

**WK-8 STUDY PLAN for DISTANCE LEARNING**

**Teacher:** Samra Rana  
**Class and Section:** YEAR 11 A  
**Subject:** English Language (GCSE 9-1)  
**Week 8:** 10 May – 14 May **No. of Lessons: 4**

**Student's Access to Work:** Work sent to students through Class Group gmail or Google Classroom (email answers) / Class English WhatsApp Group (Clear doubts)

**Topic:** Analysing Media

**Overall Objectives:**

- To analyse the language used in different types of media
- To compare newscasts and evaluate the writer's style

**RESOURCES:**

- Sir Sam steps down!
- Hughes fired from cabinet
- Humphrey discounts allegations
- News Judgement
- Don't Laugh at Me [Mark Wills](#)
- Sunday Bloody Sunday

DATE	ACTIVITY
WEEK 8	10 <sup>th</sup> May – 14 <sup>th</sup> May
11 <sup>th</sup> May 2020 Lesson 1	<b>Zoom Lesson 1</b> <b>Learning Objectives:</b> <ul style="list-style-type: none"><li>• To understand the concept of bias or slant, in newspaper newscasts</li><li>• To compare three articles about the same news event- each reported from a different perspective.</li></ul> <b>Success criteria:</b> <b>I can;</b> <ul style="list-style-type: none"><li>• Recognize how a single event could generate more than one news story</li></ul>

	<ul style="list-style-type: none"> <li>• Identify a point of view or bias, based on the language used</li> <li>• Experience and understand the role of subjectivity and perception in the media</li> </ul> <p><b>Activity-1</b></p> <ul style="list-style-type: none"> <li>• Divide your class into groups of three or four.</li> <li>• Using the Sir Sam Hughes story in this lesson, hand out "Sir Sam steps down!" to one side of the class and "Hughes fired from cabinet" to the other side.</li> <li>• Have students read their particular article and jot down a list of words that would describe Hughes, based on the information in front of them.</li> <li>• Ask for descriptive words from one side of the room only. A fairly uniform picture of Hughes will emerge. It will, however, be totally different from the picture which the students on the other side have formed.</li> </ul> <p>This class exercise illustrates how bias or slant operates, by presenting only one side of a story.</p>
<p><b>12<sup>th</sup> May 2020</b> <b>Lesson 2</b></p>	<p><b>Google Classroom 1</b></p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• To explore the role the gatekeeper, or editor, in determining the slant</li> <li>• To analyse the headline of newspaper story for slant or bias.</li> </ul> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• Understand the role of gatekeeper</li> <li>• Critically analyse two newscasts for potential bias through comparison, focusing on language story selection and story order.</li> </ul> <p><b>Activity -1</b></p> <p>Hand out "Humphrey discounts allegations" and ask students to complete the assignment. This exercise allows you to introduce the following terms:</p> <ul style="list-style-type: none"> <li>• <b>placement</b> - where news stories are located in the paper, by section and page</li> <li>• <b>gatekeeper</b> - the person (editor, news producer etc.) who</li> </ul>

	<p>decides which news to print or broadcast and which stories to hold back</p> <p>In this exercise, each student is playing the role of the gatekeeper. Once students have completed their assignments, discuss their answers as a class.</p> <p><b>Assignment</b></p> <ul style="list-style-type: none"> <li>• You have been given the article on Humphrey by one of your reporters.</li> <li>• You have the option of choosing from the vocabulary provided.</li> <li>• How would you have the story placed in your paper?</li> <li>• Select the most appropriate headline.</li> <li>• Explain the reasons for each of your responses. (Remember that you oppose Humphrey.)</li> <li>• Once you have done this, imagine that you are now supportive of Mr. Humphrey.</li> <li>• What do you choose to do now?</li> <li>• What does this exercise tell us about media values?</li> </ul> <p>It's important to note that blatant bias may be hard to find and that each network has only so much time to present a picture of the world, so gatekeepers must make decisions that affect how we view current events. Sometimes what we perceive as bias may be far from intentional on the part of the news network or newspaper.</p>
<p><b>12<sup>th</sup> May 2020</b> <b>Lesson 3</b></p>	<p><b>Zoom Lesson 1</b></p> <p><b>Learning Objectives:</b></p> <p>To examine the importance of videos to the music industry and the role that music plays in popular culture.</p> <p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• I can understand the importance of rock videos to the music industry</li> <li>• I can understand rock music's contribution to popular culture.</li> </ul> <p><b>Activity-1: Viewing &amp; Listening</b></p>

	<p>Have students watch a music video for a song they are unfamiliar with - without turning on the sound - and record their impressions based solely on visual presentation. Elements to consider include, camera angles, lighting, imagery, characterization, tone (is the overall tone of the video in-your-face? Humorous? Serious? Psychedelic?)</p> <p>Then have them listen to the lyrics of the song itself, without the visuals and record their impressions. Elements to consider include style of music, lyric content, themes, and imagery, rhythm and repetition.</p> <p>Once this is completed, have students write down their observations, they should consider:</p> <ul style="list-style-type: none"> <li>• are the video and the song compatible? Do they tell the same story?</li> <li>• were they predisposed in their interpretation of the song after seeing the video? (Students might like to try this exercise in reverse, listening to a new song first, and then studying the video.)</li> <li>• does the video add depth or value to the song, or does it seem to be more of a marketing ploy?</li> <li>• which would convince them more to buy a tape or CD: seeing a video or hearing a song?</li> </ul>
<p><b>14<sup>th</sup> May 2020</b> <b>Lesson 4</b></p>	<p><b>Asynchronous</b></p> <p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• To interview each other about their musical preferences.</li> </ul> <p><b>Success Criteria: I can;</b></p> <ul style="list-style-type: none"> <li>• Understand the different questions that I should ask.</li> </ul> <p><b>Use Google Docs to share your questions(at least 6)</b></p> <p><b>Task</b></p> <p>Working in pairs, have students bring examples of their own popular music to share with their partners. After listening to their partner's selection, each student will conduct an interview of the other, asking the following questions:</p> <ol style="list-style-type: none"> <li>1. How much time do you spend listening to music each day?</li> <li>2. What is your favorite type of music?</li> <li>3. What is it that you really like about the music that you have brought to class?</li> </ol>

