

Important Concepts . . .

Preview Review



Language Arts Grade 8 TEACHER KEY

***W1 - Lesson 4: Media and
Technology***

Important Concepts of Grade 8 Language Arts

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W1 - Lesson 2	Poetic Elements
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Materials Required

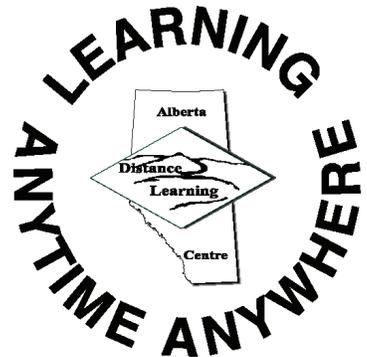
Textbooks:

1. *ResourceLines 7/8*
2. *SightLines 8*

Language Arts Grade 8
Version 5
Preview/Review W1 - Lesson 4 TEACHER KEY

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Preview/Review Concepts for Grade Eight Language Arts

TEACHER KEY



*W1 - Lesson 4:
Media and Technology*

OBJECTIVES

By the end of this lesson, you should

- identify formal and informal types of communication
- create a Venn diagram
- understand how communication has been altered by technological advances
- identify strengths and weaknesses of various media
- evaluate a website for usefulness, currency, and reliability of information
- identify singular, plural, and collective nouns in various situations

GLOSSARY

communication - exchanging or sharing of thoughts, feelings, or information

currency - general use and acceptance

mass media - sources of communication that reach many people

multimedia - using several different types of communication

popular culture - the values, ideals, and beliefs held by the majority of people in the society

print media - created by pressing ink or similar material onto paper or another surface

reliability - the quality of being able to be trusted

technology - the use of science for practical purposes

Venn diagram - a graph that uses two or more intersecting circles to show the relationship between two or more sets of information

W1 - Lesson 4: Media and Technology

Nouns

Common nouns can be **singular**, naming only one person, place, or thing.

Examples:

- boy
- horse

Common nouns can be **plural**, naming more than one person, place, or thing.

Examples:

- boys
- horses

Some nouns can be **singular** or **plural**.

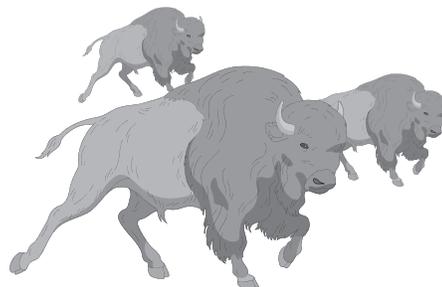
Examples:

- deer
- moose

Activity 1

Write the plural noun for the following singular nouns.

1. ranch **ranches**
2. man **men**
3. fish **fishes or fish**
4. foot **feet**
5. buffalo **buffaloes or buffalo**



Collective nouns name groups of people, animals, or things.

Examples:

- a **swarm** of bees
- a **group** of children

Activity 2

Write the collective nouns for each of the following common nouns.

1. grapes *a bunch of grapes*
2. geese *a gaggle/flock of geese*
3. ships *a fleet of ships*
4. wolves *a pack of wolves*
5. buffalo *a herd of buffalo*



Communication and Technology

Communication consists of sending and receiving messages. The transmission of messages can be visual or oral. When someone can see, hear, or feel your message, you are communicating.

The present generation has seen the introduction of high-speed technological advances. The digital-age has sent our ability to communicate onto a new lightning-speed playing field.

Never before has the phrase “global village” meant more exactly that. A tight web of communication opportunities connects the places and, more importantly, the people of Earth, and we are poised for even greater and more far-reaching developments in the near future.



Therefore, we must be prepared – aware and knowledgeable. We must be critical – observant. We must be fluent – able to communicate in the art that depends on technology.

Activity 3

What does the word *technology* mean to you? How could you explain it to your grandparents?

Answers will vary. Technology is the use of science to solve problems.

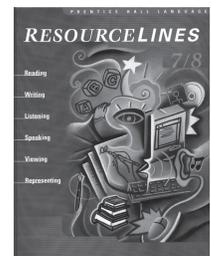
We can communicate with each other in several ways. Some involve recent technology such as e-mail, blogs, and faxes. Others use older forms of technology such as telephones or telegrams. Still other types of communication are less dependent on external instruments and rely more on the people communicating face to face. This involves facial expressions, body language, or conversation between friends.



