/emotions during...

Explain some of the reasons for...

Another important factor is the tone of voice used. It should always be tentative, that is, spoken with an expectation and openness to allow the response to connect with the interviewer.

## Teacher Reflections

Outline potential changes/improvements you would make to the subtask, or raise questions/concerns for future thought.

Record decisions you wish to pass on in the Subtask Notes; contents of this field are not passed along in the published unit.



## Talk Shows

### Language Arts - Media Literacy An Integrated Unit for Grade 8

## Description

Perform a T.V. Talk Show

Students respond to a Canadian television network's search for a new talk show and, in a small group, create and perform a talk show pilot of eight to ten minutes. They are required to present survey information which justifies their choice of talk show format and the audience it will serve. Students should produce a show that promotes Gospel values and the principles of equity, and furthers the cause of justice.

Catholic Graduate Expectations

CGE 2a - Catholic Graduate Expectation - An Effective Communicator: Listens actively and critically to understand and learn in light of Gospel values.

CGE 2c - Catholic Graduate Expectation - An Effective Communicator: Presents information and ideas clearly and honestly and with sensitivity to others.

CGE 2d - Catholic Graduate Expectation - An Effective Communicator: Writes and speaks fluently one or both of Canada's official languages.

## Expectations

- 8e55 A • use the conventions (e.g., sentence structure) of oral language, and of the various media, that are appropriate to the grade (see below).
- 8e59 A – use tone of voice and body language to clarify meaning during conversations and presentations;
- 8e60 A – adjust their delivery (e.g., pitch of voice, pace) to suit the size of different groups;
- 8e63 A – work with members of their group to establish clear purposes and procedures for solving problems and completing projects;
- 8e61 A – use resource materials (e.g., visual aids) to illustrate ideas in presentations;
- 8e67 A – create media works of some technical complexity (e.g., a two-minute mystery on videotape or audiotape).
- 8e4 A • use a wide variety of sentence types and sentence structures, with conscious attention to style;
- 8e5 A • produce pieces of writing using a variety of specific forms (e.g., a script for a play), techniques and resources appropriate to the form and purpose, and materials from other media (e.g., lighting effects);
- 8e7 A • revise and edit their work, focusing on content and on more complex elements of style (e.g., imagery), independently or using feedback from others;
- 8e8 A • proofread and correct their final drafts, focusing on grammar, spelling, punctuation, and conventions of style;

## Groupings

Students Working In Small Groups

Students Working As A Whole Class

## Teaching / Learning Strategies

Learning Log/journal

Media Presentation

Media Production

## Assessment

Students have had many opportunities to practise skills. The rubric and rating scale are the summative assessments for the unit.

The performance task is used to assess the students' ability to:

- use a wide variety of sentence types;
- use resources and techniques appropriate to the form and purpose;
- focus on the content and the more important elements of style;
- proofread material and correct their final drafts focusing on spelling, punctuation, grammar, and the conventions of style.

The presentation is used to assess (through the rubric and rating scale) the students' ability to:

- identify the characteristics of different types of speech and use them appropriately;
- use the conventions of oral language that are appropriate;
- use tone of voice and body language to clarify meaning during the presentation;
- adjust delivery to suit audience;



## Talk Shows

### Language Arts - Media Literacy An Integrated Unit for Grade 8

~ 260 mins

- work with the other members of the group to complete this presentation;
- create a media work of some complexity.

The response journal is used for self-reflection on the task.

The conference is used to provide the necessary feedback to students about their performance.

- The student plan BLM 10.2 Group Work Plan
- Analysis of perspective
- Student script
- Performance by individual student BLM 10.3 Group Work Self-Assessment
- Performance by group BLM 10.5 Audience Rating Scale
- Learning Log

#### Assessment Strategies

- Performance Task
- Self Assessment
- Learning Log
- Conference
- Interview

#### Assessment Recording Devices

- Rubric
- Rating Scale

## Teaching / Learning

Students choose one of the following options and work in groups of four or five with each member of the group authoring one of the following components:

- an introduction and sponsor acknowledgement; a one-minute monologue by the host; humorous introduction of the sidekick and exchange of greetings, two or three guest interviews of about two minutes each; and an optional special performance.

Option 1: Present the talk show in person creating a studio environment. Parents could be invited for this.

Option 2: The talk show could be videotaped and presented to their peers.

### 1: Introduction (Whole Class - Teacher Directed)

Review BLM 10.1 Culminating Task reading through the culminating task activity, as well as the rubric for assessment. Review BLM 10.3 Group Work Self-Assessment and BLM 10.6 Peer Assessment to ensure that students are aware of the expectations. Review the checklists, activities, and organizers that students have and the ones that are displayed in the classroom. When students are ready to proceed, assign groups of four or five.



## Talk Shows

### Language Arts - Media Literacy An Integrated Unit for Grade 8

#### 2: Guiding the Writing Team (Small Group)

Each student chooses a role for the culminating task. This may require some teacher guidance. Each of the students authors one part of the talk show. The group works to develop a coherent work plan. When a student is a guest, he/she works with the host so that each can develop his or her own part coherently. Students use BLM 10.2 Group Work Plan to guide them in writing the talk show.

At the end of the writing process, students use BLM 10.3 Group Work Self-Assessment to reflect on the 'Process' during the group work. (They complete the section on 'Product' after the performance).

#### 3: The Rehearsal and Other Preparations (Small Groups with Teacher Direction)

This lesson may be omitted if there was enough time allotted for practice or if preparations were made at some other time. If the performance will be viewed by parents and other guests, one strategy for rehearsal would be for a round-robin schedule where every group is able to view one performance for the purpose of providing positive feedback to the performers.

Students could all be involved in their own rehearsals without outside feedback.

If the room needs to be set up for the performance, students could sign up or each group could look after their own.

If parents were invited, there should be people to greet them at the door and seating arrangements.

#### 4: The Performance and Celebration (Whole Class - may be divided into two periods)

Decide ahead of time the order of performances and post a TV listing on chart paper. Students are evaluated using the rubrics.

There are two BLMs for peer assessment: BLM 10.5 Audience Rating Scale and BLM 10.6 Peer Assessment. The first follows the expectations closely and could be used during the viewing, while the second is more a commentary and is best used after the viewing (see method for random selection in subtask notes).

Students complete the second half of BLM 10.3 after their performance.

The class celebrates in a way in which they are accustomed. Some examples of these might be:

- being recognized with a certificate (could be from the school principal);
- having a snack or special treat.

#### 5: Interview with Teacher and Self-Assessment (Individual Student and Teacher)

Before the interview, distribute BLM 10.4 Student Reflection on Learning and instruct students to have their completed BLMs available when they meet with the teacher (BLMs 10.3 and 10.4).

Provide students with feedback and closure through an interview with the teacher.

## Adaptations

## Resources



Grade 8 - Talk Show Script



Grade 8 - Performing the Talk Show



## Talk Shows

### Language Arts - Media Literacy An Integrated Unit for Grade 8

 <b>BLM 10.1 CULMINATING TASK</b>	BLM_10.1_CulminatingTask.cwk
 <b>BLM 10.2 GROUP WORK PLAN</b>	BLM_10.2_GroupWorkPlan.cwk
 <b>BLM 10.4 STUDENT REFLECTION ON LEARNING</b>	BLM_10.4_ReflectChecklist.cwk
 <b>BLM 10.6 PEER ASSESSMENT</b>	BLM_10.6_PeerAssessment.cwk
 <b>BLM 10.3 GROUP WORK SELF-ASSESSMENT</b>	BLM_10.3_GrpWrkSelf-Assess.cwk
 <b>BLM 10.5 AUDIENCE RATING SCALE</b>	BLM_10.5_AudienceRateScale.cwk

## Notes to Teacher

### Considerations:

Consideration needs to be given to the following questions:

Does the content of the talk show reflect Gospel values?

Does the talk show appeal to the diverse population?

Does the talk show demonstrate an inherent respect for the individual, the family, society, and the environment?

