



GRADE 12 CURRENT TOPICS
IN FIRST NATIONS, MÉTIS,
AND INUIT STUDIES

Appendix B:
General Blackline Masters

Media Scrapbook Analytical Outline

For each of the entries in your print media scrapbook, complete an identification form using the following template. Include a variety of categories of journalistic writing (e.g., news reports, investigative reports, opinion pieces—columns, editorials). Choose from a variety of news publications including major newspapers and magazines, regional and community newspapers, and publications intended for both general and special interest readership, including Aboriginal and non-Aboriginal readers.

Media Scrapbook Analytical Outline



| Type of Journalism (e.g., news report, editorial, column) | Writer, Publication, & Date |
|--|-----------------------------|
| | |
| 1. Describe the topic/issue in your own words: | |
| 2. What factual evidence supports the writer's opinions/viewpoint? What is the source? Is it reliable? Explain. | |
| 3. How does each of the following elements (if applicable) affect the reader's understanding of and response to the writing? | |
| <ul style="list-style-type: none"> • Headline | |
| <ul style="list-style-type: none"> • Key words/phrases | |
| <ul style="list-style-type: none"> • Location of the story (front page of a newspaper, cover story of a magazine) | |
| <ul style="list-style-type: none"> • Accompanying photograph(s) | |
| <ul style="list-style-type: none"> • Other | |
| 4. For what readership is the writing intended? How does this affect the choices the writer and editors have made? | |
| 5. Your response to the article . . . | |
| | |

Issue-Based Article Analysis

BLM
G.2

| | |
|---|--|
| Title of article: | Date, author, source: |
| List the issue(s) discussed in the article. | Summarize the main point of this article in one sentence. |
| List five facts stated in this article. | What evidence is given to support each fact? |
| What is the author's opinion on the issue(s)? Explain his/her supporting reasons. | What is your opinion on the issue(s)? Explain your supporting reasons. |
| Why is/are the issue(s) important? | |

Choosing a Service Learning Project



Name: _____

Date: _____

Identified Need: _____

1. List reasons this is an important need for the class to address.

2. What is one short-term project the class could do to address this need?

3. What is needed for this project? (Think about expenses, materials, adult help, transportations.)

4. What challenges or barriers might keep this project from being successful?

5. What are *two* long-term projects the class might carry out to address this need?

Service Learning: Making it Happen



Name: _____

Date: _____

1. The need we will address:

2. A brief description of our project:

3. Our project goals:

4. Our committee:

| Jobs to be done | Who will do them? | Timelines |
|-----------------|-------------------|-----------|
| _____ | _____..... | _____ |
| _____ | _____..... | _____ |
| _____ | _____..... | _____ |
| _____ | _____..... | _____ |
| _____ | _____..... | _____ |
| _____ | _____..... | _____ |
| _____ | _____..... | _____ |
| _____ | _____..... | _____ |
| _____ | _____..... | _____ |
| _____ | _____..... | _____ |

Reflecting on Our Service Learning



1. What skills did the class use to carry out this project?

2. What was accomplished through this project?

3. What can we do to improve our next project?

Analyzing Quotations

BLM
6.6

Answer as many of the following questions as are applicable when analyzing quotations.

Context:

- Who is the speaker? Describe the speaker.
- Who is the intended audience?
- Where and when was the statement made?
- How does this context affect your understanding of or response to the quotation?

What does the quotation reveal about the speaker?

How does the speaker's choice of words (diction) affect the message?

What is the explicit (stated) message? Paraphrase (put in your own words).

Is there an implicit (unstated) message? If so, paraphrase (put it your own words).

Does the quote appeal to logic or emotion?

Respond logically and/or emotionally to the quotation based on your knowledge and experience.

B-D-A Viewing Worksheet



Name: _____ Class: _____

Topic: _____ Director: _____

Video/DVD Title: _____ Date: _____

Before Viewing

During Viewing

After Viewing

| | | |
|--|---|---|
| <p>List three things that you know about this topic.</p> | <p>Briefly describe three effective scenes, moments, or images.</p> | <p>What do you think is the filmmaker's purpose? Was the purpose achieved? How or why not?</p> |
| <p>Are your expectations based on:</p> <ul style="list-style-type: none">a. the topic?b. the title? | <p>How do you feel about what you see and hear?</p> | <p>Do one of the following:</p> <p>Create an image on the back of this sheet that conveys the way you think or feel.</p> <p style="text-align: center;">OR</p> <p>Is this video/DVD important? Explain.</p> |

Analyzing Visual Images

BLM
6.8

Answer as many of the following questions as you can when analyzing images.