Activity 4

Formal and Informal Modes of Communication

Some types of communication are more useful in friendly and informal situations while others are more formal and business-like. Some formats may fit into both situations. Categorize as many different types of communicating as you can think of in the chart below. Review the examples mentioned in the paragraph above, and flip through your *ResourceLines 7/8* text for other forms of communication.



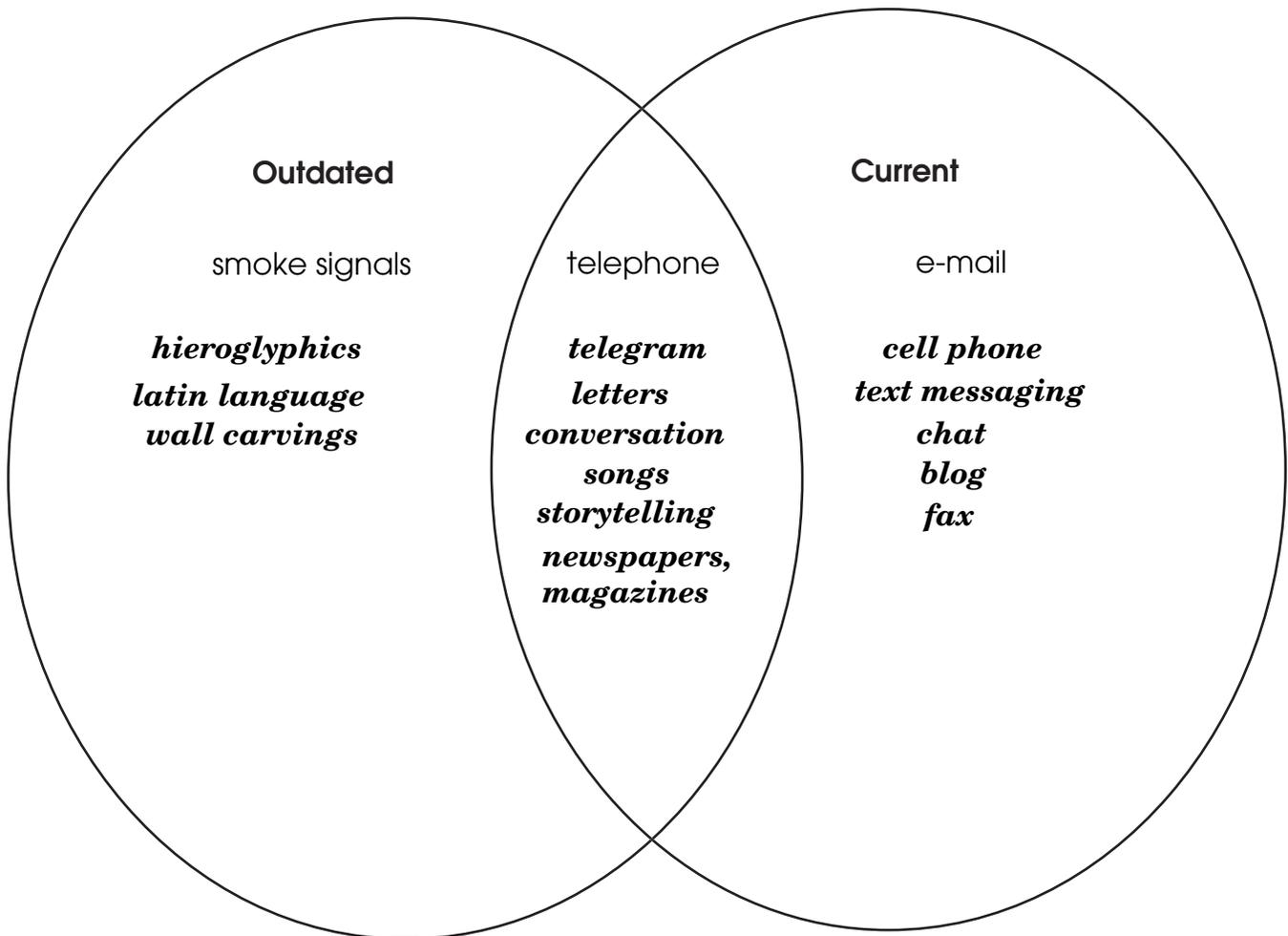
<u>Friendly/Informal</u>	<u>Business/Formal</u>
<i>E-mail</i>	<i>E-mail</i>
<i>Fax</i>	<i>Fax</i>
<i>Blog</i>	
<i>Telephone</i>	<i>Telephone</i>
<i>Telegram</i>	<i>Telegram</i>
<i>Facial expressions</i>	
<i>Body language</i>	<i>Body Language</i>
<i>Conversation between friends</i>	<i>Conversation between boss and employee</i>
<i>Friendly letter</i>	<i>Business Letter</i>
<i>Sign language</i>	<i>Sign language</i>
<i>Smoke signals</i>	<i>Billboards</i>
	<i>Sirens</i>
	<i>Bells</i>

Activity 5

Venn Diagram of Current and Out-dated Forms of Communication

As new forms of communication are created, old ones are used less frequently. Smoke signals, for example, were once an important form of communication on the prairies. However, they are very rarely used today. We often take technology for granted. What types of technology do you use for communication purposes? How is your list different than the list of someone in the early 1900s?

In the Venn diagram that follows, fill in the left circle with means of communication that were once prevalent (before 1950) but are no longer used. In the centre write the means of communication that were available around 1950 and that we still use today. In the right circle, write the communication devices that were not available before 1950. Examples are provided.



Activity 6

Strengths and Weaknesses of Media

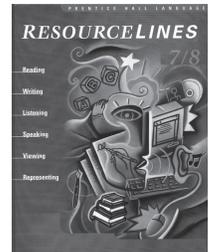
Communication can be passive or active. When we converse, send an e-mail, or chat with someone else, we are actively communicating. We are both sending and receiving information. Passive communication occurs when we simply receive messages from other sources. Often these sources are called “mass media”.

1. a. Identify as many different forms of passive communication as you can.

Billboards, magazine and newspaper, television, radio, Internet web sites, art galleries, clothing, movies, bumper stickers

- b. Underline or highlight those forms in (a) that use technology.

2. Turn to page 174 in *ResourceLines 7/8* and read “Visuals: Bird’s Eye View” (pages 174 – 178). Complete the following chart:



	Strengths	Weaknesses
Print Media	<ul style="list-style-type: none"> - <i>easy to carry</i> - <i>no technology required</i> - <i>quick, cheap</i> 	<ul style="list-style-type: none"> - <i>become out-of-date quickly</i> - <i>costly to environment</i> - <i>passive</i>
Multimedia	<ul style="list-style-type: none"> - <i>entertain and inform</i> - <i>interactive</i> - <i>encourage a variety of learning styles</i> - <i>easier to update than print</i> - <i>take up less space</i> - <i>friendlier to environment</i> 	<ul style="list-style-type: none"> - <i>require more expensive and complex technologies</i> - <i>may take more time to use</i> - <i>requires special skills that some people do not have</i> - <i>can be hard on eyes, hands, wrist</i>

Activity 7

Evaluating an Internet Web Page

Similar to all types of media, websites are designed to communicate. As a group if possible, discuss the following questions.



- 1. Is a website passive or active communication?

Probably passive – some limited opportunities for interaction (e.g., some online games)

- 2. Why do people create websites? What are some general purposes for websites?

Answers will vary. To entertain, inform, educate, advertise . . .

- 3. What are some typical features included in an effective website?

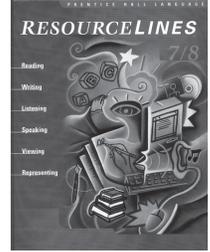
Answers will vary. Easy to read fonts, clear vocabulary, effective visuals including graphics and animations, good use of colour, date of posting, e-mail contact, links to other related sites...

- 4. What makes a website particularly interesting?

Answers will vary with student interest.

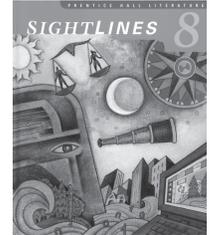
Activity 8

You are to evaluate a web page that has been printed in your text. As you are evaluating, you may want to refer to page 116 of *ResourceLines 7/8*, "Evaluate Information". This page will help you to determine the value of the website. It is also valuable information to remember whenever you are determining the quality of a piece of communication.



Turn to page 246 in *SightLines 8*, "The Protected Areas Vision".

1. Use the *Skim, Scan, and Read* process (see *ResourceLines 7/8* p. 14).



a. What stands out?

Answers will vary. Map, Red words at top, Green subtitle

b. Where does your eye rest when looking over the page? Why?

Answers will vary. Green subtitle and map - restful colors, not such dense information.

c. What effect do the bullets have?

Help to break information into readable pieces.

d. What did you read first?

Answers will vary. Title at top, Green sub-title, Map...

2. Now, re-read the web page critically (that means looking carefully at the details).

a. What is the purpose of this web page?

The Partnership for Public Lands is proposing areas of Ontario to be protected for environmental reasons. This web page is designed to inform.

b. What supporting details are provided? Are they accurate?

Answers will vary. The Boreal East/West Round Table options fall short of the Partnership’s proposed plan. Reasons to support the selection of their chosen areas are bulleted. Qualities of the chosen areas are included. Information appears to be accurate.

c. Describe the kind of language used on this page.

Answers will vary. Formal English. Difficult vocabulary. Words such as “protect”, “high natural heritage values”, and “long term integrity” are used to persuade the reader to agree.

d. Do you think this web page is well designed? Explain.

Answers will vary. Content is powerful, but information is dense and requires a good vocabulary to understand. Lacks graphics and animation. Bullets do break down some of the information. Has links to other pages. Individual perspective on importance of the environment will influence opinions.

e. Relevance is important. What topics might this web page be useful for?

Answers will vary. Environmental protection. Landforms of Ontario. Sustainability of forests. Ecosystems.

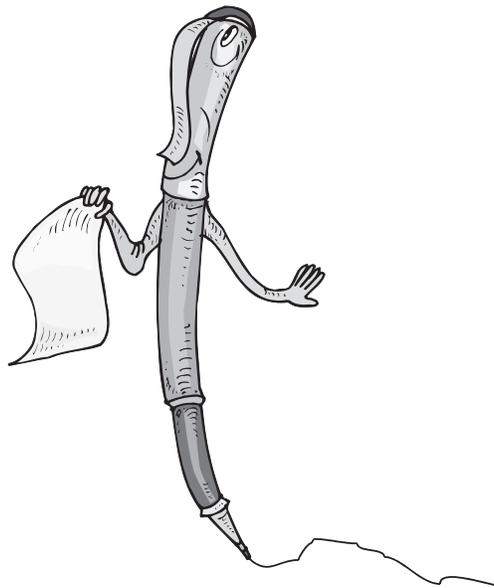
f. In your opinion, is the website current and reliable? Explain.

Answers will vary. Yes – it does not use loaded language to persuade. It includes an e-mail contact. No – the web page no longer exists. No “written on” or “updated on” date is given.



- g. If you were asked to write an essay on “Protecting Ontario’s Environment”, would you use this web page as a resource? Explain. What information would you use? Why? What else would you need to write a strong essay?

Answers will vary. This page could be used as a reference. However, it would require verification from other sources to ensure reliability and currency. Students may choose to include the information regarding why the environment needs to be protected, and the physical qualities of the areas chosen by this group may be appropriate for other situations. More precise information is needed.



Note to teachers:

This web page no longer exists. The current “Planning for Prosperity” web site reads:

“The ideas outlined in this submission were quickly adopted by the government and became a fundamental part of its initiative to resolve the impasse Lands for Life had reached. The result was a huge increase in the protected areas system in the Lands for Life area.”

You may research the current situation at: <http://www.wildontario.org/plan.html>.

Learning Log

Take time to reflect on and record your learning process for this lesson.

1. What have I learned about technology and communication?

Answers will vary.

2. What areas of these topics would I like to know more about?

Answers will vary.

3. How could I find out more?

Answers will vary.