Do the guests and the host demonstrate knowledge of their topic?

Are students able to create the desired environment that respects the dignity of others?

Do the participants use all the effective communication skills to perform?

Does the talk show serve the ideal of equality and inclusion of all people?

If the videotaping option is chosen, review skills and processes to be used by students. Follow school and board policies when photographing or videotaping students.

## Teacher Reflections

Outline potential changes/improvements you would make to the subtask, or raise questions/concerns for future thought.

Record decisions you wish to pass on in the Subtask Notes; contents of this field are not passed along in the published unit.



# Appendices

## Talk Shows

### Language Arts - Media Literacy

**Resource List:**

**Blackline Masters:**

**Rubrics:**

**Unit Expectation List and Expectation Summary:**

**Unit Analysis:**



## Talk Shows

### Language Arts - Media Literacy An Integrated Unit for Grade 8



#### Rubric

- Grade 8 - Performing the Talk Show** ST 10  
2
- Grade 8 - Talk Show Script** ST 10  
1  
Writing the Script



#### Blackline Master / File

- BLM 3.5 ASSESSING BIAS IN THE MEDIA** ST 3  
BLM\_3.5\_AssessBiasInMedia.cwk
- BLM 4.1 COOPERATIVE LEARNING MODEL** ST 4  
BLM\_4.1\_CoopLearnModel.cwk
- BLM 4.2A STORIES FROM SCRIPTURE** ST 4  
BLM\_4.2A\_ScriptureStories.cwk
- BLM 4.2B STORIES FROM SCRIPTURE** ST 4  
BLM\_4.2B\_ScriptureStories.cwk
- BLM 4.2C STORIES FROM SCRIPTURE** ST 4  
BLM\_4.2C\_ScriptureStories.cwk
- BLM 4.2D STORIES FROM SCRIPTURE** ST 4  
BLM\_4.2D\_ScriptureStories.cwk
- BLM 4.2E STORIES FROM SCRIPTURE** ST 4  
BLM\_4.2E\_ScriptureStories.cwk
- BLM 6.1 HERE'S YOUR HOST** ST 6  
BLM\_6.1\_Here'sYourHost.cwk
- BLM 6.2 WHAT'S YOUR STYLE** ST 6  
BLM\_6.2\_What'sYourStyle.cwk
- BLM 8.1 THE MONOLOGUE** ST 8  
BLM\_8.1\_Monologue.cwk
- BLM 8.2 MONOLOGUE CHECKLIST AND RATING SCALE** ST 8  
BLM\_8.2\_InterCheckRateScale.cwk
- BLM 9.1 OBSERVER RECORD** ST 9  
BLM\_9.1\_ObserveRecordCheck.cwk
- BLM 1.1 CATEGORIZING TYPES AND CATEGORIES OF MEDIA** ST 1  
BLM\_1.1\_CategoryTypesMedia.cwk
- BLM 1.2 GOSPEL VALUES FOUND IN THE NEW TESTAMENT** ST 1  
BLM\_1.2\_GospelValuesNewTest.cwk
- BLM 1.3 INITIAL ASSESSMENT** ST 1  
BLM\_1.3\_InitialAssessment.cwk
- BLM 10.1 CULMINATING TASK** ST 10  
BLM\_10.1\_CulminatingTask.cwk
- BLM 10.2 GROUP WORK PLAN** ST 10  
BLM\_10.2\_GroupWorkPlan.cwk
- BLM 10.3 GROUP WORK SELF-ASSESSMENT** ST 10  
BLM\_10.3\_GrpWrkSelf-Assess.cwk
- BLM 10.4 STUDENT REFLECTION ON LEARNING** ST 10  
BLM\_10.4\_ReflectChecklist.cwk
- BLM 10.5 AUDIENCE RATING SCALE** ST 10  
BLM\_10.5\_AudienceRateScale.cwk
- BLM 10.6 PEER ASSESSMENT** ST 10  
BLM\_10.6\_PeerAssessment.cwk
- BLM 2.1 IDENTIFYING TELEVISION MEDIA AND TECHNIQUES** ST 2  
BLM\_2.1\_IdentifyTVMediaTech.cwk
- BLM 2.2 SURVEY - TIME SPENT USING MEDIA** ST 2  
BLM\_2.2\_PreferenceSurvey(2).cwk
- BLM 2.3 GOSPEL VALUES AS GUIDING PRINCIPLES** ST 2  
BLM\_2.3\_GospelValPrinciples.cwk
- BLM 3.1 ANALYSING TALK SHOWS** ST 3  
BLM\_3.1\_AnalysingTalkShows.cwk
- BLM 3.2 DIVERSITY AND EQUITY** ST 3  
BLM\_3.2\_DiversityandEquity.cwk
- BLM 3.3 GLOSSARY OF TERMS** ST 3  
BLM\_3.3\_GlossaryofTerms.cwk
- BLM 3.4 A WORD FROM OUR SPONSORS** ST 3  
BLM\_3.4\_WordFromOurSponsors.cwk



## Talk Shows

## Language Arts - Media Literacy An Integrated Unit for Grade 8



## Print

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|--|--|
| <p><input type="checkbox"/> <b>Antiracism Education: Getting Started</b> <b>Unit</b><br/>Coelho, E.; Costiniuk, B.; Newton, C.<br/>0-920930-70-0<br/>Provides a framework for anti-racism, and anti-discrimination education, along with activities.</p> <p><input type="checkbox"/> <b>Bible</b> <b>ST 1</b></p> <p><input type="checkbox"/> <b>Catechism of the Catholic Church</b> <b>ST 1</b></p> <p><input type="checkbox"/> <b>Cooperative Learning Where Heart Meets Mind</b> <b>Unit</b><br/>Bennett, B., Rolheiser, C.; Stevahn, L.<br/>ISBN 0-9695388-0-4<br/>Many activities for group work and assessment. Distributed through Educational Connections, P.O. Box 14509, Bayly P.O., 75 Bayly St. W. Ajax, ON L1S 7L4.</p> <p><input type="checkbox"/> <b>Crossroads (Grades 7 and 8)</b> <b>Unit</b><br/>Godfrey, J; Carthy, M; Quellette, M.<br/>USBB 0-7715-1322-4<br/>Gage Educational Publishing Company.<br/>Media study</p> <p><input type="checkbox"/> <b>Education and Action Kit, White Ribbon Campaign</b> <b>Unit</b><br/>Fitzpatrick, B.; Foliott, K.; Holland, D.; Kaufman, M.; Morrison, K.<br/>White Ribbon Campaign (416) 596-1513.<br/>Provides information and activities about socialization, gender communication, and sex-role stereotyping.</p> <p><input type="checkbox"/> <b>Global Sense: A Leader's Guide to Games</b> <b>Unit</b><br/>Ayers, Hunt, Quinn<br/>1555-8-44203<br/>Publisher is Pearson Education Canada<br/>Provides activities for anti-discrimination education.</p> <p><input type="checkbox"/> <b>Healthy Relationships: A Violence-Prevention Program (Grade 8)</b> <b>Unit</b><br/>Men for Change (1994)<br/>ISBN 0-9698188-2-3 (V.2)<br/>Activities to foster gender equality and media awareness.</p> <p><input type="checkbox"/> <b>Language and Writing (Grades 7 and 8)</b> <b>Unit</b><br/>Publisher: Nelson Thompson<br/>ISBN 0-17-606572-5<br/>Lessons on analysing and writing media forms.</p> <p><input type="checkbox"/> <b>Language Arts: Survival Guide</b> <b>Unit</b><br/>Ed: Margaret Iveson, Samuel Robinson<br/>0-13-624354-1<br/>Pearson Education Canada (1993)</p> <p><input type="checkbox"/> <b>Media Sense (Level 6)</b> <b>Unit</b><br/>Booth, D.; Lewis, K.; Powrie, S. ; Reeves, D.<br/>ISBN 0-7747-0552-3<br/>Publisher: Harcourt Canada, 55 Horner Ave. Toronto, Ontario, Canada, M8Z 4X6; Toll-Free Tel: 1-800-387-7278.<br/>Information on media, advertising, popular culture, and evaluating media.</p> | <p><input type="checkbox"/> <b>Open Minds to Equality</b> <b>Unit</b><br/>Schniedewind, N.; Davidson, E.<br/>ISBN 0-205-16109-X(pd)<br/>A sourcebook of learning activities to affirm diversity and promote equity.</p> <p><input type="checkbox"/> <b>Stand By Me - We Are Strong Together</b> <b>ST 1</b><br/>Canadian Conference of Bishops<br/>Grade Eight Religious Education Program</p> <p><input type="checkbox"/> <b>Taking Action on Violence</b> <b>Unit</b><br/>YWCA of Canada<br/>1995<br/>Contains activities to create an awareness of violence against women. Generally, there are links with violence in the media.</p> <p><input type="checkbox"/> <b>The Issues Collection: Popular Culture</b> <b>Unit</b><br/>Worshop, Chris<br/>ISBN 0-07-551454-0<br/>Publisher: McGraw-Hill<br/>There are 13 titles available in the Issues Collection including Values, Global Issues, Justice, and Gender Issues. A provocative anthology of high interest for intermediate students.</p> <p><input type="checkbox"/> <b>We're Erasing Prejudice for Good (Grades 7 and 8)</b> <b>Unit</b><br/>Elementary Teachers' Federation of Ontario (1999)<br/>Lists titles and teaching strategies by monthly themes which deals with issues of equality. Themes include: Peace, Local and Global Citizenship, True Worth, and Beauty.</p> <p><input type="checkbox"/> <b>Writing Sense (Grades 7 and 8)</b> <b>Unit</b><br/>Dube, J; Lewis, K.; Maly, R.; Whittles, A.<br/>ISBN 0-7747-1444-1<br/>Publisher: Haracourt Canada<br/>Includes lessons for a variety of media forms.</p> |
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## Talk Shows

