

UNIT TWO

TELEVISION



DAY 1:

LESSON: INTRODUCTION TO TV

OBJECTIVES: Students will recognize and appreciate the role of the media in communication
Students will understand the efforts behind production of a program

ACTIVITIES: Watch a behind the scenes video about a tv show (look for a complete season set) or a movie. Be sure to show credits
Discuss- how does what we watch influence who we are?
Who constructs these images?
Why does who creates the images matter?

ASSIGNMENT: Production assignment/TV values assignment
Vocabulary

DAY 2 - 4:

LESSON: CODES AND CONVENTIONS

OBJECTIVES: Students will understand the codes and conventions of TV

ACTIVITIES: Discuss student made videos. What different things did they do to make the videos look and sound better than a simple production?
Notes- TV codes
Watch a TV show.
Teach how to storyboard.

ASSIGNMENT: Students critique a TV show using the TV critique episode
Choose a show. Storyboard for what you see

DAY 5-8:

LESSON: UNDERSTANDING TV NEWS

OBJECTIVES: Students will understand TV NEWS techniques

ACTIVITIES: Watch The Control Room- free online- <http://topdocumentaryfilms.com/control-room/>

ASSIGNMENT: Documentary questions

DAY 9:

LESSON: TV ADVERTISING

OBJECTIVES: Students will learn the intricacies of commercial advertising on TV

ACTIVITIES: Students will copy these propaganda techniques in ads- bandwagon, testimonial, plain folk, glittering generality, name calling, and heartstrings.
In partners, find 5 examples of different ads.

Explain each ad and which technique it uses, target audience (age, gender, occupation, socio-economic group, etc.)

ASSIGNMENT: TV ADVERTISING activity



DAY 10-15:

LESSON: PROPAGANDA IN TV ADVERTISING

OBJECTIVES: Students will learn editing techniques
Students will demonstrate knowledge of TV code and advertising propaganda

ACTIVITIES: Tie-in commercial or create an advertisement for L.P. Miller. Use at least one propaganda technique.

ASSIGNMENT: TV ADVERTISING activity

DAY 16-17:

LESSON: TV NEWS

OBJECTIVES: Students will understand the “language” of TV news.

ACTIVITIES: Discuss- What is news? What is on TV news? Why are certain stories emphasized?

Notes- TV news

Questions- TV news

ASSIGNMENT: News comparison- to be done by tomorrow. (or in class w/ online news)
In your opinion, what are the goals of TV news?

Day 18- TV news- cont

- Students will understand the persuasive techniques used in television.
 - Students will recognize biases and fallacies in the media.
1. Discuss- how much people are influenced by the news (ie- Tsunami coverage)
 2. Notes- News classifications.
 3. Watch a section of TV news (preferably Fox).
Evaluate:
 1. Which stories are portrayed as straight but actually aren't. What happens that makes the stories not straight news.

2. Fairness
3. Truth
4. Bias

Day 19+20

- Students will understand biases and values in the television media
Discuss this idea

- **What we see and hear on TV newscasts is largely determined by the choices and decisions made by the individuals who gather and package the news. Who are these people? Who makes the final decisions? Are people always balanced and fair in their presentation of the news?**

1. Discuss- what values (explicit or implicit) are communicated in a variety of Canadian and American newscasts? Is there bias? What assumptions, customs, and/or beliefs are reflected in the bias?
2. Is TV news news? Does it cover what is important to our society or what is the purpose?
3. View a 15 minute news broadcast without any sound. Record- what do the visual images communicate? What effects do camera angles have? Can these things be biased?
4. In groups of 4- create scripts for this news program, expressing extreme bias (but truth) in the stories

Day 21-26 - Creating a news program

- Students will apply their knowledge of costuming, location, voice and facial expression, and all facets of news media to create a news program about LP Miller and/or Nipawin.
 1. Newscast assignment

Day 27-30- Commentaries

- Students will understand the difference between fact and opinion.
 1. Discuss current news stories

2. Discuss who pays for television. The three types of funding are advertising, user fees, and public funding). Which do you prefer? How does this effect programming? The news?
3. Watch a Rex Murphy commentary
4. Students will select a controversial news story that interests them. They will take a point of view and present their versions as a commentary.
5. Choose a news story. Do a new voice over to entirely alter the story- bias.

Day 31- writing assignment- values