

*Important Concepts . . .*

# Preview Review



*Language Arts*

*Grade 8*

*W1 - Lesson 4: Media and  
Technology*

## Important Concepts of Grade 8 Language Arts

W1 - Lesson 1 .....	Literary Techniques
W1 - Lesson 2 .....	Poetic Elements
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W1 - Quiz	
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W3 - Lesson 3 .....	Essay Writing
W3 - Lesson 4 .....	Persuasive Essay Writing
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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

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# Preview/Review Concepts for Grade Eight Language Arts



*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.

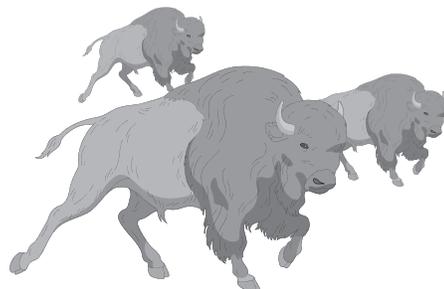
1. ranch \_\_\_\_\_

2. man \_\_\_\_\_

3. fish \_\_\_\_\_

4. foot \_\_\_\_\_

5. buffalo \_\_\_\_\_



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

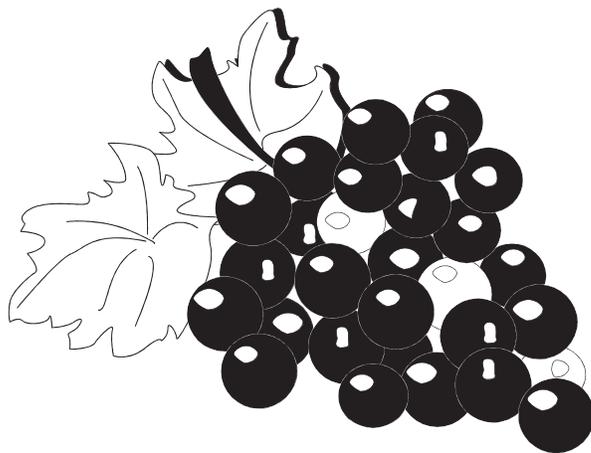
Examples:

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

### Activity 2

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

1. grapes \_\_\_\_\_
2. geese \_\_\_\_\_
3. ships \_\_\_\_\_
4. wolves \_\_\_\_\_
5. 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?

