IDEOLOGY AND THE NEWS MEDIA

Teacher Guide
Social Studies Learning Object

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Teacher Guide

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Title

Ideology and the News Media

Learning Outcomes / Pedagogy

Learning Outcome(s)

Primary   This learning object is intended to be used to meet a number of general outcomes for Grade 12 Social Studies[1]. Among these are:

- Social 30, Topic A (Political and Economic Systems), Theme I:
  - Ideologies contain beliefs and ideas about human nature and are used to explain and justify political and economic systems.
  - Political systems are organized to allocate political power that involves the authority to make and to implement decisions in society.
  - In practice, political and economic systems differ from theory.
  - Political leaders achieve, exercise and maintain power in different ways in democracies and dictatorships.
  - New issues and ideas challenge traditional political and economic beliefs and practices.
- Social 33, Topic A (Political and Economic Systems), Theme I:
  - All societies have a form of political organization for decision making.
  - Political systems are organized for the exercise of power by individuals and/or groups based on their ideology.
  - The role of the individual varies from one political system to another.

Secondary   This learning object can also be used to meet a variety of general outcomes for Senior High English Language Arts[2]. Among these are:

- Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.
- Students will listen, speak, read, write, view and represent to comprehend literature and other texts in oral, print, visual and multimedia forms, and respond personally, critically and creatively.
- Students will listen, speak, read, write, view and represent to manage ideas and information.
- Students will listen, speak, read, write, view and represent to create oral, print, visual and multimedia texts, and enhance the clarity and artistry of communication.

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[1] Social Studies 10-20-30 Program of Study, revised 2000; Social Studies 13-23-33 Program of Study, revised 2000
[2] Interim Curriculum 2002

Specific Focus
This learning object is designed to help students further their understanding of the concept of ideology. They will need to critically examine ideological bias in sources of information and reflect on their own ideological philosophy. It requires each student to take a position on a given issue and express that opinion through an editorial writing assignment.

Pedagogical Treatment
The students will assume the role of a reporter, circa 1937. They must write an editorial based on an authentic radio speech (primary resource) by Premier William Aberhart (Social Credit Party) in which he promotes the adoption of the "The Accurate News and Information Act". The point of view the students wish to adopt in the editorial is contingent upon their own understanding of the characteristics of left and right ideological perspectives, their personal ideological beliefs, and a critical analysis of bias in sources of information.

This discovery approach will require students to comprehend, apply, analyze, synthesize and evaluate information during the process of constructing the editorial. Students must first review their knowledge and understanding of the ideological spectrum and then apply and synthesize this knowledge to establish where they would place themselves on the spectrum. When looking at the background information that is provided, the students must analyze and evaluate the material through a series of critical questions designed to detect bias. Finally, each student will write a positive or negative editorial response to the Aberhart speech that reflects his/her own ideological beliefs and bias.

Teaching Strategies for the Learning Object

The learning object was designed using Macromedia's Flash MX which provides control of the program in a non-linear fashion, sophisticated interactivity, a graphically immersive experience, and the use of primary resource materials. This enables students to develop a comprehensive understanding of the central issue.

The Ideology and the News Media learning object provides visual and auditory stimulation. Research shows that students learn and retain more when they use more than one sense. Because interactivity is key to capturing students attention, this program has been designed to provide students with an immersive experience that shows the importance of the subject matter while engaging higher order thinking skills.

Students need to integrate the new information provided in the learning object into their existing knowledge structure. It requires a thorough analysis of a historical issue, how it relates to their existing knowledge, and a determination of the knowledge/information that needs to be acquired in order to complete the assignment.

When deciding whether or not to use the learning object, the teacher's first priority is to ensure that the lesson objectives determined by the curriculum form the foundation for the lesson plan. Once defined and established, these same lesson objectives should in turn govern the use of the learning object.

The Ideology and the News Media learning object can be used by teachers in a variety of ways:

- to augment an existing lesson plan
- as a springboard for further discussion and/or debate
- to enhance a classroom lecture
- a homework assignment
- a tool for independent study
- a cross-curriculum lesson combining Social Studies and Writing

Remember, the application of this digital learning object should blend with other aspects of a lesson. *Rather than modifying the course in order to accommodate this learning object, teachers need to ensure that their use of the learning object remains informed by the specific goals of the course.*

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NOTE: Unless specifically mentioned, the rest of this guide refers to the "full" version of the Ideology and the News Media learning object. A "lite" version has also been made available for use on slower computers. For more information see page 20.

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Overview

SCENE 1: Introduction

The students see an image of the front page of the Edmonton Journal, circa 1937. The next screen provides a brief background and sets the stage for the students' role as a newspaper editorial writer. A sequence of images is then played depicting Premier Aberhart, provincial newspaper headlines/cartoons, and angry newspapermen. There is a 1930's era "Big Band" sound accompanying this montage.

SCENE 2: The Editor's Office

The students are brought into the "Editor's Office", where they are face-to-face with the Editor-in-Chief. The Editor welcomes each student as a new reporter for the newspaper. The students are then given their assignment: write an editorial response to a radio speech by Premier William Aberhart (Social Credit Party) in which he promotes the adoption of the "The Accurate News and Information Act" (often referred to as the Press Act). A detailed description of the assignment will be handed

(text version) to the students/reporters, which they can keep in their "inventory" for later reference.
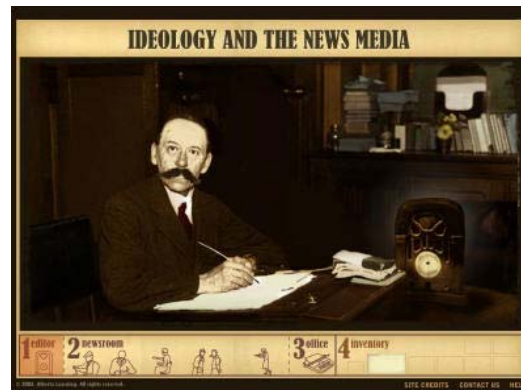
The students/reporters and Editor then turn on the radio and listen to the Aberhart speech. The students/reporters are told that a transcript of the speech will be sent to their office (the transcript is kept in the user's inventory and can be viewed at any time) where they can also tune in to a rebroadcast of the speech if desired.

