

OLYMPIADS SCHOOL/IB/TOPS/MACS/HOMEWORK 18

NAME (FIRST AND LAST): _____

About media literacy in the Ontario curriculum:

The 2006 Ontario Language Curriculum Media Literacy is now a full area of study. The focus of the Media Literacy strand is to foster critical thinking as it applies to media products and messages. The 2006 Ontario Language Curriculum Media Literacy is now a full area of study. The focus of the Media Literacy strand is to foster critical thinking as it applies to media products and messages. The curriculum document outlines expectations for Ontario students in Grades 1-8:

Media literacy explores the impact and influence of mass media and popular culture by examining texts such as films, songs, video games, action figures, advertisements, CD covers, clothing, billboards, television shows, magazines, newspapers, photographs, and websites.

The Media Literacy strand has four overall expectations, as follows;

Students will:

demonstrate an understanding of a variety of media texts;
identify some media forms and explain how the conventions and techniques associated with them are used to create meaning; create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques; reflect on and identify their strengths, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

This strand focuses on helping students develop the skills required to understand, create, and critically interpret media texts. It examines how images (both moving and still), sound, and words are used, independently and in combination, to create meaning. It explores the use and significance of particular conventions and techniques in the media and considers the roles of the viewer and the producer in constructing meaning in media texts. Students apply the knowledge and skills gained through analysis of media texts as they create their own texts.

The Ontario Curriculum Grades 1-8 Language, 2006.



Wikipedia entry on inkblot tests:

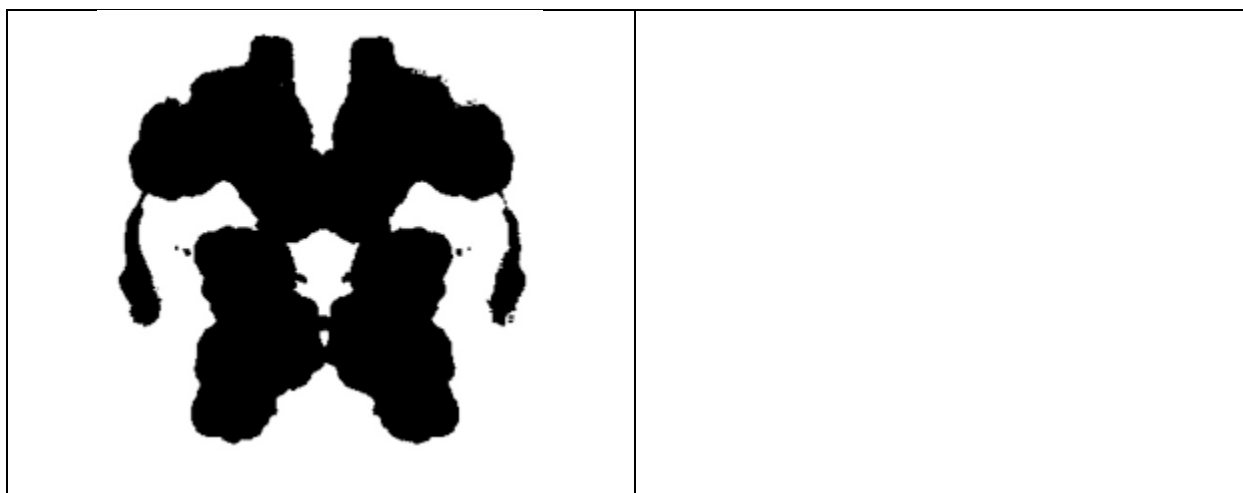
The **Rorschach test**, or simply the **inkblot test**, is a psychological test in which subjects' perceptions of inkblots are recorded and then analyzed using psychological interpretation, complex algorithms, or both. Some psychologists use this test to examine a person's personality characteristics and emotional functioning. It has been employed to detect underlying thought disorder, especially in cases where patients are reluctant to describe their thinking processes openly. The test is named after its creator, Swiss psychologist Hermann Rorschach.

In your opinion, how may inkblot tests be effective in detecting underlying thought disorders?

Warmup Activity

What do you see in the left column? To practice for your entrance tests, be sure to represent your best self through your ideas, word choice, sentence structure and length, and grammar. Write three complete sentences for each inkblot. Refer to the rubric to guide your writing.



Level 1	Level 2	Level 3	Level 4
<p>Minimal effort is put into relating the interpreting to the image.</p> <p>The responses are generally inappropriate. They present a poor impression of the student.</p>	<p>The responses are adequate. They need to be more attentive to details in the inkblots.</p> <p>At least one response is inappropriate.</p>	<p>The responses are imaginative and descriptive. They discuss details in the inkblots to form sensible interpretations.</p> <p>The interpretations contribute to a positive impression of the student.</p>	<p>The responses are very imaginative and descriptive. They discuss specific details in the inkblots to form interesting interpretations.</p> <p>The interpretations all contribute to a very positive impression of the student. Welcome to my school!</p>

Imagine that you receive the material below for your IB, TOPS, or MACs entrance test. Absolutely no instructions are given to you. All you have are a box and lines on page 8. As well, the proctor refuses to answer any questions from the applicants. What would you do with the box and lines? Respond to the material below as though you were sitting for an actual entrance test.