	<ol style="list-style-type: none"><li>4. Do you like the music loud or soft? Why?</li><li>5. The first time that you saw the video for this song, did it match your interpretation from just listening to it?</li><li>6. Does the video of the song influence your liking of it?</li><li>7. Have you ever seen this band live? Did they meet your expectations?</li></ol>
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## Zoom lesson -1

### Sir Sam Steps Down!

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*Toronto Times*

November 1916

#### **SIR SAM STEPS DOWN!**

Sad news was announced in Ottawa today. Sir Sam Hughes is no longer the minister of Militia. The prime minister, bending to howls of criticism from Quebec, has dismissed this able, competent minister. Hughes has done more for the war effort than any other Canadian. He has recruited thousands of volunteers and raised thousands of dollars.

Canada entered the war with only 3000 in the armed forces. By the end of 1915, thanks to Sir Sam's tireless energy and inspired leadership, more than 200,000 of our noble sons have taken their places on the battlefield.

Without Sir Sam's efforts, how will Canada maintain its contribution to the war cause? Many English Canadians are angered by the reluctance of French Canadians to volunteer for overseas service. English Canadians are willing to defend the British Empire. The Empire that has done so much for Canada.

Sir Sam Hughes, through the force of his personality, has persuaded reluctant industrialists to invest heavily in the production of much needed war materials. We should be thankful that, through the contracts negotiated by the minister, tons of vital munitions are making their way to our soldiers at the front.

## Zoom lesson -1

### Hughes Fired From Cabinet

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Montreal Matin November 1916

#### **HUGHES FIRED FROM CABINET**

At long last, Prime Minister Borden has done the honourable thing! He has thrown Sir Sam Hughes, his incompetent minister of Militia, out of the Cabinet. Now, Hughes will be unable to do any more damage to Canadian unity. Hughes, more than any other person, has divided and torn this country apart with his policies.

Hughes has managed to antagonize everyone in Quebec. Those French Canadians who have volunteered for the English war have been insulted. The recruitment posters, training and instruction manuals are in English only. More importantly, promotions have only been given to the English-speaking officers. How can Hughes and other Canadians expect French Canadians to join in the war effort when they are treated so poorly?

As Minister of Militia, Hughes has disgraced the nation by rewarding his friends and cronies with munitions contracts. These shady deals have allowed his friends to make millions at the taxpayer's expense.

Why should we spill one more drop of precious French-Canadian blood in Europe. Canada only wants Quebec in Confederation when we are willing to sacrifice for the British Empire. Britain started this war. Let Britain finish it!

## Zoom Lesson-2

### Humphrey Discounts Allegations

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**You are a newspaper editor who supports the opposition to Conservative M.P. Humphrey Humphrey.**

**Vocabulary Choices:**

#### **HUMPHREY DISCOUNTS ALLEGATIONS**

**or**

#### **"DRUG TALK ALL LIES," SNARLS HUMPHREY**

OTTAWA (UBI) Conservative M.P./warhorse and liquor baron/distillery executive Humphrey Humphrey denounced/ denied today that reports/allegations implicating/involving him in undercover/subversive drug/dope retailing/peddling were true/had any basis in fact. Addressing a dinner/blowout for colleagues/hangers-on at a swank/exclusive Ottawa restaurant, Humphrey angrily denied/calmly refuted swarms of rumours/numerous reports that he and a gang/group of cronies/acquaintances had sneaked/smuggled into the national's capital/Ottawa lethal doses/dangerous amounts of di- luted/adulterated ambrosia under cover of dark/at night.

"Such talk is all lies," snarled/said Humphrey, hunched over/seated with a tumbler of booze/an after-dinner cocktail.

Rumour-mongers/sources around Parliament Hill suggest/hint tonight Humphrey's alleged crime/scrape is the subject of Cabinet investigation/talk. Meantime, Bay Street analysts/mandarins note/point to the fact that Humphrey stock has plummeted/fallen in the last two days/suddenly in the face of/as a result of a wave of panic/selling.

**Source: Jim Henderson, Mediascan (Toronto:pub, 1976), pp.40-41**

#### **Assignment**

- You have been given the article on Humphrey by one of your reporters.

- You have the option of choosing from the vocabulary provided.
- What choices in the vocabulary would you make?
- How would you have the story placed in your paper?
- Select the most appropriate headline.
- Explain the reasons for each of your responses. (Remember that you oppose Humphrey.)
- Once you have done this, imagine that you are now supportive of Mr. Humphrey.
- What do you choose to do now?
- What does this exercise tell us about media values?