The students/reporters are told that in order to write an effective editorial, they will need to consider their own ideological beliefs, analyze sources of information without being influenced by their inherent bias, and have a good understanding of the Press Act itself.

NOTE: Within the learning object, the title/heading of the editorial will be pre-determined and given to the students/reporters. This will be done for technical reasons. It will be a neutral heading that will not influence the point of view the students/reporters wish to adopt in their writing. If the students/reporters would prefer to write their own heading and/or manipulate the layout of the editorial, a link to a Word template is provided.

The students/reporters are now asked what they want to do next and the following text appears:

> Task List
> a) Find out how to write an effective newspaper editorial.
> b) Check your understanding of left and right wing ideological characteristics.
> c) Learn how bias can influence a source of information.
> d) Select a photo or political cartoon to accompany your editorial.
> e) Get background information on Premier Aberhart and "The Accurate News and Information Act".
> f) Start writing the editorial.

Selecting (f) will initiate feedback from the Editor-in-Chief (voice file). Selecting (a), (b), (c), (d) or (e) will move the students/reporters into the main newsroom (the students/reporters are taken directly to the newsroom character who is associated with the selection).

SCENE 3: The Newsroom
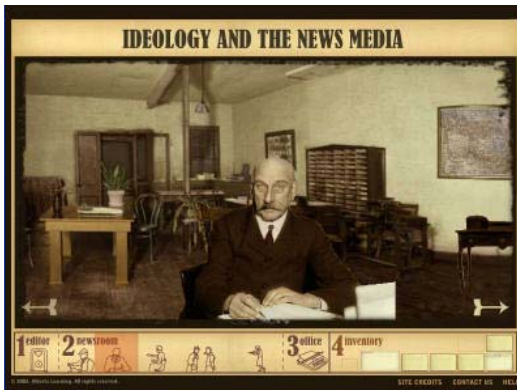
The students/reporters are now in the central "newsroom". There are various people working here and they are identified in the navigation bar along the bottom of the screen. As the students/reporters pan across the room (by holding the cursor over the arrows on either side of the screen), various characters will be talking about the key subjects the students/reporters need to become familiar with in order to write the editorial.

Each character will focus on a specific topic:

- The copy editor is reflecting on how to write an effective editorial.
- The political correspondent is ruminating on the characteristics of left and right wing ideology.
- A fellow reporter is talking about the danger of being influenced by bias in sources of information.
- The photographer and cartoonist are talking about the various images/graphics they have collected on the Aberhart government.
- The librarian is discussing Premier Aberhart's support for the Press Act and the reaction of other newspapers to it.

The voices of these various characters will fade in and out as they enter and leave the screen, with the loudest volume being achieved when the character is centered. At the conclusion of each character's dialogue, a detailed resource is added to the students'/reporters' inventory. These resources will include:

- notes on how to write an effective editorial
- notes on ideology
- notes on bias in the media
- authentic (primary source) photos and political cartoons
- the full text of the "Accurate News and Information Act" legislation (primary source)
- authentic (primary source) Aberhart speech transcripts
- authentic (primary source) newspaper articles on the Press Act

Once the students/reporters have collected a resource in their inventory, it can be retrieved and reviewed at any time by clicking on the icon in the inventory.

When the students/reporters are prepared to start writing, they can click on the office section of the main navigation bar. This will initiate a transition from the main newsroom to the office screen.
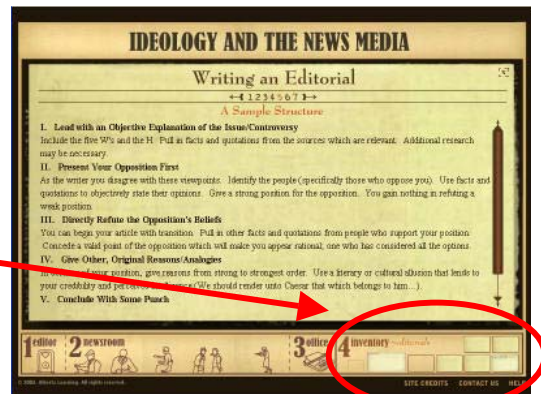
SCENE 4: The Reporter's Office
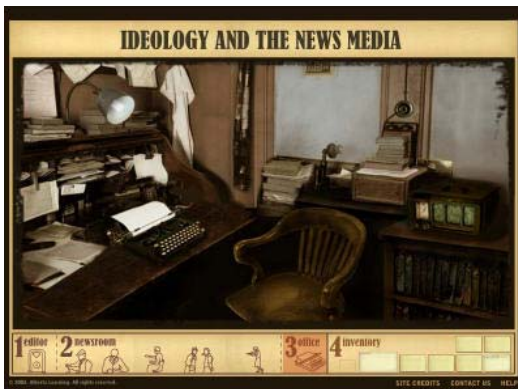
The reporter's office is where the students/reporters go when they want to:
- review the contents of their inventory in silence.
- listen to a rebroadcast of the Aberhart speech on the radio.
- collect the speech transcript which is delivered via a message tube.
- start writing the editorial assignment on the typewriter.

If the students/reporters wish, they can return to the newsroom at any time by clicking on the newsroom area of the navigation bar.

If the students/reporters decide to start writing the editorial, they need to click on the typewriter, which will launch the typewriter screen.

NOTE: Writing the editorial should be done in the final stage of exploring the learning object. Prior to transitioning to the office screen, a "task list" will pop up. This list will have a checklist of activities the students/reporters should and/or must have considered/completed before actually writing the editorial (for example, the students/reporters must have selected an appropriate graphic image before writing the editorial itself)

See the flow chart on page 10 for a better understanding of how the learning object is sequenced.

