 Year 11/12 English Studies

Unit title:

Elective module: Telling Us All About It - English and the media

Duration:

40 hours

Unit rationale:

Through the study of the module Telling us all about it: English and the media students develop a deeper understanding of the ways language is used to report on news and current affairs issues in various media forms. Students also develop an increased awareness of the ways language is used through media forms in the world of advertising and may further investigate the processes used in marketing. In this unit students further develop their practical competence in the use of language by extending their skills in writing media texts and have opportunities to develop and express their own views, ideas and values in relation to questions that are under media scrutiny and which are relevant to them.

Focus question:

What is going on in the world and why should we care?

Outcomes:

Year 11

ES11-3 A student gains skills in accessing, comprehending and using information to communicate in a variety of ways

ES11-5 A student develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts

ES11-8 A student identifies and describes relationships between texts

ES11-9 A student identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade

Year 12

ES12-3 A student accesses, comprehends and uses information to communicate in a variety of ways

ES12-5 A student develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences

ES12-8 A student understands and explains the relationships between texts

ES12-9 A student identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences

Assessment outline:

News two ways - a research and report-writing task

Texts:

Variety of newspaper articles, The Project, Media Watch, Paper Giants, Wag the Dog

| Outcomes/content | Teaching and learning | Evidence of learning |
| --- | --- | --- |
| ES11-3: select text structures, language and visual features to communicate and represent ideas and informationES12-3: select appropriate text structures, language and visual features to communicate and represent ideas and informationES11-8: investigate and start to synthesise ideas and information from a range of source materialES12-8: use a range of strategies to synthesise ideas and information from several textsES11-3: recognise and use ethical research practicesES12-3: use ethical research practices for example acknowledging sources and avoiding plagiarism and collusionES11-8: investigate and start to synthesise ideas and information from a range of source materialES12-8: use a range of strategies to synthesise ideas and information from several textsES11-8: investigate the use of media, types of texts, text structures and language features, for example the use of statistics and graphs in advertisements and choice of colour and font style in websitesES12-8: recognise the use of media, types of texts, text structures and language features, for example, subjective and objective reporting in feature articles and current affairs programs, appeals to reason and emotion in persuasive texts and juxtaposition of images in websitesES11-8: understand the ways connections can be made between ideas in textsES12-8: create imaginative texts that make relevant connections with other textsES11-8: explore the differing or comparable ways in which a number and variety of texts represent or respond to a topic or themeES12-8: account for the similarities and differences in the ways texts represent or respond to a topic or themeES11-9: explain shifts in intonation and point of view, identifying the effect of language choices on an audienceES12-9: use personal voice and adopt different points of view to influence audiences in a range of media and digital technologiesES11-8: use explicit strategies to organise and make connections between information and ideas in different texts, for example underline main points or draw sequencing diagramsES12-8: recognise the use of media, types of texts, text structures and language features, for example, subjective and objective reporting in feature articles and current affairs programs, appeals to reason and emotion in persuasive texts and juxtaposition of images in websitesES11-9: appreciate the power of language to convey ideas, values and attitudes and how it can be used to influence and engage an audienceES12-9: appreciate the power of language used in a variety of texts to convey ideas, values and attitudes and how it can be used to influence and engage an audience | Introduce ModuleIntroduce students to the interests of the module through rationale and focus question.Suggested approaches for this engagement include:* Read and discuss
* Copy the rationale and ask students, in groups, to re-write in ‘plain English’
* Share sentences around the room and have students explain their meaning
* Provide printed rationales to each student and ask them to highlight words they don’t know and seek to clarify their understanding
* Create posters for the classroom that highlight the module’s focus
* Conduct a class discussion around prior learning and its links to the expectations of the rationale
* Brainstorm possible answers to the focus question

What is the media?* What does media mean?
* What is the purpose of media?
* List some words associated with media
* What types of media are there?

Discuss the different types of media and identify techniques used to target audiences for these media texts.What is news?Students collaboratively brainstorm, in either digital or hard-copy, the idea of news.In a think, pair, share activity, discuss where word of mouth is a reliable sources of news. Use relevant real life examples to support your point of view.Reporting the truthUsing, [Code of Ethics in News](https://www.presscouncil.org.au/statements-of-principles/), read and discuss the code of ethics that journalists are bound by.Following the code of ethics, research the News of the World Scandal: [Q&A: News of the World phone-hacking scandal](http://www.bbc.com/news/uk-11195407). How were the code of ethics adhered to or broken?The following link can be used as a starting point to consider the impact of truth and the perception of an image by the media. [How the media can manipulate our viewpoint](https://toinformistoinfluence.files.wordpress.com/2012/06/198398_424402037583038_642096662_n.jpg)Against the CodeThe Cronulla Riots began as a consequence of Alan Jones not adhering to the Journalist Code of Ethics.Watch the documentary [Cronulla riots documentary](http://www.sbs.com.au/cronullariots/documentary#chapters/introduction), and comment on the event itself, how it was reported and what initiated the violence.Perspective and biasUsing Resource 1: [Perspectives by the Media](https://toinformistoinfluence.files.wordpress.com/2012/06/198398_424402037583038_642096662_n.jpg) as a starting point, discuss perspective and bias in the media. Construct two articles about the fairy-tale of Cinderella. Each article needs to convey a different perspective of the story. The story could be told from a different character’s point of view which could make Cinderella the villain.How do we receive our news?Conduct a class survey of how students receive news. Using a Jigsaw activity, small groups of students are in charge of creating questions to include in the survey. The survey can be conducted in hard-copy or via survey websites such as Survey Monkey or Google Forms. Collate the results and publish the findings in tables, graphs and a summary report.Using [Digital News Report Australia 2016](https://www.presscouncil.org.au/uploads/52321/ufiles/Fact_Sheets/digital-news-report-australia-2016.pdf), how are the results of the class the same or different to the Digital News Report. Reflect findings in a Venn diagram.Read any of the following articles to discuss the changing way that people receive their news:[Australians don't trust the news - except when it comes from their favourite sources](http://www.abc.net.au/news/2015-06-16/australians-digital-news-trust/6548232)[Social media dominates way millennials consume news, prompting alarm.](http://www.abc.net.au/news/2016-08-15/social-media-dominates-millenials-consume-news%2C-deloitte-says/7721528)[Digital news report Australia 2016](http://www.presscouncil.org.au/uploads/52321/ufiles/Fact_Sheets/digital-news-report-australia-2016.pdf)[Australians use smartphones for news more than any other nation: report](http://www.smh.com.au/technology/technology-news/australians-use-smartphones-for-news-more-than-any-other-nation-report-20150615-ghowe8.html)[Australians love world news and digital media but never mind the politics](https://www.theguardian.com/media/2015/jun/17/australians-love-world-news-and-digital-media-but-never-mind-the-politics) [The economist- The people formally known as audience](http://www.economist.com/node/18904124) Following reading of the article, use the following questions as a guide:* What is the article discussing?
* What are the key terms used in the article?
* What are the key points discussed in the article?
* Create three questions that arise from reading the article

The Project: News delivered differentlyWatch latest episodes of The Project (available online at [Ten play](http://www.tenplay.com.au/)) and comment upon how it reflects its tagline: News Delivered Differently.Difference between digital and print newsLook at the front cover of a printed newspaper such as your local paper, the Daily Telegraph, the Australian, the Sydney Morning Herald. * What do we see on the front cover?
* What types of news articles do we see?

Compare these front pages with their online versions. * Are the articles similar or different?
* Why do you think this is the case?

Using a Venn diagram, illustrates the similarities and differences between the two versions.Further Study: Suggested Text: Paper Giants- The Rise of Cleo (available on Netflix)View the TV series Paper Giants to investigate the rise and fall of popular women’s magazine, Cleo.[Paper giants- the birth of Cleo](http://www.abc.net.au/tv/papergiants/)[SMH - Power and the passion: When women came of age](http://www.smh.com.au/entertainment/tv-and-radio/power-and-the-passion-when-women-came-of-age-20110413-1ddlf.html)[Cleo magazine to close after 44 years in print, Bauer Media Group confirms](http://www.abc.net.au/news/2016-01-20/cleo-magazine-to-close-bauer-media-group-confirms/7100808)[ABC news- Cleo inspired and empowered generations of women, but now it's time to let go](http://www.abc.net.au/news/2016-01-20/cleo-magazine-closing-time-to-let-go-writes-jessica-martin/7100794) | Student will demonstrate engagement through reading, discussing, note-taking, adaptation, representing and debating. The final evidence will be an ability to verbally demonstrate their understanding of the core business of the module.Students will demonstrate an understanding of different types of media through prior knowledge and effective discussion.Students will demonstrate their understanding through contributing to discussion and completing relevant writing activities.Students will demonstrate their understanding of the event through their development of notes that reflect a connection with the ideas about what constitutes news and through their research of the News of the World scandal.Students will demonstrate their engagement with the notion of ethics through class discussion of the ramifications of Jones’ actions.Students will translate their understanding into their own piece of writing, demonstrating an understanding of the effect of bias and an ability to transfer knowledge.Students will demonstrate their engagement through the creation of an appropriate survey tool.Numeracy skills will be required to demonstrate engagement in this task. Students will reflect on the ways in which their research both elicited evidence and demonstrated the limitations of this type of research.Students will demonstrate their understanding of the ways in which news consumption has changed through the successful completion of questions.Students will demonstrate their understanding of the ways in which news consumption has changed through engagement in class discussion regarding the model developed by The Project.Students will demonstrate their engagement with this activity through effective responses that demonstrate a developing understanding of the ways in which demographics impact design. |
| ES11-3: locate and select information from a range of sourcesES12-3: locate and select information from a range of sourcesES11-3: reflect on the relevance and usefulness of each sourceES12-3: determine the credibility and reliability of source material to contexts and topicsES11-3: distinguish between facts and opinions presented in textsES12-3: identify and assess facts and opinions presented in textsES11-9: appreciate the power of language to convey ideas, values and attitudes and how it can be used to influence and engage an audienceES12-9: appreciate the power of language used in a variety of texts to convey ideas, values and attitudes and how it can be used to influence and engage an audience | Telling The TruthFake newsStudents collaboratively brainstorm, in either hardcopy or digital form, the idea of fake news. Questions to focus discussion:* What constitutes fake news?
* Who determines if something is fake news or not?

Read the article about Fake News: [The conversation- Articles on Fake news](https://theconversation.com/au/topics/fake-news-33438)Following the reading of the article, students are to answer the following questions:* What is the article discussing?
* What are the key terms used in the article?
* What are the key points discussed in the article?
* Create three questions that arise from reading the article

Students compose a response to the question: Explain the idea of fake news and its presence in the media today.Donald Trump and Fake NewsWatch the Media Watch report about the idea of fake news and its rise since the inauguration of Donald Trump[Media watch - Donald Trump's new fake media smackdown](http://www.abc.net.au/mediawatch/transcripts/s4695561.htm)Explain the role of Media Watch as a reporter of news. How does Media Watch regulate the journalism industry?Read the following articles to inform students about the accusations of fake news following the Donald Trump inauguration:[trump inauguration gigapixel](http://edition.cnn.com/interactive/2017/01/politics/trump-inauguration-gigapixel/)[Trump's inauguration crowd: Sean Spicer's claims versus the evidence](https://www.theguardian.com/us-news/2017/jan/22/trump-inauguration-crowd-sean-spicers-claims-versus-the-evidence)[The truth behind Donald Trump's inauguration crowd pictures](http://www.telegraph.co.uk/news/2017/03/07/truth-behind-donald-trumps-inauguration-crowd-pictures/)Australia’s first ‘fake news’ story- K’gariStudents read/view the interactive documentary K’gari about the fake news of Fraser Island[SBS Kgari interactive site](http://www.sbs.com.au/kgari/)* Resource 4: [K’gari Teacher Notes](https://www.sbs.com.au/sites/sbs.com.au.home/files/kgari_teacher_notes.pdf)
* Resource 5: [K’gari Storyboard](https://www.sbs.com.au/sites/sbs.com.au.home/files/3973_kgari_storyboard_final.pdf)

