

**Summary and Critique of Social Studies 8 to 10 IRP from a
Critical Media Literacy Perspective**

	Grade 8 World Civilizations 500-1600	Grade 9 Europe and North America 1500-1815	Grade 10 Canada 1815-1914
Society and Culture	<ul style="list-style-type: none"> • Development and decline of civilizations • Significant cultural achievements • Medieval and Renaissance societies • Daily life, art, and religion • Cultural transmission and adaptation 	<ul style="list-style-type: none"> • Life in Aboriginal communities and in French and British Colonies • Relationship between Aboriginal people and Europeans, and their roles in Canada's development • Artistic expression as a reflection of society • Development of individual and group identity 	<ul style="list-style-type: none"> • Changing nature of families and women's roles • Interaction between Aboriginal people and Europeans • Contributions to the development of Canada • Immigrants and immigration • Changes in Canadian society and identity
Politics and Law	<ul style="list-style-type: none"> • Power and authority • Evolution of legal systems and government • Collective and individual rights and responsibilities • Contact and conflict 	<ul style="list-style-type: none"> • Colonialism, imperialism, and nationalism • Revolutions in England, France and America • Canada's political and legal roots 	<ul style="list-style-type: none"> • Evolution of responsible government and federalism • Rebellions • Western expansion • Confederation • Nationhood
Economy and Technology	<ul style="list-style-type: none"> • Early economic systems • Impact of trade and commerce • Transmission of goods and ideas • Impact of science and technology 	<ul style="list-style-type: none"> • Economic systems • Exploration, trade, and settlement • Growth of the fur trade • The Industrial Revolution 	<ul style="list-style-type: none"> • National Policy • Building of the CPR • Industrialization of Canada • BC's economy • Global and Pacific Rim trade
Environment	<ul style="list-style-type: none"> • World geography • Exploration • Impact of physical environment on culture • Population distribution and resource use 	<ul style="list-style-type: none"> • Geographical regions of North America • Exploration and trade routes • Impact of physical environment on trade and settlement • Aboriginal people's relationship with the 	<ul style="list-style-type: none"> • Canada's physiographic regions • Geographical factors in the development of Canada • Resource and environmental management

	• Settlement patterns	environment	
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When students analyse and compare information from sources dealing with social organizations and institutions, look for evidence that they:

- Distinguish between primary and secondary sources
- Assess accuracy of sources (e.g., consider when created, recognize ambiguity and vagueness, distinguish conclusions from supporting statements, analyse logic or consistency of conclusions in terms of evidence provided)
- Identify biases that influence documents (e.g., articulate different points of view, such as landholder's or tenant's, on topics or issues; identify authors' motives and describe their effects; determine whether sources reflect single or multiple points of view)
- Locate and use relevant data
- Match data that focus on a common feature
- Determine whether matched data are similar or different
- Identify common features or elements (e.g., size of farms in comparing landholding systems)

Review students' responses to the display of art from a range of eras in terms of criteria established with the class. For example, to what extent are students able to:

- Describe what they see with accuracy and detail
- Determine which features or objects are most
- Important or prominent in the images
- Note details related to the use of technology, both in creating the art and in the images portrayed
- Make connections between the representations and what is valued in the culture
- Make inferences, citing visual evidence, about factors such as daily life, gender roles, spirituality, power, and authority

Develop criteria that students can use to review their notes. For example:

- Rates sources for appropriateness, purpose,
- Reliability, currency, and objectivity
- Uses an appropriate format or graphic organizer
- Differentiates between main ideas and supporting details
- Records information clearly and accurately
- Notes disagreements between sources

PLO: It is expected that students will (page 40):

- Generate and critique different interpretations or primary and secondary sources
- Assess and defend a variety of positions on controversial issues

Suggested Assessment Strategies

When students develop newspapers based on their research of Canadian rebellions, work with them to develop criteria for their contributions. In addition to specific criteria related to particular topics or formats, all students might be expected to:

- Use a variety of credible research sources

- Base their contribution on historically accurate information
- Avoid projecting today's thinking, values, and knowledge onto events of the time
- Include key individuals and ideas of the time
- Accurately reflect the values, beliefs, motives, hopes, and fears of the time

MEDIA EDUCATION

Media education is a multidisciplinary and interdisciplinary approach to the study of media. Media education deals with key media concepts and focuses on broad issues such as the history and role of media in different societies and the social, political, economic, and cultural issues related to the media. Instead of addressing the concepts in depth, as one would in media studies, media education deals with most of the central media concepts as they relate to a variety of subjects.

Value of Integrating Media Education

Popular music, TV, film, radio, magazines, computer games, and information services— all supplying media messages—are pervasive in the lives of students today. Media education develops students' abilities to think critically and independently about issues that affect them. Media education encourages students to identify and examine the values contained in media messages. It also cultivates the understanding that these messages are produced by others to inform, persuade, and entertain for a variety of purposes. Media education helps students understand the distortions that may result from the use of particular media practices and techniques.

All curriculum areas provide learning opportunities for media education. It is not taught as a separate curriculum.

The key themes of media education are:

- Media products (purpose, values, representation, codes, conventions, characteristics, production)
- Audience interpretation and influence (interpretation, influence of media on audience, influence of audience on media)
- Media and society (control, scope)

Critique

There are a lot of places within the curriculum that critical media literacy could be incorporated. However, because media education is not taught as a separate curriculum and there are simply suggestions on how it can be incorporated into the classroom, only some teachers who are really motivated to teach critical media literacy will actually be able to incorporate it into the classroom. There are no real suggestions on assessment models on how to evaluate how well students can understand media and its purposes. The time period of the curriculum makes it quite challenging to find ways to successfully incorporate critical media literacy because this social studies curriculum focuses on a period where many of the media that students are familiar with was far from existence. At these grade levels, students would look at textual media to evaluate and criticize its purposes, biases and content. Teachers can do a lot with looking at primary documents created at the time of an event, newspaper articles from the period or even paintings or drawings. There are many ways to get students to evaluate media that existed at the time. This, however, is at full discretion of the teacher and the teacher must take initiative to teach critical media literacy. The newspaper activity as one of the assessment strategies could be a

really effective way for students to see the stages that people who are involved in writing a newspaper need to go through. Students would learn about accuracy, portrayal and bias; all critical elements of teaching media literacy. Even though there may not be primary documents from this time period which fall into the category of “media,” there have been many films, television shows, and representations made to commemorate this time period in Canada. Teachers can use media that portrays these time periods and teach how to interpret and analyze the representations. It is so important for teachers to explain that all media has a purpose and that films about anything historical are always sending a particular message about that time period. In other cases, the media representations of the past may just be very inaccurate and it critical for teachers to show students that there are also wrong interpretations and unjust interpretations. All this means going to sources which are somewhat outside of this particular curriculum but that still support the content of the curriculum. It would be very helpful if the IRP included a list of various sources that represent various time periods within this curriculum.