SCENE 5: The Typewriter

Here the students/reporters write the actual editorial assignment. The text is input by typing on the computer keyboard keys, which is then reflected on the "virtual" typewriter. All the notes the students collected in the main newsroom are still available (in the inventory) for review.
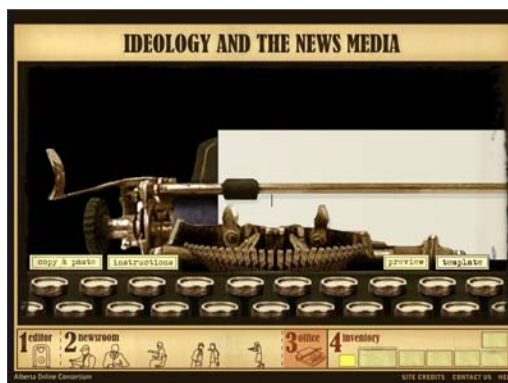
The students/reporters are reminded that there is no way to save their work within the learning object, so they must (1) complete it in one sitting and print it out, or (2) copy the text and paste it into a Word file where it can be saved. This text can later be copied and pasted back into the learning object.

When the students/reporters have finished typing their editorial, they click the "preview" button (clearly located on the virtual typewriter). This button will initiate a transition to a screen where the complete editorial assignment is depicted.

Technical Issues: Please take note of the limitations of the virtual typewriter as described on pages 22-23.

SCENE 6: The Final Copy (Printing)
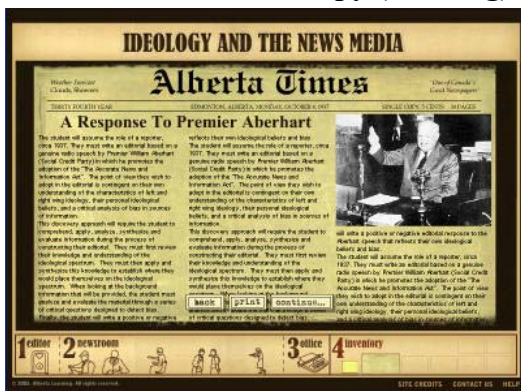
The typewriter screen will be replaced with a view of the front page of the completed newspaper. Prominent on this page will be the students/reporters' editorial complete with headline, their selected photo/cartoon, and the text they have written. Selecting the "Back" button returns the view to the typewriter screen. The "Print" button will send the completed work to a local printer. The "Continue" button will change the screen to display the epilogue.

SCENE 7: Epilogue

The newspaper is replaced with a few text screens that explain what ultimately happened to The Press Act (defeated in the Supreme Court of Canada; a special Pulitzer Prize awarded to The Edmonton Journal, The Calgary Herald, and many other regional newspapers in Alberta for their opposition to the Press Act) and the Aberhart Government (the Social Credit Party formed the Government in Alberta for 36 years – 1935 to 1971, and had many significant accomplishments).
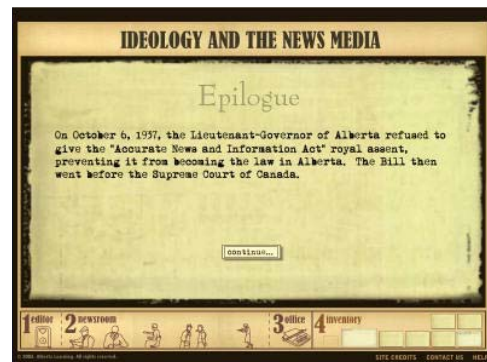
Interface / Navigation

The interface of this learning object is designed to provide students with an immersive experience. Navigating through the various screens is accomplished by clicking on different areas within the main navigation bar. The main screens are identified below:

Editor-in-Chief's Office
1. The main screen shows the Editor-in-Chief.
2. The indicator in the main navigation bar shows students they are in the Editor-in-Chief's office.
3. The assignment is placed into the inventory (it can be accessed by clicking on it).
4. The radio becomes active (it can be turned on by clicking on it) when the Editor-in-Chief prompts you to turn it on.
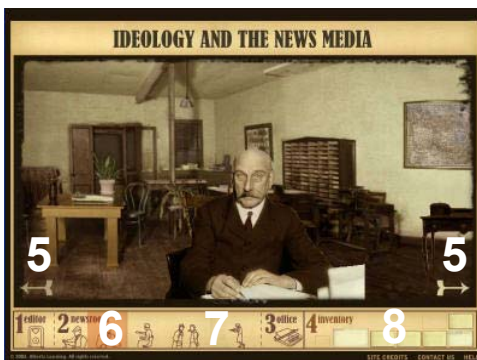
Newsroom
5. The main screen can scroll from side to side by placing the cursor over the arrows.
6. The indicator in the main navigation bar shows students they are in the newsroom.
7. Clicking on a character icon in the main navigation bar takes you to that character in the main screen.
8. After listening to each character, a related set of notes is placed into students' inventory and can be accessed by clicking on it.

Reporter's Office

9. On first entry, the transcript of the radio speech arrives via a message tube.
10. The indicator in the main navigation bar shows students they are in the reporter's office.
11. Clicking on the radio triggers a rebroadcast of the speech.
12. Clicking on the typewriter launches the "virtual typewriter".
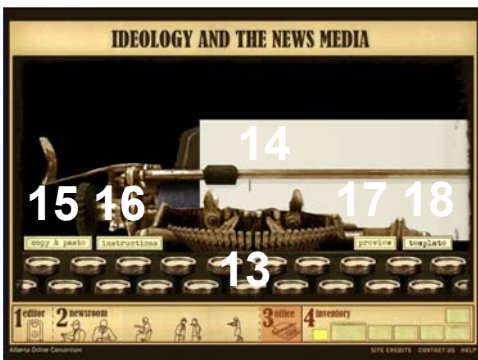
Typewriter