Read the following articles to inform students about Australia’s first fake news documentary:Help re-write Australia’s first ‘fake news’ with this interactive documentaryCan we change Fraser Island's name back to K'Gari?[Meet the artist behind K'Gari's stunning animation](http://www.sbs.com.au/nitv/article/2017/08/30/meet-artist-behind-kgaris-stunning-animation)Cannibals and Savages: The Power of Colonial StorytellingCompose a response: Explore how the idea of fake news is evident in the story of Fraser Island. Make particular reference to the interactive documentary “K’gari”Further study: Suggested Text: Wag the Dog, (f) or (drama)Read the play, Wag the Dog, or watch the film, to explore how fake news was used to distract from real issues. | Students demonstrate their engagement through collaboration and the development of effective responsesAn extended response will provide evidence of an understanding of the ways in which reliable sources are crucial when considering the validity of news reportsStudents will demonstrate their understanding of regulation through an examination of Media Watch and developing an understanding of its purposeAn extended response will provide evidence of an understanding of the ways in which reliable sources are crucial when considering the validity of documentaries |
| ES11-9: explore the ways community, local or global issues are represented in social, community, workplace or literary texts, including those by and about Aboriginal and/or Torres Strait Islander people/sES12-9: investigate how some points of view are privileged while others are marginalised or silenced, for example the unreliable narrator in fiction and film, the presence or absence of Aboriginal and/or Torres Strait Islander peoples or other cultural groups in Australian TV, the antagonists in drama and video games or the presentation of only one point of view in a news story | Open JournalismResearch, using a variety of sources, the idea of open journalism. How has journalism changed with the invention and use of social media.The Guardian’s Three Little Pigs:Cannes Lion Award-Winning "Three Little Pigs advert"Guardian TV ad kicks off 'open journalism' campaignThe Guardian's 1986 'Points of view' advertGuardian and Observer advertising: teaching resource from GNM archive | Effective research notes will demonstrate student engagement with the ways in which social media has impacted on news access |
| ES11-3: access and investigate texts in the course of preparation for discussion, interviews and reports, and for individual and collaborative research projectsES12-3: access and investigate texts in the course of preparation for discussion, interviews and reports, and for individual and collaborative research projectsES11-3: understand that the coherence of more complex texts relies on devices that signal text structure and guide readers, for example overviews, initial and concluding paragraphs and topic sentences, indexes or site maps or breadcrumb trails for online textsES12-3: assess the effects of using multimodal and digital conventions, for example navigation, sound and imageES11-3: categorise ideas and information about specific themes or ideasES12-3: determine the credibility and reliability of source material to contexts and topics | Rookie ReporterWriting newspaper reportsRead through Resource 2: Newspaper Report Features and Scaffold to inform students about the elements of a newspaper report. Using print newspapers, find two or three articles and highlight each section of the newspaper according to the elements of a newspaper report. Using Resource 2: Newspaper Report Features and Scaffold, students fill out the newspaper scaffold before composing the article. Students write their newspaper article using digital software. Using online publishing site, [Issuu- Digital publishing platform](https://issuu.com/), students rewrite their newspaper articles to compose a digital class magazine. The articles should relate to events and issues about your school.Writing a letter to the editorFind an article that reports on an issue or event that you are interested in. Brainstorm, in a think-pair-share activity, what you could write in response to that article. Read through Resource 3: Letter to the Editor and construct your letter to the editor. Share with a friend to provide feedback and edit your work before publishing.Writing TV news scriptsStudents watch morning/evening news from the previous or current day. Using [TV news report](http://news.bbc.co.uk/2/shared/bsp/hi/pdfs/30_08_06worksheet3.2.pdf), students should create a short TV news script that reports on an issue. *Extension: Film the TV news report and create a news program.* | Students will demonstrate engagement through locating appropriate articles, identifying sections, and completing scaffold appropriatelyThe development of a class e-magazine will demonstrate engagement with online resource and an understanding of course contentStudents will demonstrate their understanding through drafting, editing and publishing appropriate lettersStudents will demonstrate their engagement with this task through developing an effective script which reflects appropriate transformation of information from one form to another |
| ES11-9: explore the ways text structures and language features are used to influence audiences, for example image selection in websites, emotive language in speeches or films, stereotypes in video games and vocabulary choices in advertisementsES12-9: investigate how some points of view are privileged while others are marginalised or silenced, for example the unreliable narrator in fiction and film, the presence or absence of Aboriginal and/or Torres Strait Islander peoples or other cultural groups in Australian TV, the antagonists in drama and video games or the presentation of only one point of view in a news story | AdvertisingReview students’ prior knowledge of advertising from Stage 4 or 5. Do they remember what the AIDA principle is? Can they identify AIDA elements in print and television advertising?Conduct a class discussion about advertising and how students feel it impacts upon their daily lives. In particular, explore students’ exposure to advertising through their use of social media. Do they think advertising is pervasive or in the background? What is their personal viewpoint of the importance of, impact of, and success of advertising? Have they bought something because of an advertisement lately? Why? What made it appealing?Dependent on your cohort, you may choose to spend some time on this topic if it is of particular interest to your class. | Students will demonstrate their engagement through recall of prior knowledge |
| ES11-5: compose structured texts that describe and explain the ways language features, text structures and stylistic choices have been used in textsES11-5: use language with increasing accuracy to communicate own ideas in a variety of contexts ES11-5: experiment with vocabulary, register and modality to create texts for different audiencesES11-5: use grammatical features, for example pronouns, conjunctions and connectives, to accurately link ideas and information to ensure meaning when composing textsES11-5: use punctuation as an aid to understanding for example capitalisation, full stops, commas, apostrophes, question marks and quotation marksES11-5: develop and use appropriate vocabulary and skills in using accurate spelling, effective punctuation and grammar for specific effects ES12-5: responds to and/or uses features of oral language for specific purposes, for example tone, volume, pitch, pauses and change of paceES12-5: compose structured texts that explain the ways language features, text structures and stylistic choices have been used in texts for particular effectsES12-5: use language accurately and appropriately to communicate own ideas in a variety of contextsES12-5: develop and use appropriate vocabulary and skills in using accurate spelling, punctuation and grammar | Assessment TaskSpend some time, appropriate to your class’s needs, preparing for and completing the assessment task. | Evidence of learning is shown through successful completion of the assessment task. |

Reflection and evaluation:

Invite students to complete the student reflection Resource 4, then complete your own unit evaluation to support improved delivery next time Resource 5.