### Language Arts - Media Literacy An Integrated Unit for Grade 8

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#### Parent Community

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**Association for Media Literacy** **Unit**

Parry Duncan - (416) 233-8282

40 McArthur St., Weston, ON M9P 3M7

Offers the following: information on societal implications of media, summer institutes, and organizes other events.

**Media Watch** **Unit**

Tel: (416) 408-2065

517 Wellington St. W. Ste. 204, Toronto, ON M5V 1G1

This is an advocacy group for women and children that conducts research on the effects of the media. Provides a wealth of information on a variety of issues related to the media.



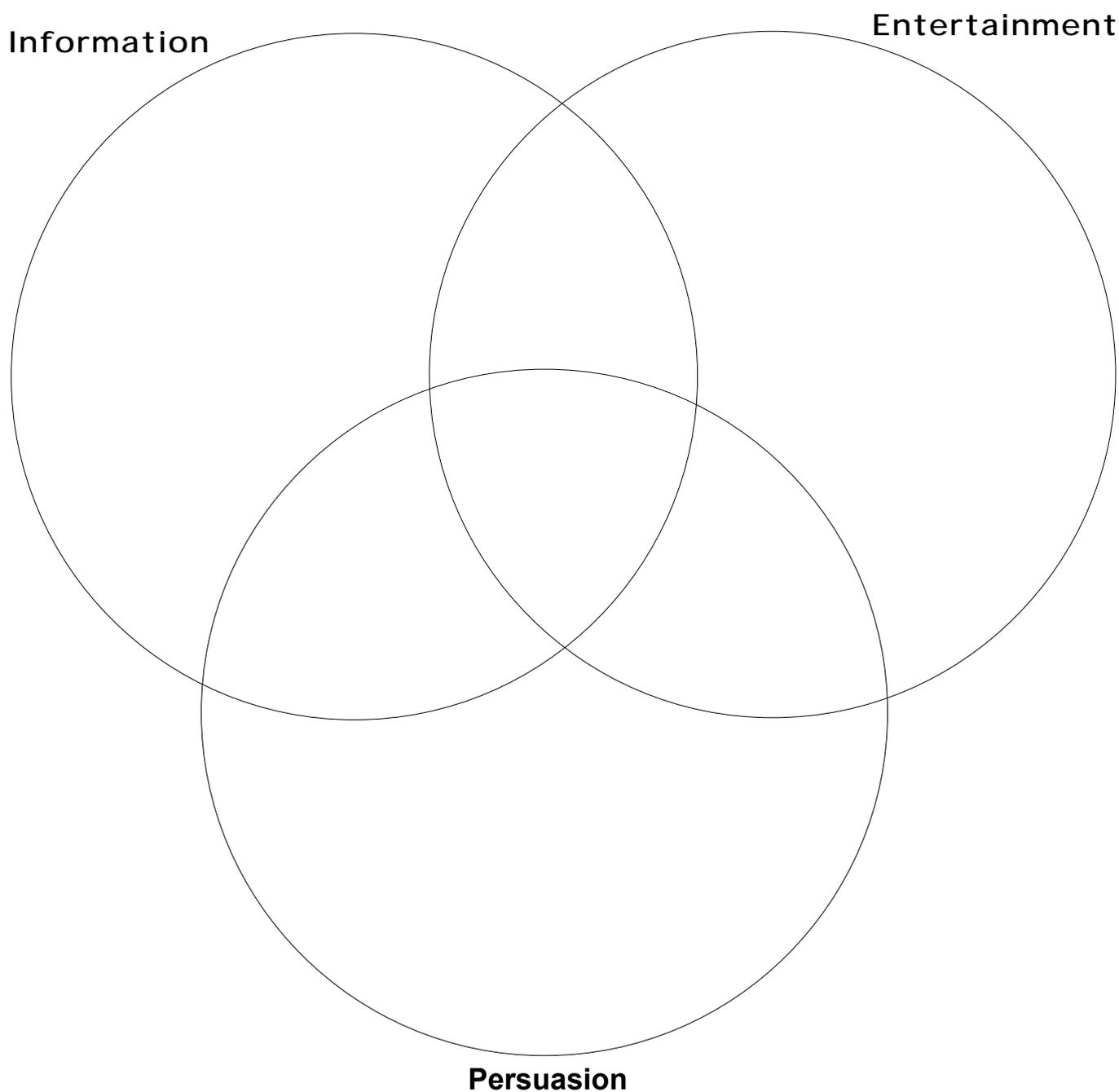
#### Companions Bookmark

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**Welcome to the Assessment Companion** **ST 2**

## **Categorizing Types and Categories of Media**

Categorize the information from your “Media Encountered in the Last Week” web. Use the following format: capitals for type of media and lower case for categories within the type, e.g., TELEVISION, sports programming, news broadcasts, sitcoms.



## Gospel Values Found in the New Testament

### Examples in Scripture of Jesus' teachings about Gospel values:

1. Sermon on the Mount -The Beatitudes (Matt. 5: 1-12)  
Some of the values - humility, gentleness, sympathy, righteousness, mercy, purity of heart, peacemaking, and standing up for belief in God.
2. Gifts of the Holy Spirit - (1Cor.12:4-11)  
We have come to know these as knowledge, wisdom, understanding, counsel, fortitude, piety, and fear of the Lord.
3. The Greatest in Spiritual Gifts - (1Cor. 13: 1-13)  
Faith, hope, and love are the greatest of them all.
4. Gospels: The Parables of Jesus  
Peace (important to have peace in our hearts and show it in our actions)  
Faith in God (the only way to the Father is through Me)  
Value of every person (dignity of human being)  
Need to build community (promoting the common good)  
Social justice (Jesus took care of the poor)  
Empathy (Jesus took care of the ill, downcast, and those who were discriminated against in society)
5. Most important is the person of Jesus; he is both human and divine.

### How the Gospel Values Relate to Contemporary Time

Some questions to consider:

1. How would Jesus live on earth in our time? Would he use the computer? Would he use other forms of media? Explain.
2. Create a definition of 'goodness' that would apply to contemporary time?