13. The typewriter keys are activated when the students begin typing on the computer keyboard.
14. The typewritten text appears on the paper.
15. The "Copy & Paste" button will generate a pop-up window that has full copy and paste functionality.
16. The "Instructions" button will generate a pop-up window that describes the functionality and limitations of the virtual typewriter.
17. The "Preview" button allows the students to see what they have written as it will appear on the front page of the "Alberta Times".
18. The "Template" button will launch a template of the "Alberta Times" newspaper layout in a Microsoft Word format for students who prefer to complete the assignment with that application.
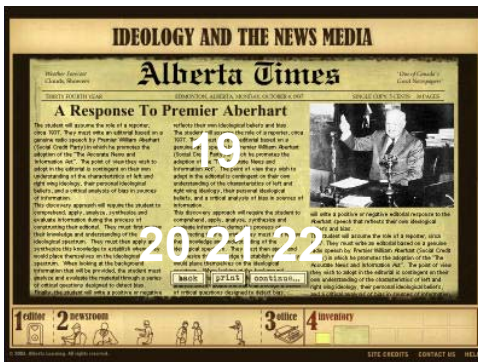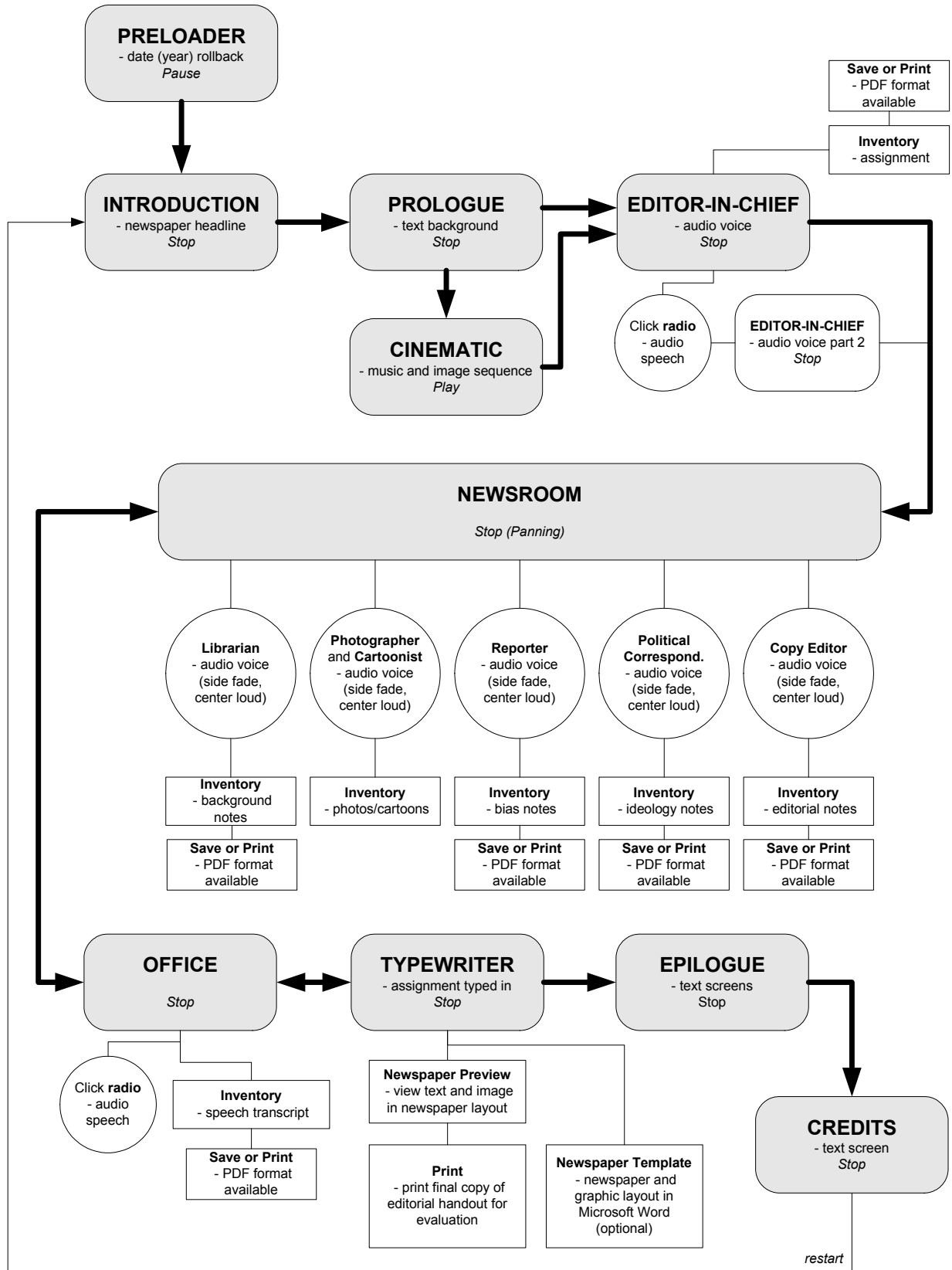
Editorial Preview

19. This screen depicts the editorial text that the students have written (along with the graphic they selected to accompany it) as it will appear on the front page of the "Alberta Times" newspaper.
20. If the students are simply reviewing their work (but it is still incomplete), selecting the "Back" button will return them to the virtual typewriter.
21. Selecting the "Print" button sends a copy of this screen image to a local printer. **The final copy of the students' editorial assignment can be printed and handed in to the teacher for evaluation**.
22. The "Continue" button will generate a pop-up window confirming the decision to advance. (A "yes" answer moves the students into the final epilogue screens – there is no way to go back at this point.)

IMPORTANT: The text space shown here allows for approximately 500 words – the length of the writing assignment. Students are required to keep their writing within 500 words. The preview also serves to remind students to select a graphic (from their inventory) to accompany the editorial.