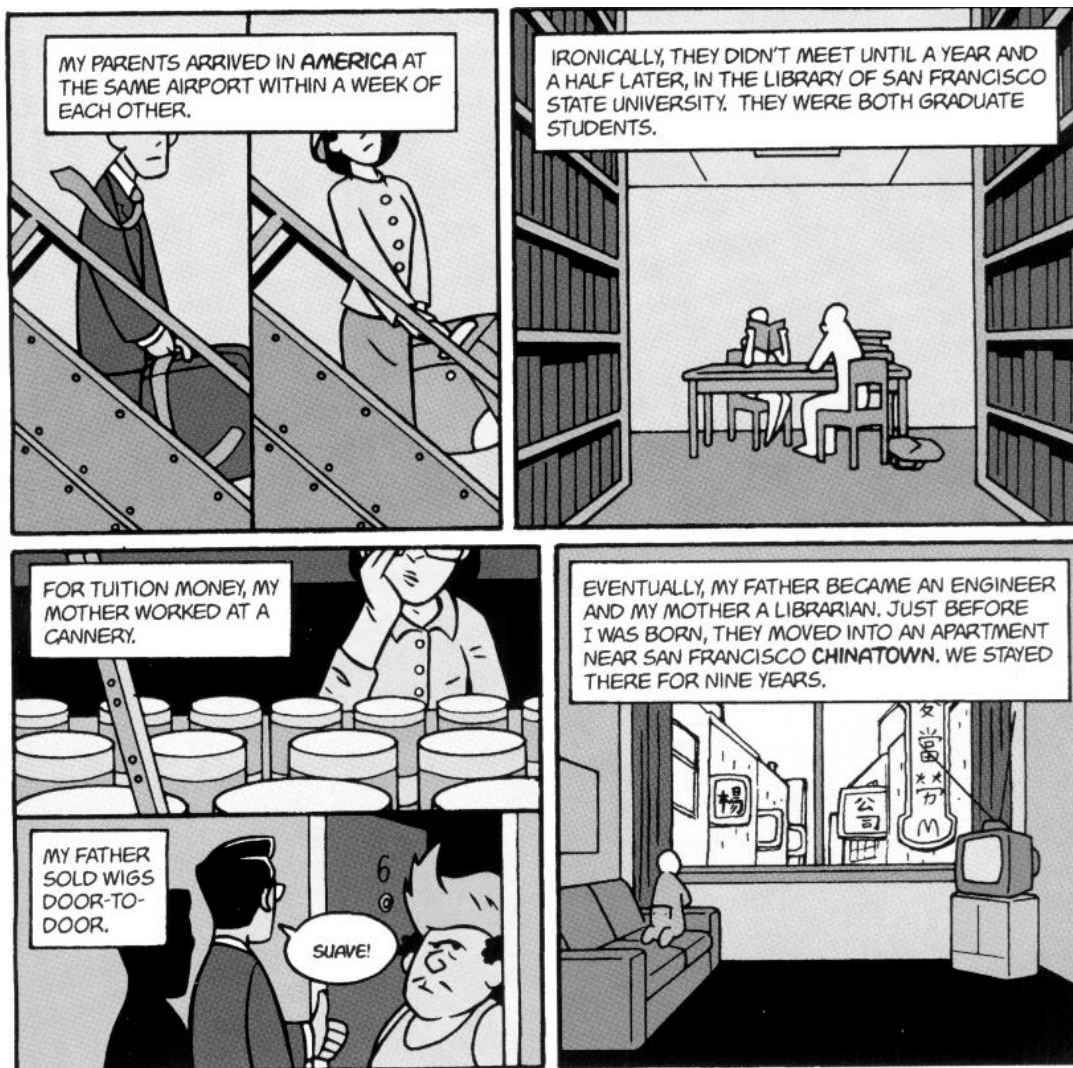
1.



2.



3.



4.



Date	Time	Location	Weather	Wind	Temp	Humidity	Pressure	Remarks

[illegible]

(Do not exceed the lines provided.)

SELF-ASSESSMENT

Okay, now let's return to the real world! Explain the decisions that you made as you completed the "entrance test" on page 8.

For the box, I chose to _____
because I wanted to show the IB/TOPS/MACs admission committee that I am a
_____ student.

For the lines, I chose to _____
because I wanted to show the IB/TOPS/MACs admission committee that I am a
_____ student.

Based on your own assessment of your work on page 8, to what extent have you succeeded in proving to the admission committee that your application deserves their consideration? Explain.

THE END