## Identifying Television Media and Techniques

Television Media Type: \_\_\_\_\_

1. What is the formula of this category of form?(Components and Sequence)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Who creates it?

\_\_\_\_\_

3. Who presents it? (Producing) \_\_\_\_\_

4. Who is the audience? \_\_\_\_\_

5. What is the purpose of this form of media? \_\_\_\_\_

6. What is the benefit to society? \_\_\_\_\_

7. What are the values promoted? \_\_\_\_\_

8. How do these values compare to Gospel values? \_\_\_\_\_

9. How are females portrayed? \_\_\_\_\_

10. How are males portrayed? \_\_\_\_\_

11. Who has the power? \_\_\_\_\_

12. What groups of people are included? \_\_\_\_\_

13. What groups of people are excluded? \_\_\_\_\_

14. What are the techniques used? \_\_\_\_\_

## Survey

### Time Spent Using Media

Check the box for the closest amount of time spent on the media type.

Media Type	every day	a few times a week	a few times a month	rarely or never
T.V.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
RADIO				
- I listen to music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- I listen to news	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
INTERNET				
- I surf the net	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- I use chat rooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- I use instant messaging	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VIDEO GAMES				
- I play at home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- I play at video parlours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MOVIES				
- I go to the theatre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- I watch at home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- I rent videos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CD				
- I listen to music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
MAGAZINES/ NEWSPAPERS				
- I read magazines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- I read newspapers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Gospel Values As Guiding Principles

*Gospel Values are guiding principles of a Christian way of life.*

**UNDERSTANDING** - Each person is created in love and destined for union with God.

Jesus as the mediator of revelation  
Belief - Wisdom - Knowledge - Mystery -  
Creed - Good News

## RELATIONSHIP WITH GOD

- Hope in God's gracious action in the world
- Faith in the story of creation and redemption
- Holy Spirit - Proclamation - Evangelization
- Awe and Wonder

CELEBRATION

## RELATIONSHIP WITH OTHERS

JUSTICE

LOVE  
COMMUNITY  
BELONGING

- respect for diversity
- equity - honesty - non-violence
- peace - witnessing - service - social justice
- cooperation - distribution of resources- global community - support
- friendship - family - compassion
- respect - generosity - fidelity
- responsible decision-making

## RELATIONSHIP WITH CREATION

- care for the earth and environment

RESPECT FOR LIFE

## RELATIONSHIP WITH SELF

- self-esteem - talents - integrity
- courage - uniqueness - self-discipline - patience - forgiveness - joy - truthfulness
- death - resurrection

WHOLENESS

DIGNITY

## BEHAVIOUR

- actions demonstrate which values are truly prized.

DISCIPLESHIP

# Analysing Talk Shows

View a talk show and make jot notes about the following.

Talk Show Name:

Host:

Expression/Voice:

Effects/Sounds:  
(music)

Formula:

    Beginning:

    Middle:

    End:

Length:

Bias: (Who is included/excluded? What is the underlying premise?)

Obvious Values:

Purpose/Message:

*Use a different form for each talk show.*

## Diversity and Equity (For Teacher Use)

The Ontario Human Rights Code Sec. 5 (1) states:

*“Every person has a right to equal treatment... without discrimination because of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, record of offenses, marital status, family status or handicap.”*

### What is Equity?

The principles of equity demand that each person is valued and is able to achieve success regardless of gender, family, ethnocultural identity, social status, or any other differences. Equality of opportunity and access are not enough because the power structure is not balanced. Equity demands a recognition that there is injustice so that people can be empowered to identify barriers and power inequities so that practices in all areas of our social structure can bring about fairness. Equity means that each unique and diverse person is valued equally.

People have personal histories (where they come from) and social histories (what they are in society's terms) which take into account all the categories mentioned in the OHRC. When discussing social identities and personal histories, it is important that the bias and stereotypes that are held by society and individuals are examined. These extreme views are the 'isms'; classism, sexism, racism, ageism, etc.

These questions are suitable to help students deconstruct stereotypes and bias:

1. Do I have friends who are from different racial and ethnocultural groups?
2. Am I interested in people who are unique and diverse?
3. When meeting new people, do I keep an open mind without constructing their identities?
4. Have I changed my attitude when I have become familiar with other people?

Specific questions about the media:

1. Are the media personalities representative of the diverse Canadian society?
2. Does the media distort and/or omit certain aspects of some people?
3. Are gender and other stereotypes promoted by the media?
4. Does the media promote the inclusion of the contributions of many nations and people, including the Aboriginal peoples?

### Other considerations:

It is always important when speaking about people's identities to understand their complexities. In Canada, and the world, there are people with multiracial, multiethnic, multilinguistic, and multicultural identities. We cannot attempt to know people by the way they look.

If we want to know the history of a person, we need to ask. If we want to know their social identities, we need to ask. When we apply references to race, they are often value judgements and only used for particular groups. Therefore, people should self determine what they are called under the umbrella of diversity.

Statistics Canada chooses only to categorize people by country of previous nationality.

Lastly, the categories of racial and ethnic groups are not a definitive list. Terminology changes with the times. Be sensitive that some groups may not want particular references.

# Glossary of Terms

**Antiracist education:**

The effort to counter forms of racism manifested in the education process. Antiracist education seeks to identify and change institutional policies and procedures and individual behaviours and practices that may foster racism.

**Bias:**

A special perspective; an inaccurate and limited way of perceiving the world or a given situation. A negative bias towards members of a particular cultural, racial, religious, or linguistic group, expressed through speech, written materials, and/or other media, harms the targets in many ways.

**Culture:**

The totality of ideas, beliefs, values, knowledge, habits, and way of life of a group of individuals who share certain historical experiences. Culture changes continually and thus often contains elements of conflict and opposition.

**Discrimination:**

The denial of equal treatment, civil liberties, or opportunity to individuals or groups with respect to education; accommodation; health care; employment; or access to services, goods, or facilities. Discrimination may be based on one or more of the many characteristics: race; nationality; gender; age; religious; political; or ethnic affiliation; marital or family status; physical developmental, or mental handicap.

**Equity:**

Equality of opportunity, access, and outcome; recourse to principles of justice to correct or supplement law; a system of justice supplementing or prevailing over common and statute law. An equity program is one designed to remove barriers to equality by identifying and eliminating discriminatory policies and practices. Such a program remedies the effects of past discrimination.

**Pluralism:**

A form of society in which members of minority groups maintain their independent traditions; the existence within society of groups that differ ethnically, culturally, etc..

**Prejudice:**

Negative prejudgement of a person or a group. This judgement is made without adequate evidence.

**Race:**

A social category used to classify humankind according to common ancestry or descent; differentiation is based on general physical characteristics such as skin colour, hair texture, and facial features.

**Stereotype:** (v). To attribute the supposed characteristics of a whole group to all its individual members. Stereotyping exaggerates the uniformity within a group and the differences between groups.

*Source: Changing Perspectives, Ministry of Education, 1992.*

# **A Word From Our Sponsors**

(Sheet One Part A)

Write out five commercial message jingles that you have heard.  
Write them again on Sheet Two, only now leave out some of the words.

1.

2.

3.

4.

5.

## **A Word From Our Sponsors** (Sheet Two Part B)

In small groups, take turns completing each other's jingles.

1.

2.

3.

4.

5.

When you have completed the task, answer the following questions:

1. Was it easy to guess the missing words? State the reason for your answer.
2. Explain the phrase 'conditioned consumers.'
3. Does this phrase apply to you? Why ?
4. What are some of the advertising approaches used to sell products?

## **Assessing Bias in the Media**

Circle the number on the rating scale that best represents your view.

Rating Scale:           **1 - not often**  
                                   **2 - some of the time**  
                                   **3 - usually**  
                                   **4 - almost all of the time**

- |    |  |          |          |          |          |
|----|--|----------|----------|----------|----------|
| 1. | Do you see yourself represented in the media?<br>(gender, racial, or ethnocultural group)  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> |
| 2. | Are people from all backgrounds and walks of life represented and given equal value?   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> |
| 3. | Do the stories represent the unique and varied experiences of different people and cultures?   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> |
| 4. | Are all people represented without using stereotypes?  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> |
| 5. | Does the media portray people from diverse cultural groups and socio economic groups, and people who are less physically able, as valued members of society? | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> |
| 6. | Does the media promote different points of view?   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> |

**Other Areas of Consideration:**

## Cooperative Learning Model

Cooperative learning is a way to enrich everyone's learning by working together using a structure that makes the process valuable for everyone. There is always an academic task (work); different jobs for people in the group roles; and social tasks (the way people work together).

Please Note: The roles need to change when starting a new task.

- **Academic Task**

- ◇ Using the cooperative learning model, work through the academic task you were assigned.

- **Roles**

- ◇ Facilitator: Ensures that each person participates.
- ◇ Timekeeper: Monitors time.
- ◇ Encourager: Encourages participation and praises work.
- ◇ Materials Manager: Collects necessary materials.
- ◇ Notetaker: Makes necessary notes.

- **Social Tasks (choose one)**

- ◇ Work in a quiet cooperative manner.
- ◇ Is a collaborative contributor.
- ◇ Respects the rights of all and contributes to the common good.
- ◇ Listens actively and critically.

- **Accountability**

- ◇ Each person in the group is able to explain all aspects of the work. It is important that everyone contributes and takes ownership.

- **Assessment**

- ◇ How well did you complete your academic task, role, and social task?

## Stories from Scripture

### **Academic Task:**

Develop an interview with two or more of the characters in the following Scripture passage:

### **Scriptural Reference: The Parable of the Good Samaritan - Luke 10: 25-37**

Characters:

- The Samaritan
- The Levite
- The Priest
- The person(s) who robbed
- The victim(s)

### **Questions to consider:**

How did the prejudices of the time contribute to this story?

Did the priest feel justified in his actions? Explain.

Was there a level of trust for the Samaritan? Explain.

Who set aside all bias in this story?

## Stories from Scripture

### **Academic Task:**

Develop an interview with two or more of the characters in the following Scripture passage:

### **Scriptural Reference: Zacchaeus - Luke 19: 1-10**

#### Characters:

- Jesus
- Zacchaeus
- The spectators

#### **Questions to consider:**

How did Jesus show mercy and forgiveness?

Why did others find it difficult to understand Jesus?

Was Zacchaeus' conversion easy? Explain.

What message do we understand from this story?

Focus on making two points in your interview.

## **Stories from Scripture**

**Academic Task:**

Develop an interview with two or more of the characters in the following Scripture passage:

**Scriptural Reference: Matt: 25: 1-13 - The Parable of the Ten Bridesmaids**

- The bridegroom
- The bridesmaids with no oil in their lamps
- The bridesmaids with oil in their lamps

**Questions to Consider:**

What was the bridegroom thinking of the bridesmaids who did not take the oil?

How did the bridegroom react when he found out that some of the bridesmaids were not prepared? Why?

Jesus asks us to be vigilant and ready. In what way is this story related to us today?

## Stories from Scripture

### **Academic Task:**

Develop an interview with two or more of the characters in the following Scripture passage:

### **Scriptural Reference: The Workers in the Vineyard: Matt. 20: 1-15**

#### Characters:

- Vineyard owner
- Vineyard workers
- Accounting employees

### **Questions to Consider:**

Why did the workers who had more hours grumble?

What is justice in this case?

Why was the vineyard owner so generous?

What actions must we take today to ensure that the voices of the oppressed are heard?

## Stories from Scripture

### **Academic Task:**

Develop an interview with two or more of the characters in the following Scripture passage:

### **Scriptural Reference: The First Disciples are called: Luke 5:1-11**

Characters:

- Jesus
- Simon Peter
- James
- John
- Other spectators

### **Questions to Consider:**

What reaction did these men have to being called? Why?

What do you think was going through their minds?

How would Jesus have looked as he called them?

If you were one of the disciples called, what questions would you have asked Jesus?

# Here's Your Host

BLM 6.1

## Introducing...

Host .....  
(Name)

1.....2.....3  
(Review three hosts. Circle number.)

## Style Characteristics:

Describe the style characteristics this host exhibits and **explain how they are evident.**

Is this host **persuasive**? Explain.

Did this host act in an **advocating** manner? Explain.

Does this host act in a **counselling** manner? Explain.

Is this host **intimidating**? Explain.

Is this host **investigative**? Explain.

Other observations:

## **Physical Characteristics:**

Describe the physical characteristics of the host.

Attire: (formal, informal, casual)

Appearance:

Gender:

Age:

How do these characteristics fit with the intended audience?

## Gospel Values

1. How does the host demonstrate respect for the dignity of the guest?
2. In what ways does the host show the guest that he/she cares about them as a person?
3. You are the producer for the talk show being hosted. What would you say to the host and what direction would you give him/her so that the show respects the dignity of others?

## What's Your Style?

**Academic Task:**

You have learned about the role of a talk show host, and the characteristics of a good host. Now it's your turn to shine as host. Keeping in mind Gospel values, assume the role and character of an empathetic host and interview one of the following guests.

**Social Task:**

Use empathy, non-verbal communication, and a friendly, caring manner.

***Take turns so that each person in the group has had the opportunity to be host and guest. Use different scenarios for the different roles.***

- A female movie star and her husband and director.
- A young athlete who has been named MVP (Most Valuable Player).
- A recent immigrant who is a professor of physics.
- A disabled person who would like to be the talk show host for a major television network.
- Add other characters and scenarios of your choice.

# The Monologue

Outline properties of successful monologues:

- 1.
- 2.
- 3.
- 4.
- 5.

Brainstorm Monologue Topics:	Points to remember:
------------------------------	---------------------

Monologue Plan

Topic: \_\_\_\_\_

Use one sentence to summarize each of the following:

Beginning:

Middle:

End:

Monologue draft: (use extra paper if needed)

Use a separate sheet to develop the final copy of the monologue.  
Remember that one page is equal to about one minute.

## Monologue Checklist and Rating Scale

Place a check mark beside each of the 5 W and H questions as heard/observed and give an example in the space provided.

Who...

What...

Where...

When...

Why...

How...

Additional Comments:

## **Monologue Checklist and Rating Scale**

Rate the performer by circling the description that best reflects the use of the following skills:

Level 1 (limited)                      Level 2 (sometimes)    Level 3 (often)    Level 4 (consistently)

**Tone of Voice:**

- 4. - consistently varied intonation appropriately
- 3. - often varied intonation appropriately
- 2. - sometimes varied intonation appropriately
- 1. - rarely varied intonation appropriately

**Pace:**

- 4. - consistently varied pace for effect
- 3. - often varied pace for effect
- 2. - sometimes varied pace for effect
- 1. - limited pace was evident

**Mood:**

- 4. - an engaging mood was consistently created
- 3. - an engaging mood was often created
- 2. - an engaging mood was sometimes created
- 1. - limited mood setting was evident

**Eye Contact:**

- 4. - appropriate eye contact was consistently used
- 3. - appropriate eye contact was often used
- 2. - appropriate eye contact was sometimes used
- 1. - limited eye contact was used

**Hand Gestures:**

- 4. - appropriate hand gestures were consistently used
- 3. - appropriate hand gestures were often used
- 2. - appropriate hand gestures were sometimes used
- 1. - limited hand gestures were used

**Pleasant Facial Expression:**

- 4. - appropriate facial expressions were consistently used
- 3. - appropriate facial expressions were often used
- 2. - appropriate facial expressions were sometimes used
- 1. - limited facial expressions were used

**Speech:**

- 4. - appropriate speech was consistently used
- 3. - appropriate speech was often used
- 2. - appropriate speech was sometimes used
- 1. - limited appropriate speech was used

## Observer Record

Name of "host" observed: \_\_\_\_\_

### **PART A: Content**

1. Is the question open-ended? Explain.
  
2. Does the question promote further dialogue? Explain.
  
3. Did the question follow a logical pattern? Explain.

### **PART B: Non-verbal Skills**

1. How did the use of voice variation in pitch, pace, and tone contribute to promoting an environment conducive to dialogue during the interview?
  
2. How did the use of body language such as facial expressions, eye contact, and hand gestures promote dialogue during the interview?

# **Observer Record**

## **PART C: Feedback**

Provide feedback to the host.

Observer: \_\_\_\_\_

Date of Observation: \_\_\_\_\_

## Culminating Task

### Television Talk Show Pilot Challenge: It's A Wonderful Show!

You respond to a Canadian television network's search for a new talk show. Your group will create and perform a television talk show as a pilot.

You will work with a group of students to create a talk show and present it to the rest of the class who will act as network executives and assess your presentation.

Each member of the group will choose to do one of the following:

- An introduction and acknowledgement of the sponsor.
- A one minute monologue by the host.
- Sidekick exchanging greetings with host.
- An interview with one to three guests (scripts to be written with the host).
- A special performance (optional) - to be approved by the teacher.

The talk show must have interaction with the audience.

Your group has two options for the presentation of your talk show:

1. You may present the talk show live creating a studio environment in the classroom.
2. The talk show may be videotaped and presented to the class.

#### Assessment:

You will be assessed, using the rubric, on:

- your plan and script;
- your individual performance during the presentation;
- your Learning Log entries.

Your group will receive feedback from your peers after your presentation.

The assessment will include teacher, self, and peer modes.

#### Considerations:

Throughout the production of your show, consider the following questions:

- Does the content of the talk show reflect Catholic values of the Gospel?
- Does the talk show appeal to the diverse population?
- Does the talk show demonstrate respect for the individual, the family, society, and the environment?
- Do the guests and the host demonstrate knowledge of their topic?
- Do the participants use all the effective communication skills to perform?
- Does the talk show serve the ideal of equality and inclusion of all people?

Date Due: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_

# Group Work Plan

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Our Group Talk Show Title: \_\_\_\_\_

## PART A

Responsibilities for those in the Talk Show:

Area	Person Responsible	Completed
Introduction	_____	_____
Station Announcement	_____	_____
Monologue	_____	_____
Addressing the Sidekick	_____	_____
Guest(s) Interview(s)	_____	_____
Interaction with Audience	_____	_____
Other Role	_____	_____
Special Effects/Set	_____	_____
Materials/Equipment	_____	_____

## PART B

My Contributing Role:

- in making the plan was:

- in writing the script was:

My Individual Role was:

My Group Role was:

Date Worked:

Group Members Initial

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Presentation is on \_\_\_\_\_

All work is due on \_\_\_\_\_

## **Group Work Self-Assessment**

This assessment provides for reflection on the process during group work, and the product of the talk show production.

### **Process:**

### **Comments:**

1. I came to the group prepared to work.
2. I contributed ideas and helped to accomplish the task.
3. I collaborated and was respectful of others.
4. I was able to stay on task.
5. I was helpful and supportive of others.
6. When working with a group next time I would like to improve on:

### **Product:**

1. I completed my work on time.
2. I was prepared for the talk show.
3. I am confident that I did my best work.
4. One area in which I could have improved is:

## Student Reflection on Learning

This reflection is to be done after you have reviewed your Learning Log.

Answer the following and check the appropriate box:

	Yes	No	Comments
1. I have an understanding of the purpose of the media.			
2. I have an understanding of the influence of the economy, bias, values, and perspective on media.			
3. I created a talk show that reflects Gospel values and is good entertainment.			
4. I gained skills in verbal and non-verbal communication.			
5. I am confident that I understand the production of media and its influence in our society.			
6. I have made good choices based on my knowledge.			
7. I am more aware as a consumer of media.			
8. I have an understanding of how media affects attitudes towards the diverse community.			

# AUDIENCE RATING SCALE

## Talk Show Rating by Audience

Rate the following parts of the talk show by checking the appropriate section.

	Not Evident	Evident	Well Done
Monologue: Appropriate and effective language/ vocabulary Gospel values Humour			
Discussion between host and sidekick: Humour Respect			
Interview of Guest #1: Guest was portrayed well * Questions were interesting Questions were open-ended			
Performance of Guest #1: Guest was portrayed well * Answers were interesting			
Interview of Guest #2: Guest was portrayed well * Questions were interesting Questions were open-ended			
Performance of Guest #2: Guest was portrayed well * Answers were interesting			
Interaction with Audience: Audience was engaged Environment was emotionally safe (no put-downs) Created a pleasant atmosphere Entertainment value			

\*The criteria for "portrayed well" :

1. Used appropriate verbal and non-verbal communication skills.
2. Changed intonation at appropriate points.

# Peer Assessment

Group Performance by: \_\_\_\_\_

Assessment by: \_\_\_\_\_ Date: \_\_\_\_\_

## PART 1

**Based on your prior knowledge of how certain techniques are used on talk shows, how well did the talk show participants use the following techniques in their presentation? (Circle one)**

### Rating Scale:

- 4** Clearly Evident
- 3** Considerably Evident
- 2** Somewhat Evident
- 1** Limited Evidence

1. Used tone of voice and body language to clarify meaning during the show. \_\_\_\_\_
2. Adjusted their delivery to suit the size of the audience. \_\_\_\_\_
3. Performers used visual aids to make the show more appealing. \_\_\_\_\_
4. The language during the show was appropriate and effective for a talk show. \_\_\_\_\_

## PART 2

Do the performers in the show demonstrate respect, in form and content, for the following, and how is it evident in each area:

The Individual - \_\_\_\_\_

The Family - \_\_\_\_\_

Society - \_\_\_\_\_

The Environment - \_\_\_\_\_



Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Expectations for this Subtask to Assess with this Rubric:**

- 8e4** • use a wide variety of sentence types and sentence structures, with conscious attention to style;
- 8e5** • produce pieces of writing using a variety of specific forms (e.g., a script for a play), techniques and resources appropriate to the form and purpose, and materials from other media (e.g., lighting effects);
- 8e7** • revise and edit their work, focusing on content and on more complex elements of style (e.g., imagery), independently or using feedback from others;
- 8e8** • proofread and correct their final drafts, focusing on grammar, spelling, punctuation, and conventions of style;

Category/Criteria	Level 1	Level 2	Level 3	Level 4
<b>Reasoning</b> - a complexity of ideas (5Ws & How) - a number and relevance of supporting details	- uses a few simple ideas - addresses a few of 5Ws & H - a few relevant supporting details	- uses somewhat simple ideas - addresses some of 5Ws & H - some relevant supporting details	- uses ideas of some complexity - addresses all of 5Ws & H - generally relevant supporting details	- uses complex ideas - thoroughly addresses all 5Ws & H - many relevant supporting details
<b>Communication</b> - purpose (write an entertaining & informative script) - voice (awareness of audience) - word use & vocabulary - sentence variety (structure, type, length)	- entertaining and informative in a limited way - limited awareness of audience - limited use of effective vocabulary - limited variety in the sentences used	- somewhat entertaining and informative - some awareness of audience - vocabulary used somewhat appropriately and effectively - some variety in the sentences used	- entertains and informs - clear awareness of audience - vocabulary used appropriately and effectively - a variety of sentences are used	- highly entertaining & informative - clear awareness of audience - an extensive vocabulary used appropriately and effectively - a variety of sentences are used effectively
<b>Organization of ideas</b> - overall structure (introduction, body, conclusion) - required components of talk show segment included	- limited evidence of an introduction, body and conclusion - a few required components are included and/or appropriate	- shows some evidence of an introduction, body and conclusion - some required components are logically and appropriately included	- contains introduction, body and conclusion, with the conclusion linked to the introduction - most required components are logically and appropriately included	- introduction, body, and conclusion are effectively linked to each other - all required components are logically and appropriately included
<b>Conventions Application</b> - grammar, spelling, punctuation - visual presentation (script format) <b>e.g., dialogue, stage directions in italics, title, spacing, etc.</b>	- used a few of the conventions studied - a few aspects of script format are evident	- used some of the conventions studied appropriately for grade level - some aspects of script format are evident	- used most of the conventions studied appropriately for grade level - most aspects of script format are evident	- used all of the conventions studied effectively - all or almost all aspects of script format are evident
<b>Writing Process</b> - revises content and elements of style using feedback from others - edits work	- peer suggestions are infrequently considered and used to improve work - few errors are corrected through editing	- peer suggestions are sometimes considered and used to improve work - some errors are corrected through editing	- peer suggestions are often considered and used to improve work - most errors are corrected through editing	- peer suggestions are considered thoughtfully and used to improve work - all or almost all errors are corrected through editing

**Grade 8 - Performing the Talk Show**  
**for use with Subtask 10 : It's a Wonderful Show!**  
 from the Grade 8 Unit: Talk Shows



Student Name: \_\_\_\_\_  
 Date: \_\_\_\_\_

**Expectations for this Subtask to Assess with this Rubric:**

- 8e55** • use the conventions (e.g., sentence structure) of oral language, and of the various media, that are appropriate to the grade (see below).
- 8e59** – use tone of voice and body language to clarify meaning during conversations and presentations;
- 8e60** – adjust their delivery (e.g., pitch of voice, pace) to suit the size of different groups;
- 8e61** – use resource materials (e.g., visual aids) to illustrate ideas in presentations;
- 8e67** – create media works of some technical complexity (e.g., a two-minute mystery on videotape or audiotape).

Category/Criteria	Level 1	Level 2	Level 3	Level 4
<b>Reasoning</b> - improvised introduction and discussion - demonstrates understanding of how individual segment topic relates to whole show	- improvisation includes a few simple ideas - connects manner of speaking to ideas in a limited way	- improvisation includes a variety of simple and related ideas - makes some connection between manner of speaking and ideas with some attempt to adapt to unexpected reactions	- improvisation uses ideas of some complexity - connects manner of speaking to ideas and attempts to adapt appropriately to unexpected reactions	- improvisation uses very complex ideas - connects manner of speaking to ideas and adapts appropriately and confidently to unexpected reactions
<b>Communication</b> - voice (vocabulary choice & sentence structure appropriate for audience) - nonverbal techniques (eye contact, variation in pace, appropriate gestures, devices such as pause for effect, pitch)	- vocabulary and sentences are appropriate to a limited extent for audience of a TV talk show - uses a few nonverbal techniques appropriate to a TV talk show	- vocabulary and sentences are somewhat appropriate for audience of a TV talk show - uses some nonverbal techniques appropriate to a TV talk show	- vocabulary and sentences are appropriate for audience of a TV talk show - uses nonverbal techniques, some effectively, appropriate to a TV talk show	- vocabulary and sentences are appropriate and effective for audience of a TV talk show - effective use of many nonverbal techniques appropriate to a TV talk show
<b>Organization of ideas</b> - improvised introduction and closing - segue into next component	- improvisation is limited in clarity and appropriateness - segue is limited to simply introducing the next presenter or segment	- improvisation is somewhat succinct and appropriate - segue introduces the next presenter and segment	- improvisation is succinct and appropriate - segue introduces the next presenter and segment with an appropriate comment	- improvisation is succinct, appropriate and flows naturally - segue flows naturally and connects from own segment to the next
<b>Conventions Application</b> - grammar - style	- limited use of grammar - performance style is limited and routine	- grammar use approaches grade level - segment is performed in a routine way	- uses grammar appropriate for grade level - segment is performed in an entertaining way	- uses grammar appropriate for grade level - segment is performed in an entertaining way



## Talk Shows

### Language Arts - Media Literacy An Integrated Unit for Grade 8

Selected **Assessed**

#### English Language---Oral and Visual Communication

- |                               |   |   |
|-------------------------------|---|---|
| <input type="checkbox"/> 7e62 | – identify some of the ways in which non-verbal communication techniques (e.g., tone of voice and body language) can affect audiences, and use these techniques in their own speech to arouse and maintain interest, and convince and persuade their listeners; | 1 |
| <input type="checkbox"/> 7e63 | – use eye contact, variations in pace, appropriate gestures, and such devices as the “pause for effect” in presentations;   | 1 |
| <input type="checkbox"/> 7e67 | – identify and describe categories of works typical of a particular medium (e.g., television – sitcom, talk show, news broadcast, interview, children’s program, commercial);   | 1 |

#### English Language---

- |                              |   |   |
|------------------------------|---|---|
| <input type="checkbox"/> 8e4 | • use a wide variety of sentence types and sentence structures, with conscious attention to style;  | 1 |
| <input type="checkbox"/> 8e5 | • produce pieces of writing using a variety of specific forms (e.g., a script for a play), techniques and resources appropriate to the form and purpose, and materials from other media (e.g., lighting effects); | 1 |
| <input type="checkbox"/> 8e7 | • revise and edit their work, focusing on content and on more complex elements of style (e.g., imagery), independently or using feedback from others;   | 1 |
| <input type="checkbox"/> 8e8 | • proofread and correct their final drafts, focusing on grammar, spelling, punctuation, and conventions of style;   | 1 |

#### English Language---Oral and Visual Communication

- |                               |   |   |
|-------------------------------|---|---|
| <input type="checkbox"/> 8e46 | • provide clear answers to questions and well-constructed explanations or instructions in classroom work;   | 1 |
| <input type="checkbox"/> 8e47 | • listen attentively to organize and classify information and to clarify thinking;  | 1 |
| <input type="checkbox"/> 8e49 | • express and respond to a range of ideas and opinions concisely, clearly, and appropriately;   | 3 |
| <input type="checkbox"/> 8e50 | • contribute and work constructively in groups;   | 2 |
| <input type="checkbox"/> 8e51 | • demonstrate the ability to concentrate by identifying main points and staying on topic;   | 2 |
| <input type="checkbox"/> 8e52 | • identify a wide range of media works and describe the techniques used in them;  | 1 |
| <input type="checkbox"/> 8e53 | • analyse and interpret media works;  | 4 |
| <input type="checkbox"/> 8e55 | • use the conventions (e.g., sentence structure) of oral language, and of the various media, that are appropriate to the grade (see below).   | 1 |
| <input type="checkbox"/> 8e58 | – identify the characteristics of different types of speech (e.g., colloquial, formal) and use them appropriately;  | 4 |
| <input type="checkbox"/> 8e59 | – use tone of voice and body language to clarify meaning during conversations and presentations;  | 2 |
| <input type="checkbox"/> 8e60 | – adjust their delivery (e.g., pitch of voice, pace) to suit the size of different groups;  | 4 |
| <input type="checkbox"/> 8e61 | – use resource materials (e.g., visual aids) to illustrate ideas in presentations;  | 1 |
| <input type="checkbox"/> 8e62 | – contribute collaboratively in group situations by asking questions and building on the ideas of others;   | 2 |
| <input type="checkbox"/> 8e63 | – work with members of their group to establish clear purposes and procedures for solving problems and completing projects;   | 1 |
| <input type="checkbox"/> 8e64 | – identify and analyse the formulas used in different categories of media works (e.g., a talk show – opening monologue, humorous discussion between host and “sidekick”, guest interview, interaction with the audience, special performances); | 1 |
| <input type="checkbox"/> 8e65 | – describe a media work, outlining its different parts and the steps and choices involved in planning and producing it;   | 3 |
| <input type="checkbox"/> 8e66 | – evaluate the effectiveness of various informational media works (e.g., a website on the Internet, a documentary film, television or radio news programs, news magazines);   | 1 |
| <input type="checkbox"/> 8e67 | – create media works of some technical complexity (e.g., a two-minute mystery on videotape or audiotape).   | 1 |

