

# The Impact of Outside Influences

Students analyze the impact of media and communications technology on diversity.

## Instructional Support


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A number of possible tasks are provided in this suggested activity. It is not intended that you work through all of the tasks, but rather select those tasks and resources that will best meet the learning needs of your students. The focus should be on ensuring that students have the background and support to be successful with the skill that is the focus for assessment (analyze the impact of media and communications technology on diversity).

### Setting the Context for Learning

- Brainstorm with students items and cultural content that form our popular culture today. Some examples might include television programs, such as "The Simpsons"; anime; apps; video games, such as "Angry Birds"; iPhones and other smart phones; comics; movies; and so forth (see [Media Smarts—Media Literacy Fundamentals](#), [Media Smarts—Review: New Media Education Resources](#), [Globalization 101—Pop Culture](#)). Ask students to consider the following questions:
  - Where do these influences on pop culture come from?
  - To what extent have they become part of our daily life?

### Analyze the Impact of Media and Communications Technology on Diversity

- Encourage students to create a list of ways in which we share pop culture, including books, games, television, social networking sites and the Internet. Ask students to consider if the universalization of pop culture through media and communications technology is limiting our diversity, within our country and within the global community.
- As students examine the ways that pop culture is shared and the magnitude of its global reach (e.g., [Media Smarts—Review: New Media Education Resources](#), [Globalization 101—Pop Culture](#)), ask students to consider:
  - What are the consequences of the universalization of pop culture?
  - What are the potential implications if the universalization of pop culture continues to increase in the future?
- Remind students that when they encounter the word "analyze" in an assignment, it means that they need to look at the impact or consequences of something. Providing a description of what happened or providing examples of, in this instance, the universalization of pop culture is not enough; students need to explain the consequences of the universalization of pop culture.
- Model with students how to analyze the impact or consequences of the universalization of pop culture, using an example such as the pop bottle from *The Gods Must Be Crazy* or a fast food marketing example. Show students the movie *The Gods Must Be Crazy* and have them contemplate [certain questions](#)  as they watch.

# Formative Assessment

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Throughout this suggested activity, you will support students in achieving the following skill that is the focus for assessment:

- [analyze the impact of media and communications technology on diversity](#)

The following formative assessment opportunity is provided to help students unpack and develop the focus skill for assessment. Feedback prompts are also provided to help students enhance their demonstration of the focus skill for this activity. Formative assessment support is not intended to generate a grade or score.

## Formative Assessment: Assessment for Learning Opportunity


### Analyze the Impact of Media and Communications Technology on Diversity

Involve students in *peer coaching* to provide and receive feedback about the perceptiveness of their analysis of the impact of media and communications technology on diversity. Use the feedback prompts below to provide structure in guiding students through this formative assessment opportunity.



#### Feedback Prompts:

Did I explain the:

- positive results of the universalization of pop culture?
- negative consequences of the universalization of pop culture?

These feedback prompts can be posted on an interactive white board or bulletin board, or incorporated into a feedback tool that can be copied for student use. Samples of tools created for a similar skill within a different formative assessment context may be found in the [Social Studies 10-4 Formative Assessment Summary](#) .

#### Linking to the Summative Assessment Task

- As students analyze the impact of media and communications technology on diversity through the suggested activity *The Impact of Outside Influences*, they will have completed the second portion of the [Summative Assessment Task: What Do You Think?](#) 
- Students should consult the assessment task and the [assessment task rubric](#)  to ensure that they have provided the information required.
- Encourage students to use the feedback received during the formative assessment opportunity to make enhancements to their work in progress.
- If necessary, continue to use the feedback prompts from the formative assessment opportunity to coach students toward completion of a quality product.