Navigation / Sequence Flow Chart

PRELOADER
- date (year) rollback
Pause

INTRODUCTION
- newspaper headline
Stop

PROLOGUE
- text background
Stop

EDITOR-IN-CHIEF
- audio voice
Stop

Save or Print
- PDF format available

Inventory
- assignment

CINEMATIC
- music and image sequence
Play

Click **radio**
- audio speech

EDITOR-IN-CHIEF
- audio voice part 2
Stop

NEWSROOM

Stop (Panning)

Librarian
- audio voice (side fade, center loud)

Photographer and **Cartoonist**
- audio voice (side fade, center loud)

Reporter
- audio voice (side fade, center loud)

Political Correspond.
- audio voice (side fade, center loud)

Copy Editor
- audio voice (side fade, center loud)

Inventory
- background notes

Inventory
- photos/cartoons

Inventory
- bias notes

Inventory
- ideology notes

Inventory
- editorial notes

Save or Print
- PDF format available

Save or Print
- PDF format available

Save or Print
- PDF format available

Save or Print
- PDF format available

OFFICE

Stop

TYPEWRITER
- assignment typed in
Stop

EPILOGUE
- text screens
Stop

Click **radio**
- audio speech

Inventory
- speech transcript

Newspaper Preview
- view text and image in newspaper layout

CREDITS
- text screen
Stop

Save or Print
- PDF format available

Print
- print final copy of editorial handout for evaluation

Newspaper Template
- newspaper and graphic layout in Microsoft Word (optional)

restart

The Assignment

The following assignment will be given to the students:

Welcome to "The Alberta Times". I'm sure you're going to enjoy working for our newspaper as an editorial writer.

Your assignment is to write an editorial (maximum 500 words) on a speech made by Premier William Aberhart. Premier Aberhart and the Social Credit Party are promoting the adoption of "The Accurate News and Information Act" (referred to as the Press Act) – a piece of legislation that is meant to control the press. The speech is being broadcast throughout the day and can be heard on any radio. In addition, a transcript of the speech will be sent to your office.

The point of view you wish to adopt in the editorial is contingent upon your own understanding of the characteristics of left and right ideological perspectives, your personal ideological beliefs, and a critical analysis of bias in the sources of information made available to you.

There are many employees here at "The Alberta Times" who can help you. In the main newsroom you will find:
- The copy editor who is experienced in writing effective editorials.
- The political correspondent who is an expert on ideology.
- Experienced reporters who understand the dangers of being influenced by bias in sources of information.
- The photographer and cartoonist who have a collection of photos and cartoons on the Aberhart government (You **must** select one image to accompany your editorial).
- A librarian who has background information on the Aberhart government and The Press Act up to the present time [1938].

When you have gathered all the information you require, you can go to your office where you can:
- review the contents of your inventory in silence.
- listen to a rebroadcast of the Aberhart speech on the radio.
- collect the speech transcript which will be delivered via a message tube.
- start writing the editorial assignment on your typewriter.

Assignment Summary: Write a positive or negative editorial response to the Aberhart speech that reflects your own ideological beliefs and bias. Resources are provided to assist you in this process. You are also required to use a photo or cartoon to support your editorial. Please remember to select one from the photographer/cartoonist.

IMPORTANT - When you finish, you must PRINT your work.

Good luck!

Included Resources

The following resources have been included in the learning object. **Each resource is initially placed in the inventory *after* students have listened to the dialogue of the associated character in the newsroom[3].** Each resource can thereafter be accessed by clicking on the icon in the students'/reporters' inventory.

RESOURCE NOTES	PURPOSE	BEST USE
Ideology	In order to write an editorial response to the Aberhart speech, students will need to consider their own ideological perspective. These notes provide a review of the concept of an ideological spectrum and the characteristics of left and right wing ideologies.	Students can use these notes to promote critical thought and establish an understanding of key points that will influence their editorial writing. For example: (1) Where did the Social Credit Party of 1937 fit on an ideological spectrum? (2) Where did Premier Aberhart fit on an ideological spectrum? (3) Where does the student see his or her self fit on an ideological spectrum?
Editorial Writing	Some students may not be familiar with the layout and various writing styles found in a newspaper editorial. These notes provide the students with this information.	These notes are useful for students who are not sure of the type of editorial they want to write and/or how to structure their assignment. They provide the students with the following: (1) The basic elements of an effective editorial. (2) An explanation of four different types of editorials. (3) A sample structure.
Bias in the Media	Students need to understand that an editorial is, by its very nature, subject to bias. These notes will help students to recognize their own bias and to recognize bias in the sources of information they will be accessing.	The notes on detecting bias are particularly useful when students are doing background research prior to writing their editorial. The research materials listed on the next page (2 newspaper editorials and 2 speech transcripts) are primary resources that are heavily biased. If the students can identify these biases, it can serve to strengthen their own editorial response. *For this reason, it is suggested that the students review the notes on bias **before** reading the background research materials.*

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[3] A shortcut is available that allows instant access to all the resources. See page 14 for details.

Background research materials	This collection of resources will provide the students with a more complete understanding of the issues surrounding The Accurate News and Information Act. The following information is available:	Reviewing this information is vital to the students' comprehensive understanding of The Accurate News and Information Act. The selected sources provide a balance between those for and against the bill. This was done to allow the students to see both sides of the issue without trying to overtly influence the point of view they wish to adopt in their own writing.
	– The Accurate News and Information Act as it was presented in the legislature.	This is the exact text of the proposed legislation. This is a primary source the students may wish to quote from.
	– An article from the Lethbridge Herald responding to the Act.	This editorial opposed the Press Act. Students familiar with the notes on bias in the media should be able to take advantage of the inherent bias in this writing.
	– An article from the Edmonton Journal responding to the Act.	This editorial also opposed the Press Act. Again, the writing is strongly influenced by bias.
	– A CFCN speech transcript from Premier Aberhart rationalizing the need for legislation such as the Press Act.	This speech transcript supported the Press Act. Students should be able to detect the inherent bias.
	– A CBC speech transcript from Premier Aberhart clarifying the intent behind the Press Act.	This speech transcript also supported the Press Act. Bias is once again a factor that should be considered.
A selection of 3 photos of Premier Aberhart and 3 political cartoons related to the Press Act.	One of these images needs to be selected to accompany the students' written editorial response.	Students should select an image that supports the point of view they adopt in their written assignment. The 3 photos depict Premier Aberhart in a positive fashion, while the 3 political cartoons take a negative slant.

