

## History 12 IRP and its connections to Critical Media Literacy

### Section 2:11 (page 19) **Information and Communication Technology**

“Students need to be able to acquire and analyse information, to reason and communication, to make informed decisions, and to understand and use information and communications technology for a variety of purposes.”

Page 20- “When planning for instruction and assessment in History 12, teachers should provide opportunities for students to develop literacy in relation to information and communications technology resources, and to reflect critically on the role of these technologies in society.”

### Section 2:13 (page 21) **Media Analyses**

“Analysis of media passages is a valuable component of History 12, and allows students to think critically and independently about issues that affect them.”

**Purpose:** People use media messages to inform, entertain, and/or persuade for political, commercial, educational, artistic, moral, and/or other purposes.

**Values:** Media messages communicate explicit and implicit values.

**Representation:** Media messages are constructed; they are only representations of real or imaginary worlds.

**Codes, Conventions, and Characteristics:** Each medium has its own set of codes, conventions, and characteristics that affect the way messages are transmitted and understood.

**Production:** People who understand the media are better able to make purposeful media messages.

**Interpretation:** Audience members bring their knowledge, experience, and values to their interpretation of and emotional response to media messages.

**Influence of Media on Audience:** Media messages can influence people’s attitudes, behaviours, and values.

**Influence of Audience on Media:** People can influence media institutions and the messages they produce and transmit.

**Control:** People who control a society’s dominant institutions have disproportionate influence on the construction and distribution of media messages and the values they contain.

**Scope:** Media technologies influence and are influenced by the political, economic, social, and intellectual dimensions of societies.

### **The Study of History**

- Research, using print, non-print, and electronic resources
- Primary and secondary sources (historical evidence)
- Using and analysing maps and illustrations
- Reliability of evidence
- Bias and point of view
- Corroborating and conflicting evidence
- Cause and effect
- Logical argument and supporting a thesis
- Formulating and responding to questions

- Historical empathy

### **Conflict and Challenge: The World of 1919**

The World of 1919: Nationalism and Imperialism  
The World of 1919: The Paris Peace Conference

### **Promise and Collapse: 1919-1923**

The U.S. in the 1920s  
The Rise of Totalitarian Regimes  
Nationalism vs. Colonialism

### **Turmoil and Tragedy: 1933-1945**

The Great Depression  
The Road to War  
World War II  
The Holocaust

### **Transformation and Tension: 1945-1963**

The Seeds of a New World Order  
The Cold War: 1945-1963  
A Look at Decolonization: 1945-1963  
The Human Rights Issue: 1945-1963  
China: 1945-1991  
Tension and Conflict in the Middle East: 1945-1991

### **Progress and Uncertainty: 1963-1991**

China: 1945-1991  
The Limits of Superpower influence  
The End of the Cold War  
Tension and Conflict in the Middle East: 1945-1991

**Critiques:** After going through the entire IRP, I realized that most of the opportunities to deal with Critical Media Literacy suggested by the curriculum fall only under WWII and mostly Nazi Germany. The word “propaganda” which is an essential part of media literacy, is present only in dealing with Germany and the concept of ‘total war.’ The curriculum deals with ‘media’ in a few other places but does not provide PLOs for assessing that media carefully. For example, in section 2:81 (page 89), the curriculum suggests to “use a variety of media (e.g. video clips, computer slide show) to present students information on the Vietnam War from a range of perspective.” This is a good place to start but there is no suggestion that the teacher should dig down into the formation of those various media sources. A great lesson about critical media literacy can come out from a topic like the Vietnam War. The way the curriculum is written, however, puts the responsibility to recognizing those opportunities in the hands of the teachers. Critical media literacy can be a huge part of all the units in History 12 because the media played such a vital role in the transmission of information in the 20<sup>th</sup> century. Photographs and videos became critical in broadcasting information about war and tragedy and students need to understand how those media were manipulated. There are so many connections to be made

between 20<sup>th</sup> century media and gaining critical literacy of that media, to our present day and what is readily available at our fingertips. It would be extremely helpful if the IRP provided some suggestions on how to incorporate media literacy into the classroom in a more explicit way. The problem with leaving everything open to the teacher's interpretation is that some teachers might not feel comfortable or knowledgeable enough to tackle critical media literacy without guidance. It is a complex thing to teach and the curriculum needs to provide teachers more support in beginning to teach about this huge part of our world.