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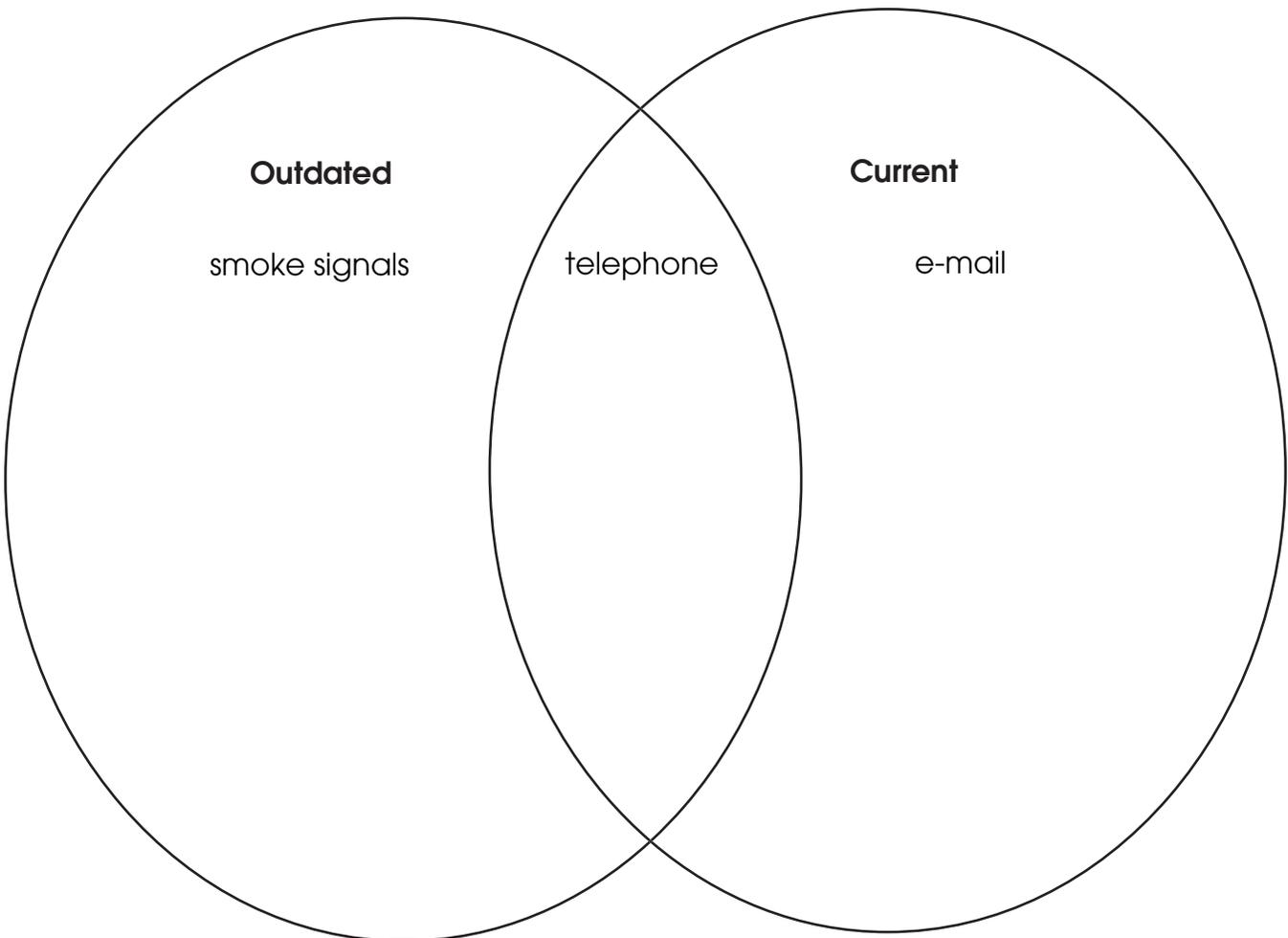


### Activity 5

#### 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.

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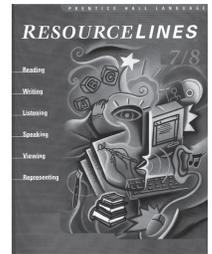
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- b. Underline or highlight those forms in (a) that use technology.

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
<b>Print Media</b>		
<b>Multimedia</b>		

## 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?

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

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

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4. What makes a website particularly interesting?

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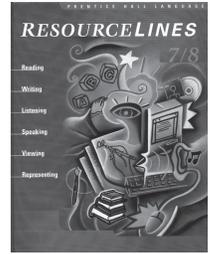
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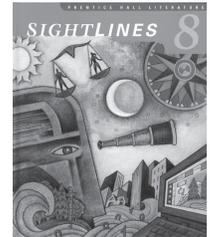
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### Activity 8

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?

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

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c. What effect do the bullets have?

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d. What did you read first?

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

a. What is the purpose of this web page?

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

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

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

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

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

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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?

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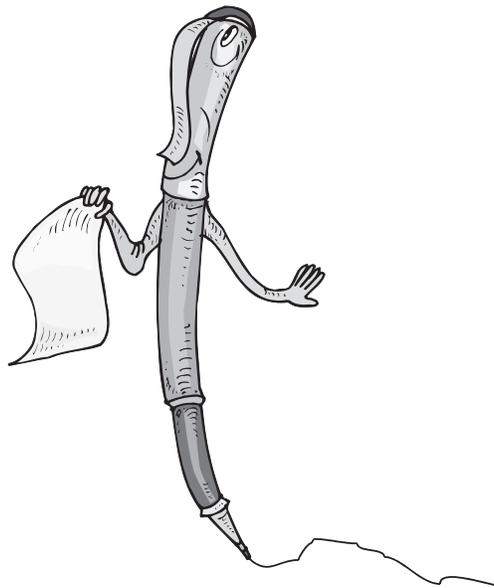
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## Learning Log

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

1. What have I learned about technology and communication?

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

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3. How could I find out more?

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