These resources first appear in the inventory when the associated character in the newsroom screen is centered. Once the resource is collected in the inventory, it can be accessed at any time.

A Shortcut for Placing Resources in the Inventory

Normally students need to listen to each of the characters in the newsroom before the associated resource notes will be placed in the inventory. If the students have to restart the learning object and wish to quickly have access to all the inventory items (without taking the time to listen to each character's dialogue), they can use a shortcut. **Pressing the key combination of "Ctrl+Alt+i" will result in all of the available resources appearing instantly in the inventory (and all items will be checked off on the task list).**

Saving a Resource Outside of the Learning Object
The various resources are all available to view within the learning object, however, students/teachers may wish to access some or all of the resources independently. Clicking on a print button within any of the various resource screens will result in a new browser window opening with the resource file in a PDF format (the Adobe acrobat Reader plugin must be installed on your computer). From here the students may save the resource (as a PDF file) to view independently of the learning object.
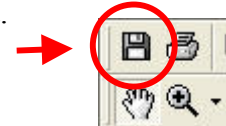
Printing a Resource
Clicking on a print button within any of the various resource screens will result in a new browser window opening with the resource file in a PDF format. From here students may print the file.

Clicking on the print button in the editorial preview screen[4] will send the editorial text that the students have written, along with the graphic they selected to accompany it, to a local printer. The printout will have the appearance of the front page of the "Alberta Times" newspaper.

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[4] See page 9

Reflection Questions and Discussion Guide

The following questions are attached to the end of some of the resources the students collect in their inventory. These reflection questions require the students to think about what they have read and apply it to a new context.

Background Information
- What was life like in 1937? What was the social, economic, and political climate in Alberta, in Canada, and throughout the world?
    - *See the Additional Background section on page 17.*

Bias in the News Media
- Is it significant that the two largest Alberta newspapers – the Edmonton Journal and the Calgary Herald – were owned by the Southam chain and were traditionally Conservative? Two others – The Edmonton Bulletin and the Lethbridge Herald – had a Liberal point of view.
    - *Despite bias on both sides of the political spectrum, virtually all the newspapers were critical of Premier Aberhart and the Social Credit Party over the "Accurate News and Information Act" legislation.*

Writing an Editorial
- What political role(s) can the press take in a government dominated by one political party? (In 1937, the Social Credit party held 56 out of 63 seats in the Legislature.)
    - *The press can assume the role of the opposition to provide the checks and balances required by our system of government.*

Ideology
- Where do you place yourself on the ideological spectrum? Does your ideological placement apply in all circumstances, or does your perspective vary depending on an issue? If it varies, why does this occur?
    - *This discussion is an important consideration for the student's completion of the learning object assignment.*

The following topics are related to the learning object and can form the basis for a class discussion and/or further research.

- Consider how bias can influence many aspects of our lives.
    - *Bias in sources of information*
    - *Bias in culture and society*
    - *Personal Biases*
    - *What is the difference between bias and discrimination?*

- Where could Premier Aberhart and the Social Credit party have fit on the ideological spectrum? Would this position have changed after the death of Premier Aberhart?
  - *In 1937 the Social Credit party took a left-wing stance on many of their key policies. Premier Aberhart himself was often seen to portray right-wing authoritarian (some said dictatorial) characteristics. After Aberhart's death, the Ernest Manning led Social Credit party gradually evolved into a more neutral ideological position that promoted conservative social values, opposition to national social programs, and business-like administration.*

- Discuss other controversial proposals endorsed by the Aberhart-led Social Credit Party.
  - *The Communal Property Act which clearly discriminated against the Hutterites in the province (a law which was passed).*
  - *The Bank Taxation Act which would allow the Alberta government to specifically tax profits made by the banks (ruled unconstitutional).*
  - *The Credit of Alberta Regulation Act which would force all credit institutions to come under the direction of the Social Credit Board (ruled unconstitutional).*

- Given the controversial proposals endorsed by the Social Credit Party shortly after it formed the government in Alberta, how did this party manage to stay in power for so long?
  - *The Social Credit Party formed the government in Alberta from 1935 until 1971 – a total of 36 years. During this time they established the Credit Union Act and Alberta Treasury Branches to provide low-interest loans; kept Alberta debt-free and income tax-free; and encouraged local ownership and control of hospitals, schools and utilities.*

- Alberta has experienced what has been referred to as the "Klein Revolution". Is the term "revolution" contrary to the fundamental philosophy of the Alberta Conservative Party, or do the defined characteristics of an ideological spectrum no longer apply?
  - *As Premier of the Alberta Conservative party, Ralph Klein headed a government with a moderately right-wing philosophy. Yet the term "revolution" is defined as a characteristic of left-wing governments.*

- What would happen if legislation similar to the Accurate News and Information Act were proposed in Alberta today?

- Can parallels be drawn between the Press Act and any current issues?

Additional Background

This Social Studies learning object is designed to be an immersive experience. To help students put this event which occurred in 1937 into perspective, it is important to consider what was going on in Canada and the rest of the world before, during and shortly after that year.

