

STUDY PLAN - DISTANCE LEARNING

Teacher: Ms. Kankanika Dutta

Class and Section: YEAR 11 F

Subject: English Language (GCSE 9-1)

Week 8: 10TH MAY – 14TH 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)/ Zoom Sessions for interactive teaching

Topic: Analysing Media

Overall outcomes:

You will be able to analyse the language used in different types of media,
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	10TH MAY – 14TH MAY
<p data-bbox="184 410 417 480">10th May 2020, Sunday</p> <p data-bbox="184 521 327 591">1 lesson (period 5)</p>	<p data-bbox="434 410 789 443">Zoom/ Google Classroom</p> <p data-bbox="434 483 562 516">Lesson 1</p> <p data-bbox="434 557 716 589"><i>Learning Objectives:</i></p> <ul data-bbox="485 597 1499 703" style="list-style-type: none"> • To understand the concept of bias or slant, in newspaper newscasts • To compare three articles about the same news event- each reported from a different perspective. <p data-bbox="434 743 659 776"><i>Success criteria:</i></p> <p data-bbox="434 784 516 816">I can;</p> <ul data-bbox="485 824 1457 963" style="list-style-type: none"> • Recognize how a single event could generate more than one news story • Identify a point of view or bias, based on the language used • Experience and understand the role of subjectivity and perception in the media <p data-bbox="434 1003 554 1036">Activity</p> <ul data-bbox="485 1044 1499 1149" style="list-style-type: none"> • <i>Choose either "Sir Sam steps down!" or "Hughes fired from cabinet."</i> • <i>Read your chosen article and jot down a list of words that would describe Hughes, based on the information in front the article.</i> <p data-bbox="434 1190 1486 1255"><i>This class exercise illustrates how bias or slant operates, by presenting only one side of a story. This will be discussed in the zoom session.</i></p>
<p data-bbox="184 1263 401 1403">11th May,2020 Monday (1 Lesson) Period 5</p>	<p data-bbox="434 1263 562 1295">Lesson 2</p> <p data-bbox="434 1336 695 1369">Google Classroom</p> <p data-bbox="434 1377 730 1409">Learning Objectives:</p>

- To explore the role the gatekeeper, or editor, in determining the slant
- To analyse the headline of newspaper story for slant or bias.

Success Criteria:

- Understand the role of gatekeeper
- Critically analyse two newscasts for potential bias through comparison, focusing on language story selection and story order.

Activity -1

Hand out "Humphrey discounts allegations" and ask students to complete the assignment. This exercise allows you to introduce the following terms:

- **placement** - where news stories are located in the paper, by section and page
- **gatekeeper** - the person (editor, news producer etc.) who decides which news to print or broadcast and which stories to hold back

In this exercise, each student is playing the role of the gatekeeper.

Once students have completed their assignments, discuss their answers as a class.

Assignment

- You have been given the article on Humphrey by one of your reporters.
- You have the option of choosing from the vocabulary provided.
- 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?

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

	<p>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>12th May, 2020 Tuesday (1 Lesson) Period 7</p>	<p><i>Lesson 3</i></p> <p>Zoom Lesson</p> <p><i>Learning Objectives:</i></p> <ul style="list-style-type: none"> • To examine the importance of videos to the music industry and the role that music plays in popular culture. <p><i>Success Criteria:</i></p> <ul style="list-style-type: none"> • I can understand the importance of rock videos to the music industry • I can understand rock music's contribution to popular culture. <p><i>Activity-1: Viewing & Listening</i></p> <p><i>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?)</i></p> <p><i>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.</i></p> <p><i>Once this is completed, have students write down their observations, they should consider:</i></p> <ul style="list-style-type: none"> • <i>are the video and the song compatible? Do they tell the same story?</i> • <i>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.)</i> • <i>does the video add depth or value to the song, or does it seem to be more of a marketing ploy?</i> <p><i>which would convince them more to buy a tape or CD: seeing a video or hearing a song?</i></p>

	<p><i>During this zoom session students will also be asked to choose their preferred media- Print, Digital and Broadcast and Google Docs will be created for each group so that they are able to update it regularly.</i></p>
<p>14th May, 2020 Thursday (1 Lesson) Period 1</p>	<p>Lesson 5</p> <p>Asynchronous</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> • To research and update the progress sheet. <p>Success Criteria:</p> <p>I can;</p> <ul style="list-style-type: none"> • Understand the importance of media. <p>Task:</p> <p><i>The students will begin updating the progress sheet:</i></p> <ul style="list-style-type: none"> • <i>Importance of the chosen media in today's world</i> • <i>Why did I choose this media over others?</i> • <i>One unique feature of this media.</i>