# Suggested Supporting Resources

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## Textbook References

Student Basic Resource—Oxford University Press, *Living in a Globalizing World*:

- Pages 13–18 Social Globalization and You
- Pages 24–25 Our Individual and Collective Identities
- Pages 26–28 Globalization and Identity
- Pages 34–35 The Traditional Art of Ta Moko
- Pages 41–44 Universalization of Popular Culture
- Pages 45–46 A New Mix: Hybridization
- Pages 47–50 Cultural Diversity through Broadcasting Technology
- Page 53 Chapter Summary and Reflection
- Pages 82–83 Cultural Revitalization

Teaching Resource—Oxford University Press, *Living in a Globalizing World*:


- Pages 42–45 Section 1: Universalization of Popular Culture—Activity 1: What Is Pop Culture? An ICT Research Investigation and Activity 2: Universalization of Pop Culture: A Concern?
- RM 3.1 Chart to Show Media and Communications Technology Impacts on Identity
- RM 3.2 What Is Pop Culture? An ICT Research Investigation

Teaching Resource—McGraw-Hill Ryerson, *Exploring Globalization*:

- Page 153 possible answers to cellphone posters

## Web Resources

### Web Links for Online Sources:

- Media Smarts website—materials:
  - [Media Literacy Fundamentals](#)
  - [Review: New Media Education Resources](#)
  - [Teaching the Net Generation: Teachers' Perspectives in Young Canadians in a Wired World](#)
  - [Deconstructing Online Hate](#)
- [Be Web Aware website](#) and article [Cyberbullying](#) (for parents and teachers)
- Globalization 101 website—section: [Pop Culture](#)
- PBS Teachers website—section: [Thematic Teaching—Conflict Resolution: Activity Ideas](#) (background information)
- [Google Earth website](#)
- BizCommunity.com website—article: [\[2011 Trends\] Social Media's Impact on Youth Marketing, Media](#)
- Research article, John Tomlinson, 2003: [Globalization and Cultural Identity](#)  (for teachers)

## Knowledge and Employability Studio:

- [Self-assessment Checklist: 10-4.1 Globalization and Identity](#) 
- [10-4.1 Globalization and Identity: Preserving Culture and Identity](#)  (activities 1–4 and 9, with websites embedded in the pages)
- [Social Studies 10-4 Multimedia Interactives](#)  (e.g., Globalization: Effects on Indigenous Peoples, ePALS.com, Nikebiz.com, McDonald's, The Coca-Cola Company)

## Videos:

- LearnAlberta.ca:
  - [Marshall McLuhan](#)
- YouTube.com website:
  - [The Evolution of Cell Phone](#)
  - [Globalization and Identity](#) (Mexico context and effects of globalization on Indigenous peoples)
  - [Cultural Identity](#)
  - [Wired Safety's Cyberbullying Video part 1 and 2](#)

## Distributed Learning/Tools4Teachers Resources:

- LearnAlberta.ca: [Social Studies 10-2 Module 1: Globalization, My Community, and Me](#)

## Critical Challenges:

- LearnAlberta.ca: [Global Media and Identity](#)

## Stories and Other Media (e.g., films, stories/literature, nonfiction, graphic novels)

- *Sky High* (film, 2005, Walt Disney Pictures, Mike Mitchell [Director], 100 minutes)
- *Slumdog Millionaire* (film, 2008, Fox Searchlight Pictures, Danny Boyle and Loveleen Tandan [Directors], 120 minutes)
- *The Gods Must Be Crazy* (film, 1980, CAT Films, Jamie Uys [Director], 109 minutes)
- *Odd Girl Out* (TV movie, 2005, Lifetime Television, Tom McLoughlin [Director], 84 minutes)
- Hinduja, Sameer and Justin W. Patchin. *Bullying Beyond the Schoolyard: Preventing and Responding to Cyberbullying*. Thousand Oaks, CA: Corwin Press, 2009. (reference book for teachers)
- Shariff, Shaheen. *Cyber-bullying: Issues and Solutions for the School, the Classroom and the Home*. New York, NY: Routledge, 2008. (reference book for teachers)