YEAR	CANADA	WORLD
1929	- The Great Depression begins, resulting in a negative impact on the Canadian economy for the next 10 years. - Court ruling (women not "persons" under law) barring women from holding seats in the Senate overturned.	- U.S. stock market collapses, triggering a world economic crisis known as the Great Depression (1929-39). - Trotsky is exiled from the USSR. - Lateran Treaty establishes the independence of Vatican City. - German airship *Graf Zeppelin* flies around the world in 21 days.
1930	- Richard B. Bennett, Conservative, is elected Prime Minister. - Cairine MacKay Wilson becomes the nation's first woman senator.	- Pluto is discovered by astronomer C.W. Tombaugh. - Military dictatorship comes to power in Argentina. - The word "technocracy", meaning the domination of technology, comes into use.
1931	- Statute of Westminster confirmed Canada's status as an independent nation within the British Commonwealth.	- Financial crisis in Europe results in the collapse of German banks. - Fascist party is formed in Britain. - The Statute of Westminster establishes the British Commonwealth of Nations as a free association of autonomous nations sharing an allegiance to the British Crown.
1932	- Ottawa agreements provide for preferential trade between Canada and other Commonwealth nations.	- Indian National Congress is declared illegal and Mahatma Ghandi is arrested. - U.S. criticizes Japanese aggression in Manchuria. - Franklin D. Roosevelt wins U.S. presidential election and promises relief from the Great Depression.
1933	- Cooperative Commonwealth Federation is established, becomes New Democratic Party in 1961. - One in five Canadians is unemployed.	Adolph Hitler is appointed German Chancellor and granted dictatorial powers; Nazi party forms the government. - Starvation spreads across the USSR. - Japan withdraws from the League of Nations. - The first German concentration camps are built to hold Jews and ideological opponents of the Nazis; non-Nazi and Jewish authored books are burned.

1934	- The Bank of Canada is formed. - Dionne quintuplets are born in Ontario.	- USSR is admitted to the League of Nations. - Purges in Germany of political opponents to the Nazis. - Purges within the Communist party in the USSR. - Jewish scientist Albert Einstein flees persecution in Germany; settles in the U.S.
1935	- William Lyon Mackenzie King is elected Prime Minister. - Ten percent of Canadians rely on welfare. - William Aberhart leads the Social Credit Party to victory in Alberta and forms the provincial government.	- Germany rejects the Treaty of Versailles and reintroduces compulsory military service. - Nazis implement the Nuremburg Laws against Jews, stripping them of their civic rights. - Italy invades Ethiopia. - Britain builds first radar system. - Persia changes its name to Iran.
1936	- CBC forms as a public broadcasting system.	- German troops occupy the Rhineland. - Spanish civil war begins. - Mussolini and Hitler proclaim the Rome-Berlin Axis. - Jesse Owens (an African-American athlete) upsets the Nazis when he wins four gold medals at the Olympic Games in Berlin.
1937	- The Rowell-Sirois Commission is appointed to investigate the financial relationship between the federal government and the provinces. - Trans-Canada Air Lines begins regular flights. **- Premier Aberhart presents "The Accurate News and Information Act" in the Alberta legislature.**	- Italy withdraws from League of Nations. - Japan invades China; troops occupy city of Nanking, massacring about 200,000 civilians. - Germany orders Jews to wear yellow stars and opens Buchenwald concentration camp. - German court rules that the state may take children away from parents who refuse to teach them Nazi ideology. - Britain announced a plan to partition Palestine to create a Jewish state. - Purges continue in the Soviet Union. - The dirigible "Hindenburg" explodes at Lakehurst, N.J., killing 36. - Amelia Earhart disappears over the Pacific Ocean on an attempted flight around the world. - Walt Disney's first full-length animated feature, *Snow White and the Seven Dwarfs,* hits theaters and becomes an instant classic. - The Golden Gate Bridge is completed.

1938	- Franklin D. Roosevelt becomes the first U.S. president to visit Canada.	- Germany annexes Austria ("Anschluss"). - Great Britain and France agree to appease Germany by allowing them to absorb the Sudetenland (Czechoslovakia) in return for a German policy to cease foreign aggression. - Winston Churchill of Great Britain opposes the appeasement policy. - "Kristallnacht" (Night of Broken Glass), a large-scale pogrom by the Nazis against the Jews, occurs in Germany. - American Howard Hughes flies around the world in four days.
1939 +	- Canada declares war on Germany (one week after Great Britain). - 1939 to 1945: World War II	- Germany invades Poland, triggering the start of World War II.

Source: Colombo, John Robert 1994 The Canadian Global Almanac Macmillan Canada, Toronto 1993

Key Political Leaders in 1937:
- o   Canada – William Lyon Mackenzie King
- o   Germany – Adolph Hitler
- o   Italy – Benito Mussolini
- o   Great Britain – Neville Chamberlain (elected in 1937)
- o   France – Leon Blum
- o   Japan – Fumimaro Konoye
- o   United States – Franklin D. Roosevelt
- o   Soviet Union – Josef Stalin
- o   China – Chiang Kai-shek

Suggested Timeline

2-3 days (based on one 80 minute class per day):
- Day 1: Introduction to assignment, familiarization with the interface, collect and review resources.
- Day 2: Review resources[5], discuss related issues[6], brainstorm, outline, and write assignment (and submit if completed).
- Day 3: Complete written assignment, discuss related issues.[6]

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[5] Resources can be quickly retrieved and placed in the inventory by pressing the "Ctrl+Alt+i" key combination – see page 14.

[6] See Reflection Questions and Discussion Guide on page 15.

Best Practices for Implementation

The experience acquired from computer-delivered instruction is worth reviewing when considering the use of a digital learning object.

Critically important to the successful usage are:
- Ensuring that the necessary hardware and software are installed and tested prior to the class start.
- Planning for computer breakdowns - have backup computers available if possible.
- Ensuring that a reliable and consistent internet connection has been established.
- Developing a contingency plan for internet connection failure - perhaps using a previously cached version of the learning object, or using a printout of the assignment and resources (a copy should be printed prior to the scheduled class).
- Wherever possible, have technical support available during the hours students are working.