#### Mathematics---Data Management and Probability

- |                               |   |   |
|-------------------------------|---|---|
| <input type="checkbox"/> 8m68 | – collect data by conducting a survey or an experiment to do with themselves, their environment, issues in their school or community, or content from another subject, and record observations or measurements;   | 1 |
| <input type="checkbox"/> 8m73 | – read, interpret, and draw conclusions from primary data (e.g., survey results, measurements, observations) and from secondary data (e.g., election data or temperature data from the newspaper, data from the Internet about lifestyles), presented in charts, tables, and graphs (including frequency tables with intervals, histograms, and scatter plots); | 1 |

#### The Arts---Drama & Dance

- |                               |   |   |
|-------------------------------|---|---|
| <input type="checkbox"/> 8a59 | – organize and carry out a group improvisation; | 1 |
|-------------------------------|---|---|



## Talk Shows

### Language Arts - Media Literacy An Integrated Unit for Grade 8

#### English Language

8e1	8e2	8e3	8e4	1	8e5	1	8e6	8e7	1	8e8	1	8e9	8e10									
8e11	8e12	8e13	8e14		8e15		8e16	8e17		8e18		8e19	8e20									
8e21	8e22	8e23	8e24		8e25		8e26	8e27		8e28		8e29	8e30									
8e31	8e32	8e33	8e34		8e35		8e36	8e37		8e38		8e39	8e40									
8e41	8e42	8e43	8e44		8e45		8e46	1	8e47	1	1	8e48	8e49	3	8e50	2	1					
8e51	2	8e52	1	8e53	4	8e54		8e55	1	8e56		8e57	1	8e58	4	8e59	2	1	8e60	4	1	
8e61	1	8e62	2	1	8e63	1	1	8e64	1	8e65	3	8e66	1	8e67	1							

#### Core French

8f1	8f2	8f3	8f4	8f5	8f6	8f7	8f8	8f9	8f10
8f11	8f12	8f13	8f14	8f15	8f16	8f17			

#### Mathematics

8m1	8m2	8m3	8m4	8m5	8m6	8m7	8m8	8m9	8m10		
8m11	8m12	8m13	8m14	8m15	8m16	8m17	8m18	8m19	8m20		
8m21	8m22	8m23	8m24	8m25	8m26	8m27	8m28	8m29	8m30		
8m31	8m32	8m33	8m34	8m35	8m36	8m37	8m38	8m39	8m40		
8m41	8m42	8m43	8m44	8m45	8m46	8m47	8m48	8m49	8m50		
8m51	8m52	8m53	8m54	8m55	8m56	8m57	8m58	8m59	8m60		
8m61	8m62	8m63	8m64	8m65	8m66	8m67	8m68	1	1	8m69	8m70
8m71	8m72	8m73	8m74	8m75	8m76	8m77	8m78			8m79	8m80
8m81	8m82										

#### Science and Technology

8s1	8s2	8s3	8s4	8s5	8s6	8s7	8s8	8s9	8s10
8s11	8s12	8s13	8s14	8s15	8s16	8s17	8s18	8s19	8s20
8s21	8s22	8s23	8s24	8s25	8s26	8s27	8s28	8s29	8s30
8s31	8s32	8s33	8s34	8s35	8s36	8s37	8s38	8s39	8s40
8s41	8s42	8s43	8s44	8s45	8s46	8s47	8s48	8s49	8s50
8s51	8s52	8s53	8s54	8s55	8s56	8s57	8s58	8s59	8s60
8s61	8s62	8s63	8s64	8s65	8s66	8s67	8s68	8s69	8s70
8s71	8s72	8s73	8s74	8s75	8s76	8s77	8s78	8s79	8s80
8s81	8s82	8s83	8s84	8s85	8s86	8s87	8s88	8s89	8s90
8s91	8s92	8s93	8s94	8s95	8s96	8s97	8s98	8s99	8s100
8s101	8s102	8s103	8s104	8s105	8s106	8s107	8s108	8s109	8s110
8s111	8s112	8s113	8s114	8s115	8s116	8s117	8s118	8s119	8s120
8s121	8s122	8s123	8s124	8s125	8s126	8s127	8s128	8s129	8s130
8s131	8s132	8s133	8s134	8s135	8s136	8s137	8s138	8s139	8s140
8s141	8s142	8s143	8s144	8s145	8s146	8s147	8s148		

#### Geography

8q1	8q2	8q3	8q4	8q5	8q6	8q7	8q8	8q9	8q10
8q11	8q12	8q13	8q14	8q15	8q16	8q17	8q18	8q19	8q20
8q21	8q22	8q23	8q24	8q25	8q26	8q27	8q28	8q29	8q30
8q31	8q32	8q33	8q34	8q35	8q36	8q37	8q38	8q39	8q40
8q41	8q42	8q43	8q44	8q45	8q46	8q47	8q48		

#### History

8h1	8h2	8h3	8h4	8h5	8h6	8h7	8h8	8h9	8h10
8h11	8h12	8h13	8h14	8h15	8h16	8h17	8h18	8h19	8h20
8h21	8h22	8h23	8h24	8h25	8h26	8h27	8h28	8h29	8h30
8h31	8h32	8h33	8h34	8h35	8h36	8h37	8h38	8h39	8h40
8h41	8h42	8h43	8h44	8h45	8h46	8h47	8h48	8h49	8h50
8h51	8h52								

#### Health and Physical Education

8p1	8p2	8p3	8p4	8p5	8p6	8p7	8p8	8p9	8p10
8p11	8p12	8p13	8p14	8p15	8p16	8p17	8p18	8p19	8p20
8p21	8p22	8p23	8p24	8p25	8p26	8p27	8p28	8p29	8p30
8p31	8p32	8p33	8p34	8p35	8p36	8p37	8p38	8p39	8p40
8p41									

#### The Arts

8a1	8a2	8a3	8a4	8a5	8a6	8a7	8a8	8a9	8a10	
8a11	8a12	8a13	8a14	8a15	8a16	8a17	8a18	8a19	8a20	
8a21	8a22	8a23	8a24	8a25	8a26	8a27	8a28	8a29	8a30	
8a31	8a32	8a33	8a34	8a35	8a36	8a37	8a38	8a39	8a40	
8a41	8a42	8a43	8a44	8a45	8a46	8a47	8a48	8a49	8a50	
8a51	8a52	8a53	8a54	8a55	8a56	8a57	8a58	8a59	1	8a60
8a61	8a62	8a63	8a64	8a65	8a66					



## Talk Shows

### Language Arts - Media Literacy An Integrated Unit for Grade 8

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#### Analysis Of Unit Components

- 10 Subtasks
- 52 Expectations
- 50 Resources
- 82 Strategies & Groupings
- Unique Expectations --
- 25 Language Expectations
- 2 Mathematics Expectations
- 1 Arts Expectations

#### Resource Types

- 2 Rubrics
- 28 Blackline Masters
- 0 Licensed Software
- 17 Print Resources
- 0 Media Resources
- 0 Websites
- 0 Material Resources
- 0 Equipment / Manipulatives
- 0 Sample Graphics
- 0 Other Resources
- 2 Parent / Community
- 1 Companion Bookmarks

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#### Groupings

- 8 Students Working As A Whole Class
- 2 Students Working In Pairs
- 7 Students Working In Small Groups
- 7 Students Working Individually

#### Assessment Recording Devices

- 7 Anecdotal Record
- 3 Checklist
- 2 Rating Scale
- 2 Rubric

#### Teaching / Learning Strategies

- 1 Advance Organizer
- 1 Analysing Bias/stereotype
- 3 Discussion
- 1 Graphing
- 7 Learning Log/journal
- 3 Media Analysis
- 1 Media Presentation
- 1 Media Production
- 4 Role-playing

#### Assessment Strategies

- 1 Classroom Presentation
- 1 Conference
- 1 Interview
- 10 Learning Log
- 7 Observation
- 1 Performance Task
- 1 Self Assessment