What type of image is it (cartoon, photo, drawing, etc.)?

Who produced the image?

Who is the intended audience?

When and where was the image produced?

What does the image reveal about its creator?

Briefly describe the image. What is happening in the image?

What is the purpose of the image?

What is your response/reaction to the image? Explain.

What does the caption or title (if present) add to your understanding of the image?

Note: Students are encouraged to add their own questions to the above list.

Preparing for the interview:

1. Prepare a topic and generate a list of possible people to interview.
2. Establish a purpose for the interview and write down questions you would like to ask.
3. Contact the person, introduce yourself, and describe the purpose of the interview.
4. Provide sample questions you would like to explore. Check whether the speaker is working on a voluntary or a fee-for-service basis.
5. Fix an interview date and time at the convenience of the interviewee. Explain how many people will be attending and the approximate time available for the interview.
6. Determine together what the agenda will be (e.g., a 15-minute talk on the topic, followed by 30 minutes of questions and answers, followed by refreshments).
7. Check with the person whether they have any special needs or requirements for equipment or materials.
8. Check ahead of time whether the person will permit photographs or video or audio taping, and if he or she can be quoted in a publication (e.g., school newsletter). Ask whether the person would prefer to have all questions in advance.
9. Once the topic and format are confirmed, finalize your questions in the light of what you know about the person.
10. Prepare a note-taking outline to help you take notes efficiently.

During the interview:

1. Introduce the speaker to the people who will be participating or listening, and announce how much time is available and the format to be followed.
2. Always be courteous and attentive to the speaker, making eye contact and actively listening throughout the visit.
3. Follow your interview outline but remain flexible according to the situation and the speaker.
4. Expect that the speaker will sometimes go beyond what you have asked in your questions. Never restate a question that the person has already answered as part of an earlier response.
5. Do not pose questions of a personal nature. Stick to the types of questions you gave the interviewee ahead of time.
6. Begin with factual questions that may be answered briefly, then proceed to more complex questions.
7. As much as possible, pose open-ended questions rather than yes/no questions (e.g., Why..., What do you think of..., Could you tell us a story about...).

Following the interview:

- Formally thank the person, making direct reference to what he or she has shared with you. Offer a card or a small token of appreciation on the part of your school or class.
- If you will be printing words or photos of the person in a school assignment or any other publication, send a complimentary copy to the person as soon as it is completed.



The purpose of the survey is to gather information about _____



Step 1: Formulate Questions

Develop a set of 5 to 10 clear multiple-choice questions about the topic. Answers that provide a range of 3 to 5 options from "Strongly disagree" to "Strongly agree" are often the easiest to total and compare. Sample questions:

- *The most important human rights issue in Canada today is:*
 - equal job opportunities* *the elimination of racism* *the elimination of poverty*
- *Citizens in Canada should be doing more to support human rights.*
 - Strongly agree* *Agree* *Disagree*

Design an answer form that allows you to record all the answers to your questions.



Remember that it is harder to interpret answers from open-ended questions. If you wish, include only one open question at the end of your survey (e.g., *What do you think is the most important thing Canadians can do to support human rights?*).

Step 2: Gather and Record Data

Develop a system for recording your answers, and interview a minimum of 20 people. Try to have a variety of cultural backgrounds and ages represented in your sample. Do not influence the answers. Ask the respondents to fill out the answer form, or record all the answers yourself. (This permits telephone interviews as well.)

Step 3: Analyze Data

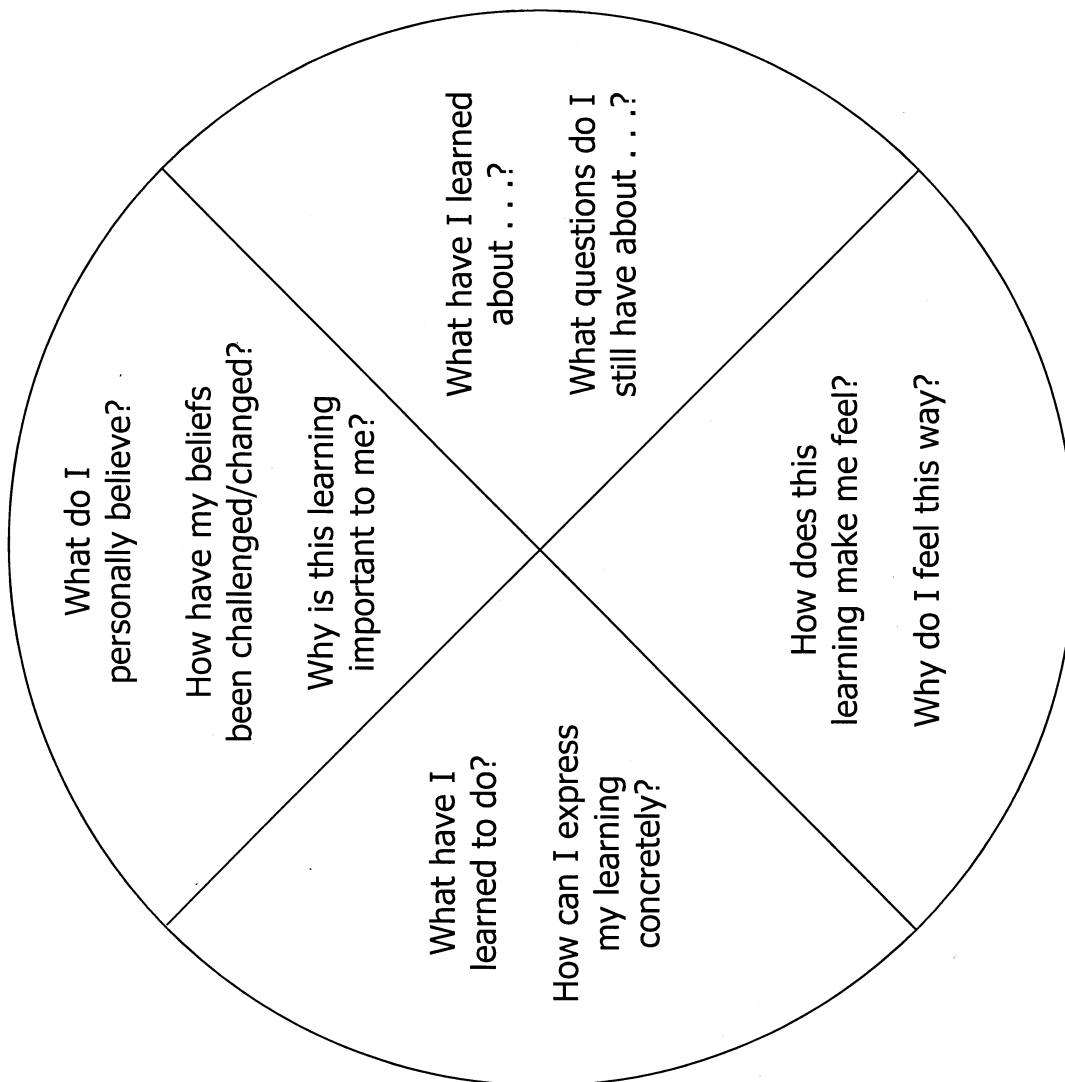
Prepare a chart that allows you to calculate the total responses in each category for each question. Compare and analyze the totals. Describe the general patterns you have observed, and ask yourself what these data tell you (e.g., *Many of the younger respondents said they believed Canadians were not committed enough to supporting human rights. This may be because, in Canada, citizens tend to believe that we do not have any real human rights issues. Or it may indicate that Canadians feel there is a need to become more active in promoting universal human rights through awareness programs and citizen action programs.*).

Step 4: Present and Reflect on Data

Prepare a report, including a visual summary in the form of a graph or a chart. Include your own reflections and theories to share with others. You may also wish to include some recommendations for an action plan to address concerns you have noticed.



Values



What do I personally believe?

How have my beliefs been challenged/changed?

Why is this learning important to me?

What have I learned to do?

How can I express my learning concretely?

What have I learned about . . . ?

What questions do I still have about . . . ?

How does this learning make me feel?

Why do I feel this way?

Skills

Knowledge

Feelings