Technical Considerations

Learning Object Versions and Recommended Use
There are two versions of the Ideology and the News Media learning object available. The "full" version comes complete with all of the required resources, graphics and numerous special effects designed to enhance the immersive experience. The "lite" version also has all of the required resources and graphics, however a number of the special effects have been stripped out to allow it to play more efficiently on older, slower computers. Use the chart below to assist you in deciding which version will be best suited to your technical environment.

Computer		Ideology and the News Media Learning Object
PC	Less than a Pentium II 233 MHz	The learning object is not supported on these computers. The lite version may function to a limited degree.
Mac	Less than a 200 MHz PowerPC	
PC	Pentium II 233 MHz up to a Pentium III 800 MHz	The lite version of the learning object is recommended. It will function efficiently on these computers. The full version will run but it will be extremely slow.
Mac	200 MHz PowerPC up to a 300 MHz PowerPC	
PC	Faster than a Pentium III 800 MHz	The full version of the learning object is recommended. It should work efficiently on these computers. Obviously, the newer/faster the computer, the better the learning object will perform.
Mac	Faster than a 300 MHz PowerPC	

Basic Requirements

PC Hardware:	*Mac Hardware:*
Pentium II 233 MHz	200 MHz PowerPC
Windows 98/2000/XP	64mb RAM
64mb RAM	800 x 600 Display, Thousands of Colours
800 x 600 Display, 16 bit Colour	Speakers or Headphones
16 bit Sound Card	Internet Connection
Speakers or Headphones	
Internet Connection	
PC Software:	*Mac Software:*
Windows 98/2000/XP	System 8.6 or later
Web Browser	Web Browser
Flash 6 browser plugin	Flash 6 browser plugin
Adobe Acrobat Reader plugin	Adobe Acrobat Reader plugin

Accessing (Downloading) the Learning Object
The Ideology and the News Media learning object can be accessed via the internet at

www.learnalberta.ca/SocialStudies/default.asp

The learning object has a file size of approximately 4Mb. It can be accessed and played directly from the web via your web browser. **Please note that the Flash 6 plug-in MUST be installed on the computer for the learning object to function correctly.** The player is available for download free of charge from:

www.macromedia.com/software/flashplayer

The time it takes to load the learning object depends on the speed of your internet connection and the amount of traffic at the time of download. Under optimum conditions, the following download times are possible:

Modem Speed	Download Time (approximate)
Cable (1.5Mb):	0:00:22
DSL (512Kb):	0:01:05
ISDN (128Kb)	0:04:22
56 Kb:	0:09:52
33.3 Kb:	0:16:38
28.8 Kb:	0:19:25

Download times calculated using the Intel Download Calculator:
http://www.intel.com/home/maximize/experience/broadband/calculator.htm

Audio

This learning exemplar relies on an audio track to develop and enhance the immersive experience. The voices of the various characters make the students aware of the assignment and the various resources available. To ensure a complete experience, make sure the computer speakers[7] are connected and the volume is turned up.

NOTE: All the resources the students require, including the assignment itself and a transcript of the Aberhart speech upon which it is based, are available in text format within the learning object.

Virtual Typewriter Instructions (full version)

The "virtual typewriter" is provided for writing the editorial response assignment.

Typewriter Functionality and Limitations	**Text Input** The text is input via the computer keyboard keys, which is then reflected on the "virtual" typewriter. All the resources the students collected in the main newsroom are still available for review. Please note that the maximum length for the editorial is 500 words (beyond that, the text will be cut off on the printout).
	Text Line Limit In order to maintain alignment between the text that appears on the screen and the striking of the virtual typewriter keys, a bell must sound as the typing approaches the edge of the typing paper (similar to a real typewriter). **The reporter must then hit the ENTER key which acts as a typewriter "return".** Ignoring the bell will result in the type going off the page.
	Paragraphs Paragraphs must be separated by a blank line (hitting the ENTER key twice). In addition, the first sentence of the paragraph should **not** be indented (there is no TAB feature available).
	Copy and Paste The copy and paste features available to all modern word processors were not supported in early mechanical typewriters. However, we have included these convenient features when working with the virtual typewriter. In order to copy and paste text, students must first click the "paste" button which will launch a separate text window. This window is like a mini word processor, and supports full copy and paste functionality. After text has been copied and/or pasted, clicking the close button will return students to the virtual typewriter. All text changes will be reflected on the typewriter paper.

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[7] Headphones will work just as well.

	Inserting / Changing Text in the Middle of a Sentence If students wish to insert or change text in the middle of a sentence that was previously typed, they can move the cursor (and virtual typewriter keys) to the new location using the **arrow keys** on the computer keyboard.
	Correcting a Spelling Error Correcting a spelling error can be done by backspacing to the error and retyping the correction. This could not be done on early mechanical typewriters, however it will work when using the virtual typewriter.
Preview Button	At any time during the writing process the assignment can be previewed. This view allows the students to view a screen where the editorial assignment is depicted as it will appear when printed. The text that has been typed is displayed, along with the newspaper name, a headline, and the photo/cartoon image that was selected to accompany their editorial.
Saving Work	*IMPORTANT*: In this version of the virtual typewriter there is no way to save the text that is typed. Therefore, students must complete the assignment in one sitting and print it out.
	Alternative If required, there is one workaround – Students can open the text window (by clicking the paste button), highlight the text they have typed, copy it (CTRL+C keys), and then paste it into a word processing program and save it from there. Students could then retrieve the text by copying it from the word processor and pasting it into the text window (click the paste button to open it) on the virtual typewriter. Upon closing the text paste window, the imported text will be shown on the virtual typewriter paper.
Microsoft Word Template	If students prefer to write their assignment in a true word processing program (which will allow them to copy and past, move text, and save their work), they can use the Word template that is provided. The template includes a complete layout and all the graphics the students will require.

Help Files
Help screens are available within the learning object. They contain information on how to navigate through the learning object (similar to the "Interface / Navigation" section on pages 8 and 9), printing the resources, and using the virtual typewriter.

Appendix

Sample layout of printed assignment page: