

THE CORPORATION

resources for classroom teachers

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How to use this document

This document is intended to provide teachers with ideas and resources that allow them to structure lessons relating to TVO's presentation of *The Corporation*. It provides curriculum correlations, lesson ideas, and reproducible blackline masters for a variety of secondary school courses. A list of relevant Internet Web sites that represent different points-of-view has also been provided to allow for extensions of content in the film. Key themes that are covered include:

- Ethics
- Corporate social responsibility
- Politics and ideology
- Economic and social interdependence among individuals, corporations and nations
- Impacts of commercial activity on individuals, communities and the environment
- Impacts of globalization

Expectations from the following courses that pertain directly to these themes are:

[Philosophy: Questions and Theories, Grade 12, University Preparation](#)

[Challenge and Change in Society, Grade 12, University/College Preparation](#)

[The Individual and the Economy, Grade 11, University/College Preparation](#)

[Civics, Grade 10, Open](#)

[Canadian Politics and Citizenship, Grade 11, Open](#)

[Canadian and World Politics Grade 12, University Preparation](#)

[Introduction to Business, Grade 9/10 Open](#)

[Introduction to Entrepreneurial Studies, Grade 11, College Preparation](#)

[Introduction to International Business, Grade 12, University/College Preparation](#)

[Introduction to International Business, Grade 12, Workplace Preparation](#)

[Introduction to Marketing, Grade 11, College Preparation](#)

[Organizational Studies: Organizational Behaviour and Human Resources, Grade 12, University/College Preparation](#)

[Organizational Studies: Managing a Small Business, Grade 12, Workplace Preparation](#)

[English, Grade 9, Academic](#)

[English, Grade 9, Applied](#)

[English, Grade 10, Academic](#)

[English, Grade 10, Applied](#)

[English, Grade 11, University Preparation](#)

[English, Grade 11, College Preparation](#)

[English, Grade 11, Workplace Preparation](#)

[English, Grade 12, University Preparation](#)

[English, Grade 12, College Preparation](#)

[English, Grade 12, Workplace Preparation](#)

[Media Studies, Grade 11, Open](#)

This document is fully hyperlinked, so teachers can navigate to any point using the “Document Map” feature in Microsoft Word, or by clicking on entries in the Table of Contents.

A Brief Overview of “The Corporation”

A corporation is designated as a legal person under law. What kind of person would it be?

Answer: A psychopath. While this may strike some as obvious, others will find *The Corporation* a real eye-opener as it delves into the mindset and character of corporate America. This insightful documentary comes to us from Mark Achbar (*Manufacturing Consent: Noam Chomsky and the Media*), Jennifer Abbott (*A Cow at My Table*), and Joel Bakan, whose book *The Corporation: The Pathological Pursuit of Profit and Power* (to be published March 8) serves as the basis for the film.

Through interviews with left-wing staples such as Noam Chomsky, Naomi Klein, and Michael Moore; company CEOs from Pfizer, Goodyear, and Royal Dutch Shell; activists and whistleblowers; and highlighting specific cases of corporate deception, the three-hour mini-series paints a somewhat unflattering picture of multinationals. Some of the most damning evidence comes from Fox News CEO Ray Anderson who was pressured to kill a story that exposed links to cancer in a synthetic Monsanto bovine milk hormone.

The Corporation addresses three different themes. In the first program, *The Pathology of Commerce*, filmmakers examine the pathological self-interest of the modern corporation. *Planet Inc.* looks at the scope of commerce and the sophisticated, even covert, techniques marketers use to get their brands into our homes. The final program, *Reckoning*, examines how corporations cut deals with any style of government — from Nazi Germany to despotic states today — that allow or even encourage sweatshops, as long as sales go up.

The Corporation received critical acclaim at the Toronto International Film Festival, and has just been named as one of the Festival’s “Canada’s Top Ten 2003” films. *The Corporation* also garnered the Joris Ivens Special Jury Prize at the Amsterdam Film Festival in November and will be screened at the Sundance Film Festival in January.

The Corporation makes its television debut on *The View From Here* Wednesday February 25, March 3, and 10 at 10:00 p.m.

Part 1 is repeated February 29 at 12 am. *Part 2* repeats March 7 at 12 am and *Part 3* repeats March 14 at 12 a.m.

Visit *The Corporation*’s official Web site for more information at: www.thecorporation.com

Lesson Suggestion 1: Debate

Course(s)	<ul style="list-style-type: none">This activity could be adapted for all courses identified (see Appendix A for related courses and policy document expectations)
Resources required	<ul style="list-style-type: none">Video of <i>The Corporation</i> (you may wish to select specific sections to view based on topics of interest to the class or the community)BLM 2: California Academic Press Holistic Critical Thinking RubricBLM 3: Argument Analysis SheetBLM 4: Debate Organization SheetAccess to a computer lab with Internet access, and a copy of the “Electronic Resources” provided in this package.
Timeframe	<ul style="list-style-type: none">In addition to viewing the documentary, allow 2 to 6 75-minute periods. Time will vary depending on the size of the class, and the amount of time provided for students to conduct research.
Background and/or prior learning	<p>It is important that students understand what a debate entails. Spend some time prior to this activity establishing a format for debate, and discussing the process and expectations with students. A number of resources can be found online that detail how to structure and prepare for debates.</p>
Suggested learning strategies	<ul style="list-style-type: none">Provide students with an overview of the activity prior to viewing <i>The Corporation</i> so that they can take appropriate notes. Consider providing a template to assist them in recording relevant information.After viewing <i>The Corporation</i>, ask students to identify issues that caused dispute between different people. Generate a class list of possible topics that might be suitable for a debate based on issues identified.Relate these issues to specific topics in class (e.g., social change and poverty in HSB4M, values and ideologies in CPC3O, government regulations in business courses, etc.). Select two to three issues (depending on the size of the class) particularly relevant to the class for debates.Form teams of four or five students to debate against one another. Distribute assessment criteria (e.g., BLM 2) to class and ensure they understand the process and expectations. Assign topics to groups, and provide time for preparation. Ensure that students research perspectives on their issue. The “Electronic Resources” provided in this package provides a starting place. Encourage students to use BLM 3: Argument Analysis Sheet when looking at positions, as well as to help them form their own sound arguments.Conduct debates, allowing for debriefing and class discussion after each. Some potential areas for debate might include (but certainly are not limited to):<ul style="list-style-type: none">Labour practices in developing countries – while some argue that paying workers pennies a day to manufacture goods for export actually benefits developing countries and their citizens, others feel that this practice is unfair.Ownership of “commons” – some argue that natural resources such as water or air should be publicly-held (i.e., by governments and citizens), others argue that privatizing them (i.e., shifting ownership to private companies) will actually contribute more to their care and protection.Advertising to children – while some argue that advertising to children is taking advantage of their lack of cognitive development, others feel it is fair game to help them satisfy needs and wants.Social responsibility and accountability – some argue that corporations who do not act responsibly will be “punished by the market” (i.e., consumers will not make purchases if they act

unethically), while others feel that governments or citizens should regulate industries and businesses.

- Corporate involvement in government – some argue that corporations are legitimate stakeholders and citizens who are entitled to their say in the democratic process, while others feel that corporate involvement can lead to unfair influence.
- Advertising and public space – Naomi Klein expressed concern that certain forms of advertising and promotions compromise public space, while others (specifically branding) are “invasive.” Others feel that advertising is fair game, and even desirable to consumers.
- Influence of corporations on society – some (Chomsky, Klein) have charged corporations, through years of advertising and public relations, with defining people’s social roles as consumers and creating beliefs that corporations are responsible for prosperity. The concern is that people are disassociated from one another, and preoccupied with fulfilling needs and wants at the expense of democratic participation, human development, interaction, etc. Those who dispute this claim feel that it is either inaccurate, not a result of corporate actions, or both.

Assessment/evaluation

Formative

- Observation of student interaction and participation in the process
- Consider creating a peer-assessment instrument so that students can provide constructive feedback to one another

Summative

- Use of BLM 2: California Academic Press Holistic Critical Thinking Rubric for assessment of debate content
-

Lesson Suggestion 2: Ethical Analysis of Issues

Course(s)	<ul style="list-style-type: none">• This activity could be adapted for all courses identified (see Appendix A for related courses and policy document expectations)
Resources required	<ul style="list-style-type: none">• Video of <i>The Corporation</i> (you may wish to select specific sections to view based on topics of interest to the class or the community)• BLM 1: Ethical Analysis Sheet• BLM 2: California Academic Press Holistic Critical Thinking Rubric• Access to a computer lab with Internet access, and a copy of the “Electronic Resources” provided in this package.
Background and/or prior learning	<p>The Corporation provides a variety of ethical issues for discussion. Providing students with a framework for ethical analysis will allow for reflective and critical analysis. A number of frameworks for ethical analysis exist. BLM 1: Ethical Analysis Sheet requires students to have an understanding of deontology and utilitarianism. Further information on these constructs can be researched by students on the Internet. Alternately, an introduction to ethics and these concepts in the form of a handout is available in the Introduction to Information Technology in Business (ITT) course profile available at: http://www.curriculum.org/occ/profiles/9/business_c.shtml</p>
Suggested learning strategies	<ul style="list-style-type: none">• Provide students with an overview of the activity prior to viewing <i>The Corporation</i> so that they can take appropriate notes. Consider providing a template to assist them in recording relevant information.• After viewing <i>The Corporation</i>, discuss the nature of ethics as a class. Be sure to discuss the difference between “ethical” and “legal” issues. You may wish to provide relevant pre-reading for students prior to viewing the film.• Generate a list of ethical issues raised by the film. Issues might include (but are certainly not limited to):<ul style="list-style-type: none">○ “Free agency” of corporate CEOs – individuals such as Noam Chomsky remind us that we must differentiate between the institution and the individual. Is there a problem when a “nice” person is involved in a company that engages in some unethical practices? What responsibilities do people have to call attention to or try to stop practices that they view as unethical.○ A stockbroker in the film said “in devastation, there is opportunity,” and gave examples of the positive market outcomes of tragedies such as 9/11 and wars. Are there any implications for this attitude, or is it simply looking for the “silver lining”?○ Michael Moore felt that corporations and their CEOs are “out of touch” with what the majority want, because the majority of citizens are women and the working poor. Does it matter whether or not CEOs know who the “majority” are and what they want? (Note: encourage students to look at <i>National Post Business</i> magazine’s November 2003 “CEO Scorecard” to investigate the gender and ethnic composition of Canadian CEOs).○ Is it a conflict of interest for corporations to determine what constitutes socially responsible behaviour?○ Is it fair for those who own media (e.g., book publishers, newspapers, television station owners, etc.) to be able to decide what is said? Is it fair for advertisers to exert influence over how they are portrayed in the media?○ What, if any, responsibility do corporations have to the environment?○ One CEO stated that export processing zones (low-wage labour in developing countries) allow people in those countries to

contribute to their economies and make a living. Others describe this as “sweatshop” labour that violates human rights. To what extent do either or both of these positions have merit?

- What responsibility do corporations have to provide consumers with the risks associated with their products? What are their responsibilities for testing products? Is there a difference between what is legally required, and what is ethically required?
 - Who should own “commons” such as natural resources and services for citizens (e.g., healthcare, police, education)? Who should make the decision about ownership? Is it the case that only those who own such commons can have an interest in maintaining them?
 - Many arguments for privatization focus on the belief that corporations can run operations more efficiently (and therefore minimize waste of public funds). Is this true a valid position? Should economic efficiency be the primary concern for commons and public services? Are there other criteria to determine who should own or operate them?
 - One individual in the film stated “when organizations go international, governments lose power.” What are the implications of such a shift in the balance of power? Is balance of power in favour of transnational corporations ethical?
- Have each student select an ethical issue for analysis. Distribute BLM 1: Ethical Analysis Sheet to use as a guide. Consider using BLM 2: California Academic Press Holistic Critical Thinking Rubric to assess their responses. If it is to be used, it should be distributed and discussed before students begin the activity.
 - Provide adequate time to complete the analysis. Students should be encouraged to work in pairs so that they can share ideas and perspectives.
 - When students have completed the analysis, allow them to share their findings in a large group.

Assessment/evaluation

Formative

- Completion of BLM 1: Ethical Analysis Sheet using BLM 2: California Academic Press Holistic Critical Thinking Rubric
-

Lesson Suggestion 3: Investigative Journalism

Course(s)	<ul style="list-style-type: none"> This activity could be adapted for English, Media, and Communications courses listed (see Appendix A for related courses and policy document expectations)
Resources required	<ul style="list-style-type: none"> BLM 4: Investigative Journalism Rubric Video of <i>The Corporation</i> queued to the “Fox News” section A recent tape of a local news “investigative journalism” report on a topic of interest to the class or community Access to a computer lab with Internet access, and a copy of the “Electronic Resources” provided in this package. If possible, allow teams of students to use video equipment to record their own investigative reports.
Timeframe	<ul style="list-style-type: none"> In addition to viewing the documentary, allow 2 to 6 75-minute periods. Time will vary depending on the size of the class, and the amount of time provided for students to conduct research.
Background and/or prior learning	Students should be familiar with the terms/concepts 'investigative journalism', 'bias' and 'omission'.
Suggested learning strategies	<ul style="list-style-type: none"> Have students view a recent tape of a local news “investigative journalism” report on a topic of interest to the class or community. Generate a discussion about how the topic was covered. Encourage the class to identify perspectives or information that might be missing (omissions), and bias. Generate hypotheses as to why this might be missing. Discuss the concept of “filters” in news reporting. Provide students with an overview of the activity prior to viewing <i>The Corporation</i> so that they can take appropriate notes. Consider providing a template to assist them in recording relevant information. View only the section of <i>The Corporation</i> on the Fox News issue. Ask students to identify issues that caused dispute between different people. Generate a class list of possible topics that might be suitable for a debate based on issues identified. Discuss what happened to the reporters. Have students compare what happened in the documentary to their hypotheses about the first video they viewed. Encourage them to think about how they can trust what they see and hear. Form teams of four or five students to prepare their own investigative journalism reports. Distribute assessment criteria (e.g., see BLM 4 for details) to class and ensure they understand the process and expectations. Either assign topics to groups, or allow them to select their own topics for investigation. Ensure that students research a variety of perspectives on their issue. The “Electronic Resources” provided in this package provides a starting place for some issues. Encourage students to use BLM 3: Argument Analysis Sheet when looking at positions, as well as to help them form their own sound arguments. If equipment is available, have students prepare video reports to supplement class presentations and written work. Allow time for students to make presentations, and to discuss/debrief after each.
Assessment/evaluation	<p>Formative</p> <ul style="list-style-type: none"> Observation of student interaction and participation in the process Consider creating a peer-assessment instrument so that students can provide constructive feedback to one another <p>Summative</p> <ul style="list-style-type: none"> Use of BLM 4: Investigative Journalism Rubric

Lesson Suggestion 4: Examination of Expository Programming Themes

Course(s)	<ul style="list-style-type: none"> This activity could be adapted for English, Media, and Communications courses listed (see Appendix A for related courses and policy document expectations)
Resources required	<ul style="list-style-type: none"> Video of <i>The Corporation</i> (only view the first hour or two) Access to a computer lab with Internet access, and a copy of the “Electronic Resources” provided in this package.
Timeframe	<ul style="list-style-type: none"> In addition to viewing the documentary, allow 2 to 6 75-minute periods. Time will vary depending on the size of the class, and the amount of time provided for students to conduct research.
Background and/or prior learning	Students should have a basic knowledge of expository programming, and be familiar with the concept of a theme in literature or media.
Suggested learning strategies	<ul style="list-style-type: none"> Provide students with an overview of the activity prior to viewing <i>The Corporation</i> so that they can take appropriate notes. Consider providing a template to assist them in recording relevant information. View the first hour or two of <i>The Corporation</i>. Ask students to identify themes used to tell the documentary’s story (i.e., using mental illness to frame their characterization of corporations). Generate a list of student reactions to this theme. How did they react when this was presented? Did it alter the way that they watched the film? Generate a list of other themes that students have observed in other media presentations (e.g., news, documentaries, films, etc.). Discuss how these examples compare to <i>The Corporation</i>. In small groups, have students discuss and be prepared to respond to the following questions: <ul style="list-style-type: none"> How does the use of themes contribute to effectiveness of expository programming? Are there any shortcomings of theme use? Facilitate a class discussion about small group findings.
Extensions	<p>Separate, but related, issues about the presentation of the documentary could be included in this lesson, or expanded into subsequent lessons. They include:</p> <ul style="list-style-type: none"> how the narrative structure is articulated through the use, sequencing and/or juxtaposition of visuals, written text, graphics, format of interview segments, and use of sound effects and voice-overs on <i>The Corporation</i>’s Web site, the film is posited as a satire described as “darkly amusing.” Is it perceived that way by students? Or is it perceived as a serious piece that attacks rather than pokes fun at corporations and capitalism?
Assessment/evaluation	<p>Formative</p> <ul style="list-style-type: none"> Observation of student interaction and participation in the process Consider creating a peer-assessment instrument so that students can provide constructive feedback to one another

Lesson Suggestion 5: Stealth Marketing

Course(s)	<ul style="list-style-type: none">This activity could be adapted for English, Media, Communications, and Marketing courses listed (see Appendix A for related courses and policy document expectations)
Resources required	<ul style="list-style-type: none">BLM 5: Stealth Marketing RubricVideo of <i>The Corporation</i> queued to the “stealth marketing” (i.e., product placement) sectionAccess to a computer lab with Internet access, and a copy of the “Electronic Resources” provided in this package.If possible, allow teams of students to use video equipment to record their own investigative reports.
Timeframe	<ul style="list-style-type: none">In addition to viewing the documentary, allow 2 to 6 75-minute periods. Time will vary depending on the size of the class, and the amount of time provided for students to conduct research.
Background and/or prior learning	Students should have an understanding of basic marketing approaches, strategies and techniques such as product placement, branding, psychographic and demographic targeting.
Suggested learning strategies	<ul style="list-style-type: none">Provide students with an overview of the activity prior to viewing <i>The Corporation</i> so that they can take appropriate notes. Consider providing a template to assist them in recording relevant information.View only the section of <i>The Corporation</i> on stealth marketing. Clarify terminology such as stealth, consumer, and product placement with students if they have not been exposed to these terms. Generate a class list of stealth marketing they know of, such as examples in the film, product placement in movies and on television, logos on clothing, street marketing, etc.Ask students to discuss the following questions, either as a small or large group:<ul style="list-style-type: none">Is stealth marketing ethical? Why or why not?As a consumer, do you have a right to know when you’re the target of marketing?Should consumers have any specific skills or knowledge to deal with such marketing efforts? Why or why not? If so, what sorts of skills or knowledge?Is stealth marketing a form of communication? Why or why not?How do you think consumers would react if they were told that they were victims of stealth marketing?Students will attempt to get more definitive answers to the questions above by engaging in stealth marketing at school. In groups of four or five, have students develop a “stealth marketing” plan for a specific product or service. They should create a one-page summary that describes:<ul style="list-style-type: none">What they hope to achieve (e.g., create brand awareness of a particular drink, persuade others to purchase an object, etc.). This must be measurable – they cannot seek brand awareness of a product that most “targets” already knowHow they plan to achieve this (e.g., through a conversation, through product placement in a particular environment, etc.) and why they think this will be successfulWho they plan to targetHave students enact their stealth marketing plans at lunchtime or between classes. At least one student in each group will be the “observer” and take notes, while others may participate in the marketing effort. At the end, students should interview their “targets” to find out if:

	<ul style="list-style-type: none"> ○ They met their objectives ○ How the target felt about being the victim of marketing without knowing
	<ul style="list-style-type: none"> • Students should summarize their notes, and draw conclusions about the experience based on the outcomes • Facilitate a class debrief so that students can share their experiences and conclusions
Assessment/evaluation	<p>Formative</p> <ul style="list-style-type: none"> • Observation of student interaction and participation in the process • Consider creating a peer-assessment instrument so that students can provide constructive feedback to one another <p>Summative</p> <ul style="list-style-type: none"> • BLM 5: Stealth Marketing Rubric

BLM 1: Ethical Analysis Sheet

Name: _____

Date: _____

1. Briefly describe the ethical issue you will explore.

2. Describe which, if any, laws apply to this ethical issue.

3. In the space provided below, describe what deontological and utilitarian arguments a corporation might use when they discuss this ethical issue.

Deontological Argument(s)	Utilitarian Argument(s)

4. In the space provided below, describe the deontological and utilitarian arguments that oppose the corporate position you described in question 3.

Deontological Argument(s)	Utilitarian Argument(s)

5. Given the analysis you performed in the space above, describe your [is your]?? personal feelings about this issue. Be specific, and explain why you feel this way.

BLM 2: California Academic Press Holistic Critical Thinking Rubric

(Facione & Facione, 1996¹)

Name:

Date:

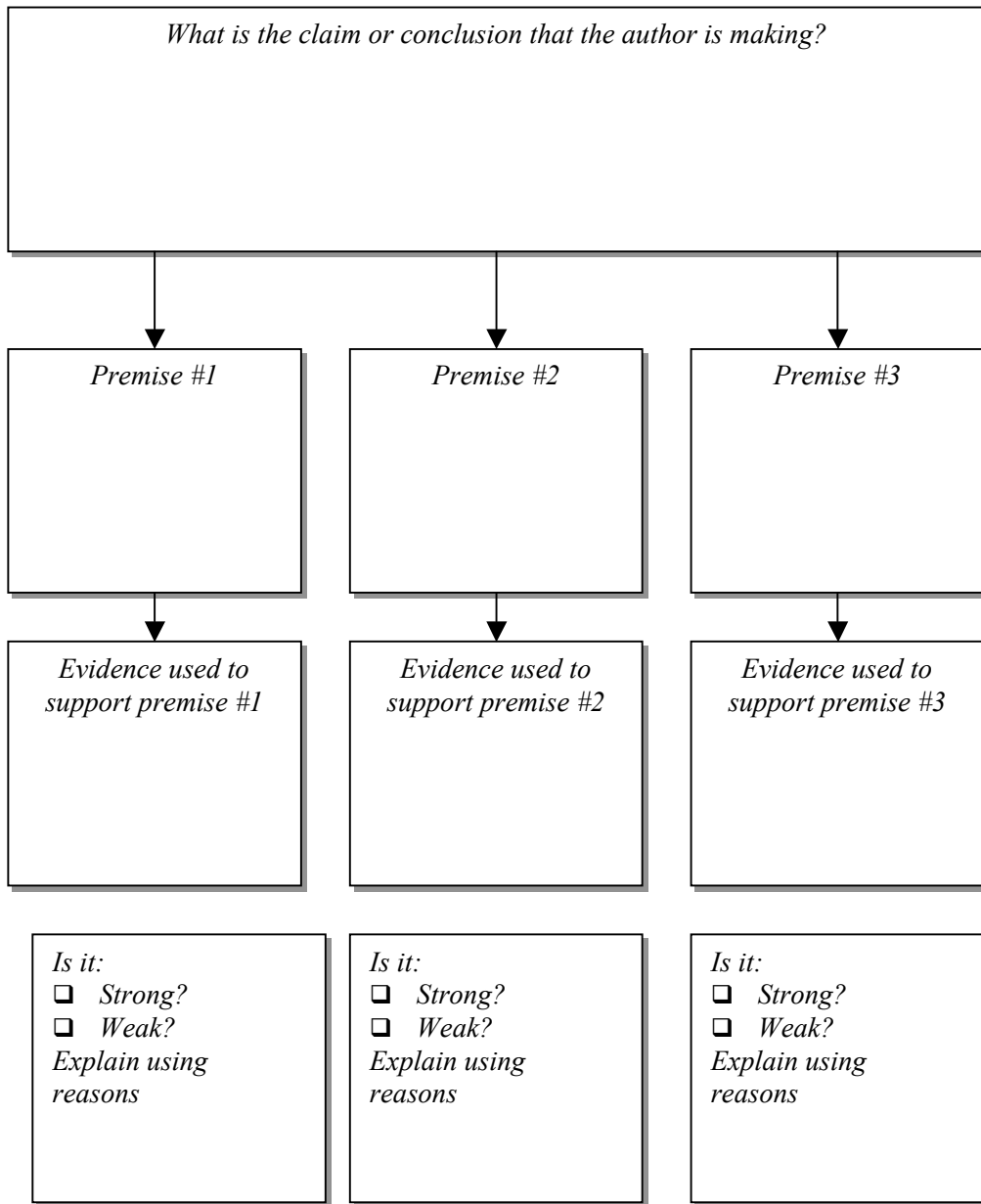
4	<p>Consistently does almost all of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Accurately interprets evidence, statements, graphics, questions, etc. <input type="checkbox"/> Identifies the salient arguments (reasons and claims), pros and cons <input type="checkbox"/> Thoughtfully analyzes and evaluates major alternative points of view <input type="checkbox"/> Draws warranted, judicious, non-fallacious conclusions <input type="checkbox"/> Justifies key results and procedures, explains assumptions and reasons <input type="checkbox"/> Fair-mindedly follows where evidence and reasons lead
3	<p>Does most or many of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Accurately interprets evidence, statements, graphics, questions, etc. <input type="checkbox"/> Identifies the salient arguments (reasons and claims), pros and cons <input type="checkbox"/> Analyzes and evaluates major alternative points of view <input type="checkbox"/> Draws warranted, judicious, non-fallacious conclusions <input type="checkbox"/> Justifies some results and procedures, explains reasons <input type="checkbox"/> Fair-mindedly follows where evidence and reasons lead
2	<p>Does most or many of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Misinterprets evidence, statements, graphics, questions, etc. <input type="checkbox"/> Fails to identify strong, relevant counter-arguments <input type="checkbox"/> Ignores or superficially evaluates obvious alternative points of view <input type="checkbox"/> Draws unwarranted or fallacious conclusions <input type="checkbox"/> Justifies few results and procedures, seldom explains reasons <input type="checkbox"/> Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions
1	<p>Consistently does almost all of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Offers biased interpretations of evidence, statements, graphics, questions, or the points of view of others <input type="checkbox"/> Fails to identify or hastily dismisses strong, relevant counter-arguments <input type="checkbox"/> Ignores or superficially evaluates obvious alternative points of view <input type="checkbox"/> Argues using fallacious or irrelevant reasons, and unwarranted claims <input type="checkbox"/> Does not justify results and procedures, nor explains reasons <input type="checkbox"/> Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions <input type="checkbox"/> Exhibits closed-mindedness or hostility to reason

¹ Permission is granted online to reproduce copies of this rubric for teaching assessment and research by students, faculty and administrators at public or nonprofit educational institutions. The California Academic Press LLC is happy to provide the education community with this assessment tool. It is available at <http://www.calpress.com/rubric.html>

BLM 3: Argument Analysis Sheet

Name: _____ Source of argument: _____

Note: remember to look at who the author is, what authority they have, and who published the information. Could *these factors* affect the perspective presented?



Does the author address alternate arguments, possible objections to his/her argument, or other points of view? Explain.

BLM 4: Debate Organization Sheet

1. Construct an Argument for a Debate **BOLD TYPE**

In 1 sentence, describe the **issue** you are debating.

What is your **position** on the issue for the purpose of the debate (are you for it or against it)?

Give **3 reasons** for your position. It **is** best to propose or oppose on 3 points (e.g., political, economic, social, etc.). This means you should have 3 reasons for your argument.

Give **facts** to back up each reason you have if possible. Be sure to research your topic thoroughly so you do not miss any facts.

Sum up the reasons in 1 **concluding** sentence.

Make a list of all the possible things your **opponents** might say to argue the opposite position.

For each of the opposing arguments, come up with a response (**rebuttal**) that supports your case. Use facts whenever possible.

2. Map Out Your Debate

The following is a rough guideline to help you structure what you will say. Write out a **script** and remember to prepare your rebuttal in addition to the speech shown below. If you are working with other students, be sure to plan who will say what.

1 st minute	<i>“Tell them what you’re going to tell them”</i> Explain the point you will be trying to make, and how you will make it. State your argument in a single, short sentence. Define your team’s strategy, explaining what others in your group will say (or have said).
2 nd minute	<i>“Tell them...”</i> Lay out your argument. In a sentence, let the audience know what the 3 points of your argument will be.
3 rd -5 th minute	<i>“...and keep telling them”</i> Address each part of your argument that you laid out in the 2 nd minute. Provide details about each.
6 th minute	<i>“Tell them what you told them”</i> Sum up your argument in a concluding sentence.

BLM 4: Investigative Journalism Rubric

Name: _____ Date: _____

Your completed performance task includes:

- a presentation to the class describing what you investigated and what you discovered;
- a two- to five-page summary that illustrates the competing or contradictory information you found and how you came to a conclusion; and
- (optional, if equipment is available) a videotaped “story” presenting your findings.

<i>The student will:</i>	Level 1	Level 2	Level 3	Level 4
Understanding Information				
<ul style="list-style-type: none"> • identify key elements and techniques used to create media works in a variety of forms 				
Describes the role of media ownership	Describes the role of media ownership with limited accuracy or depth	Describes the role of media ownership with some accuracy or depth	Describes the role of media ownership with considerable accuracy or depth	Describes the role of media ownership with a high degree of accuracy or depth
Analyzing				
<ul style="list-style-type: none"> • identify and explain the conditions that affect media industry practices governing the production, financing, and distribution of media works (e.g., gather data for an argumentative essay by investigating the ownership and control of media businesses and the implications for public access, range of expression, and audience choice) 				
Analyzes problems associated with advertising influence and power of media ownership as they relate to accuracy and bias in reporting	Analyzes problems superficially	Analyzes problems with some degree of depth but with limited detail	Analyzes problems with considerable depth and with sufficient detail	Analyzes problems with depth and in great detail
Applying				
<ul style="list-style-type: none"> • demonstrate critical thinking skills by identifying the differences between explicit and implicit messages in media works • compare and explain their own and their peers’ reactions to a variety of media works 				
Applies learning and class discussion to produce an investigative report	Applies learning and discussion to report with limited effectiveness	Applies learning and discussion to report with some effectiveness	Applies learning and discussion to report with considerable effectiveness	Applies learning and discussion to report with high degree of effectiveness
Communicating				
<ul style="list-style-type: none"> • explain how the form, technique, style, and language of a variety of media forms create meaning (e.g., compare the coverage of a current event by newspapers, radio, television, and Internet websites) 				
Communicates an investigative report orally and in writing	Communicates with limited effectiveness	Communicates with some effectiveness	Communicates with considerable effectiveness	Communicates with high degree of effectiveness

BLM 5: Stealth Marketing Rubric

Name: _____ Date: _____

Your completed performance task includes the following items, prepared either in a word-processed document or using presentation software:

- a plan for your stealth marketing efforts;
- a summary of observations made and reactions from marketing victims; and
- conclusions drawn based on the experience.

<i>The student will:</i>	Level 1	Level 2	Level 3	Level 4
Analyzing				
<ul style="list-style-type: none"> • explain the relationship among media works, media industry practices including marketing and distribution methods, and media industry codes and government regulations (English courses) • present a summary of current issues and consumer concerns that are affecting promotion and marketing (Marketing courses) 				
Explains implications and ethical issues associated with stealth marketing	Explains implications and ethical issues with limited accuracy or detail	Explains implications and ethical issues with some accuracy or detail	Explains implications and ethical issues with considerable accuracy or detail	Explains implications and ethical issues with high degree of accuracy or detail
Applying				
<ul style="list-style-type: none"> • present a summary of current issues and consumer concerns that are affecting promotion and marketing (e.g., concern about racism, sexism, truth in advertising, use of child labour in manufacturing) (Marketing courses) 				
Applies knowledge of stealth marketing concepts to design of research	Applies knowledge to research with limited effectiveness	Applies knowledge to research with some effectiveness	Applies knowledge to research with considerable effectiveness	Applies knowledge to research with high degree of effectiveness
Communicating				
<ul style="list-style-type: none"> • explain the relationship among media works, media industry practices including marketing and distribution methods, and media industry codes and government regulations (English) 				
Communicates the process and findings orally and in writing	Communicates with limited effectiveness	Communicates with some effectiveness	Communicates with considerable effectiveness	Communicates with high degree of effectiveness

BLM 6: Web Scavenger Hunt

Name: _____ Date: _____

Instructions: Using the links provided, visit sites to find the following information.

<i>Question</i>	<i>Site (URL) where you found the information</i>	<i>Answer to question</i>
1. Identify product(s) Adbusters sells.		
2. Explain who/what Enron is.		
3. Which company received the “Environmental Excellence Award”?		
4. In one sentence, provide a definition of globalization.		
5. Describe the pressures to accept advertising in schools.		
6. Identify two reasons why businesses want to target students in schools. (Hint: it’s <i>captivating!</i>)		
7. Name the organization that is guided by the belief that mixing commercial activities with public education raises issues of the proper relationship between educators, students and schools.		
8. How many newspapers does CanWest Global own?		
9. What does “bias through placement” mean?		

Answer key for teachers:

<i>Question</i>	<i>Site (URL) where you found the information</i>	<i>Answer to question</i>
1. Identify product(s)	http://adbusters.org/	Sneakers, stickers for “culture jamming”

Adbusters sells.		
2. Explain who/what Enron is.	http://www.corpwatch.org/issues/PII.jsp?topicid=145	Enron was the largest energy trader in the world, the largest natural gas pipeline owner in the country and a pioneering force behind energy deregulation
3. Which company received the “Environmental Excellence Award”?	http://www.business-ethics.com/	3M won this award in the “15th Annual Business Ethics Awards” for “sustained commitment, innovation, and substantial impact in three decades of environmental stewardship.”
4. In one sentence, provide a definition of globalization	http://www.globalization101.org/globalization/	“Globalization is a process of interaction and integration among the people, companies, and governments of different nations, a process driven by international trade and investment and aided by information technology.”
5. Describe the pressures to accept advertising in schools.	http://www.consumersunion.org/other/captivekids/summary.htm	Key pressures include: <ul style="list-style-type: none"> • Chronic school budgetary problems; • Ever-growing presence of commercialism in all sectors of society; • Growing competition among corporations for the burgeoning “youth” market.
6. Identify two reasons why businesses want to target students in schools.	http://www.consumersunion.org/other/captivekids/pressures.htm	Reasons include: <ul style="list-style-type: none"> • More than 43 million children attend schools. • Today's elementary-age children have tremendous spending power (approximately \$15-billion per year) while teenagers spend even more Today's teen-agers have even greater economic clout. • Children spend at least 20 percent of their time in school, making school the best way to reach them
7. Name the organization that is guided by the belief that mixing commercial activities with public education raises issues of the proper relationship between educators, students and schools	http://www.asu.edu/educ/eps1/ceru.htm	CERU, directed by Professor Alex Molnar, conducts research, disseminates information, and helps facilitate dialogue between the education community, policy makers, and the public at large about commercial activities in schools.
8. How many newspapers does CanWest Global own?	http://www.cjr.org/tools/owners/canwest.asp	14
9. What does “bias through placement” mean?	http://www.media-awareness.ca/english/resources/articles/diversity/bias_news.cfm	Readers of papers judge first-page stories to be more significant than those buried in the back. Television and radio newscasts run the most important stories first and leave the less significant for later. Where a story is placed, therefore, influences what a reader or viewer

		thinks about its importance
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Electronic Resources

The resources that follow are grouped into overlapping categories organized by audience (secondary school students, post-secondary students, and educators):

- general or historical sites;
- sites for contemporary issues; and
- media literacy.

These sites can be used to investigate or research some of the many themes brought to light by *The Corporation*. The sites represent a broad spectrum of perspectives – from corporate-sponsored sites, to anti-globalization and media awareness sites. Students and teachers are encouraged to investigate a number of sites representing different viewpoints to become better informed about these highly-debated issues. Specific information about the documentary can be found on its official Web site at www.thecorporation.com.

Sites for secondary school students

General or historical sites

Site name	URL	Description
Globalization 101	http://www.globalization101.org/	Globalization101.org is dedicated to providing students with information on the complex phenomenon of globalization. The site challenges visitors to think about many of the controversies surrounding globalization and to promote an understanding of the trade-offs and dilemmas facing policy-makers.
Globalisation Guide	http://www.globalisationguide.org	The Globalisation Guide, designed by the Australian Apec Study Centre, is a resource for students. It presents the arguments of both those who believe globalisation is positive and those who believe it is negative.

Sites related to contemporary issues

Site name	URL	Description
Corporate Watch	http://www.corpwatch.org/	CorpWatch provides up-to-date news and analysis, and exposes various corporations with records of environmental, labour, or social injustices.
Global Trade Watch	http://www.citizen.org/trade/index.cfm	Global Trade Watch (GTW), a division of Public Citizen, the national consumer and environmental group, promotes democracy by challenging corporate globalization, arguing that the current globalization model is neither a random inevitability nor "free trade." GTW works on an array of globalization issues, including health and safety, environmental protection, economic justice, and democratic, accountable governance.
Corporate Social Responsibility Newswire	http://www.csrwire.com/	This site refers to itself as "leading source of corporate responsibility and sustainability, press releases, reports and news" and contains press

Site name	URL	Description
		released about acts of corporate responsibility. Be sure to look at “The Business Case for CSR” in the “Resources” section of the site.
Business Ethics Magazine	http://www.business-ethics.com/	“The mission of Business Ethics is to promote ethical business practices, to serve that growing community of professionals striving to work and invest in responsible ways.” The site provides a variety of articles and reports about positive and negative corporate citizenship. The site includes links to sample corporate codes of ethics.
Channel One	http://www.channelone.com/	Channel One is a somewhat controversial organization that provides technology to schools in exchange for running closed-circuit programming (that includes advertising). This site provides information about the organization, as well as a number of interactive features for visitors.
Adbusters Media Foundation	http://adbusters.org/	Based in Vancouver, Adbusters produces a magazine that focuses on commercialism and consumerism. In addition to its print magazine, Adbusters organizes “culture jamming” campaigns, produces digital media items, ad spoofs, and Web-based content.
No Logo	http://nologo.org/	This site, associated with Naomi Klein’s book of the same title, provides up-to-date “dispatches” on current events related to globalization and commercialization and a variety of relevant links.

Sites related to media literacy

Site name	URL	Description
Media Awareness Network	http://www.media-awareness.ca/ ; http://www.media-awareness.ca/english/resources/articles/diversity/bias_news.cfm	This site provides resources for people interested in youth media and information literacy. Be sure to look at their Key Concepts in Media Literacy page. The second URL provides a direct link to the Network’s eight techniques to detect bias .
Fairness and Accuracy in Reporting	http://www.fair.org/	FAIR, a national media watch group, offers documented criticism of media bias and censorship. Many current issues in the news are discussed.
Who Owns What	http://www.cjr.org/tools/owners/	An easy-to-use list, maintained by the Columbia Journalism Review, detailing media ownership.
Visual Chart of Media Ownership	http://www.mediachannel.org/ownership/chart.shtml	MediaChannel.org offers this comprehensive chart describing media ownership.

Sites for post-secondary students

General or historical sites

Site name	URL	Description
Globalization 101	http://www.globalization101.org/	Globalization101.org is dedicated to providing students with information on the complex phenomenon of globalization. The site challenges visitors to think about many of the controversies surrounding globalization and to promote an understanding of the trade-offs and dilemmas facing

Site name	URL	Description
		policy-makers.
Globalisation Guide	http://www.globalisationguide.org	The Globalisation Guide, designed by the Australian Apec Study Centre, is a resource for students. It presents the arguments of both those who believe globalisation is positive and those who believe it is negative.
Global Policy Forum	http://www.globalpolicy.org/globaliz/intropg.htm	Global Policy Forum is a non-profit organization, with consultative status at the United Nations. Its Web site offers a brief introduction to the topic of globalization, with a selection of articles and Web resources.

Sites related to contemporary issues

Site name	URL	Description
Corporate Watch	http://www.corpwatch.org/	CorpWatch provides up-to-date news and analysis, and exposes various corporations with records of environmental, labour, or social injustices.
Global Trade Watch	http://www.citizen.org/trade/index.cfm	Global Trade Watch (GTW), a division of Public Citizen, the national consumer and environmental group, promotes democracy by challenging corporate globalization, arguing that the current globalization model is neither a random inevitability nor "free trade." GTW works on an array of globalization issues, including health and safety, environmental protection, economic justice, and democratic, accountable governance.
Corporate Social Responsibility Newswire	http://www.csrwire.com/	This site refers to itself as "leading source of corporate responsibility and sustainability, press releases, reports and news" and contains press released about acts of corporate responsibility. Be sure to look at "The Business Case for CSR" in the "Resources" section of the site.
Business Ethics Magazine	http://www.business-ethics.com/	"The mission of Business Ethics is to promote ethical business practices, to serve that growing community of professionals striving to work and invest in responsible ways." The site provides a variety of articles and reports about positive and negative corporate citizenship. The site includes links to sample corporate codes of ethics.
ISO Standards for Corporate Social Responsibility	http://www.iisd.org/standards/csr.asp	The International Organization for Standardization (ISO) creates industry standards for many aspects of business, and is widely used in the manufacturing sector. ISO developed tools to help businesses define and address what CSR means and how to implement it throughout their organizations.
The World Bank Corporate Social Responsibility Page	http://www.worldbank.org/privatesector/csr/	The World Bank provides consulting services to organizations who wish to pursue social responsibility agendas. Be sure to examine the links to reports and brochures on the right-hand side of the screen.
Industry Canada's Corporate Social Responsibility	http://strategis.ic.gc.ca/epic/internet/incsr-rse.nsf/vwGeneratedInterE/Home	The Government of Canada's site on corporate social responsibility provides an overview of the government's position on this issue, and provides

Site name	URL	Description
Page		news and updates through links.
Adbusters Media Foundation	http://adbusters.org/	Based in Vancouver, Adbusters produces a magazine that focuses on commercialism and consumerism. In addition to its print magazine, Adbusters organizes “culture jamming” campaigns, produces digital media items, ad spoofs, and Web-based content.
No Logo	http://nologo.org/	This site, associated with Naomi Klein’s book of the same title, provides up-to-date “dispatches” on current events related to globalization and commercialization and a variety of relevant links.

Sites related to media literacy

Site name	URL	Description
Media Awareness Network	http://www.media-awareness.ca/ ; http://www.media-awareness.ca/english/resources/articles/diversity/bias_news.cfm	This site provides resources for people interested in youth media and information literacy. Be sure to look at their Key Concepts in Media Literacy page. The second URL provides a direct link to the Network’s eight techniques to detect bias .
Fairness and Accuracy in Reporting	http://www.fair.org/	FAIR, a national media watch group, offers documented criticism of media bias and censorship. Many current issues in the news are discussed.
The Propaganda Model of Mass Media	http://www.tsujiru.net/moen/blog/index.php?p=13&c=1	This “Lecture Blog” was prepared by Darrell Moen, PhD and provides an overview of the propaganda model of mass media.
Propaganda Model	http://www.eclipse.net/~tgardnet/Propaganda_Model.html	This site provides an excerpt of Chomsky and Herman’s definition of the five parts of the Propaganda Model.
Who Owns What	http://www.cjr.org/tools/owners/	An easy-to-use list, maintained by the Columbia Journalism Review, detailing media ownership.
Visual Chart of Media Ownership	http://www.mediachannel.org/ownership/chart.shtml	MediaChannel.org offers this comprehensive chart describing media ownership.

Sites for educators

General or historical sites (also see relevant student sites)

Site name	URL	Description
Media Literacy Review (MLR)	http://interact.uoregon.edu/MediaLit/mlr/home/index.html	MLR is a biannual online resource for people interested in children, adolescents, and media. The site provides readings, links to resources, and a directory of media literacy and education organizations.
University of Oregon Clearinghouse on Educational Management	http://eric.uoregon.edu/hot_topics/index.html	Under ‘School-Business Relationships’, this site provides several links and articles relating to consumerism and education.
Yale Global Online	http://yaleglobal.yale.edu/	YaleGlobal Online is an online magazine published by the Yale Center for the Study of Globalization. It explores the implications of the growing interconnectedness of the world with a number of relevant articles that are available free of charge.

Sites related to contemporary issues (also see relevant student sites)

Site name	URL	Description
Eduventures	http://www.eduventures.com/	Eduventures is a private educational corporation (“learning supplier”) that provides analysis and efficient organizational strategies for “learning markets” and “learning buyers.” It is aimed at executives who wish to do business with schools.
World Trade Organization	http://www.wto.org/	The World Trade Organization (WTO) is the only global international organization dealing with the rules of trade between nations. At its heart are the WTO agreements, negotiated and signed by the bulk of the world’s trading nations and ratified in their parliaments. The goal is to help producers of goods and services, exporters, and importers conduct their business.
infed: Informal Education	http://www.infed.org/biblio/globalization_and_education.htm	Under the title ‘globalization and the incorporation of education’, this site provides a lengthy analysis of the relationship between the dynamic of globalization and the resulting ‘commodification’ of education, and includes an annotated bibliography of relevant books and articles.
International Advertising in Developing Countries	http://iml.jou.ufl.edu/projects/Fall02/Vanderkochhove/positives.html	Written from a pro free-market approach, this website outlines the benefits of advertising for developing countries and defends advertising as ‘freedom of commercial speech’
Commercialism in Education Research Unit (CERU) at Arizona State University	http://www.asu.edu/educ/eps/ceru.htm	CERU conducts research, disseminates information, and helps facilitate dialogue between educators, policy makers, and the public about commercial activities in schools. This Web site contains links to research, articles, and other relevant documents.
The Merrow Report	http://www.pbs.org/merrow/tmr_radio/schools/	The Merrow Report focuses on commercialism in schools and provides a number of relevant statistics, links and articles, including the report “Schools For Sale: Commercialism in Public Schools”.
PTA Guidelines on Corporate involvement at Schools	http://www.pta.org/programs/guidelines_1.htm	These PTA guidelines are intended to be considered by schools when entering into relationships with businesses. They highlight some of the problems that can arise from such arrangements.
Captive Kids: A Report on Commercial Pressure on Kids at School	http://www.consumersunion.org/other/captivekids/index.htm	This 1998 report released by Consumers Union (a non-profit publisher of consumer reports) and Consumers Union Education Services, outlines strategies used by advertisers and the various problems associated with them.

Sites related to media literacy (also see relevant student sites)

Site name	URL	Description
Democracy at Risk: Building Citizenship Skills Through media Education	http://interact.uoregon.edu/MediaLit/mlr/readings/articles/democracy.html	An essay by Dr. Renee Hobbs on the relationship of media education to democracy.

Site name	URL	Description
Critical Media Literacy in Times of War	http://www.tandl.vt.edu/Foundations/mediaproject/	This site is recommended for those interested in, teaching or studying media, political events, and U.S. foreign policy. It provides visually-engaging, extensively researched material demonstrating contradictory stories told by domestic and international media. It can be used to extend lesson content in this resource.

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Appendix A: Ontario Curriculum Correlation

Expectations that relate to *The Corporation* from the following courses appear in the table below.

Course	Strand	Expectations
Philosophy: Questions and Theories, Grade 12, University Preparation HZT4U	Ethics	<p>Overall Expectations:</p> <ul style="list-style-type: none"> demonstrate an understanding of the main questions, concepts, and theories of ethics evaluate the strengths and weaknesses of responses to ethical questions and moral problems defended by some major philosophers and schools of philosophy, and defend their own responses illustrate the relevance of philosophical theories of ethics to concrete moral problems in everyday life <p>Specific Expectations</p> <ul style="list-style-type: none"> use critical and logical thinking skills to defend their own ideas about ethical issues (e.g., the nature of the good life) and to anticipate counter-arguments to their ideas demonstrate how the moral problems and dilemmas that occur in everyday contexts (e.g., in medicine, business, law, the media) can be effectively analysed using a variety of different philosophical theories (e.g., virtue ethics, social-contract theory)
	Social and Political Philosophy	<p>Specific Expectations</p> <ul style="list-style-type: none"> analyse how theories of social and political philosophy (e.g., libertarianism, egalitarianism) are adopted and realized in contemporary political policy making (e.g., concerning the distribution of wealth), and how the adoption of a particular theory makes a difference to political and social practices
	Research and Inquiry Skills	<p>Specific Expectations</p> <ul style="list-style-type: none"> apply logical and critical thinking skills to problems that arise in jobs and occupations (e.g., What obligations do employees have to the public, to their employers, and to themselves? When resources are scarce, how should decisions be made about their allocation?) clearly explain their own views in philosophical discussions in class and in other types of exchanges (e.g., electronic, intra- and interschool) with peers
Challenge and Change in Society, Grade 12, University/College Preparation HSB4M	Social Change	<p>Specific Expectations</p> <ul style="list-style-type: none"> demonstrate an understanding of how social change is influenced by poverty and affluence (e.g., consequences of unequal access to personal computers or higher education) explain the impact of evolving roles of individuals or groups (e.g., of women in the workplace) and values (e.g., concern for the environment) on social change in Canada
	Social Challenges	<p>Specific Expectations</p> <ul style="list-style-type: none"> analyse, from a Canadian perspective, the social structures that support, and those that weaken, global inequalities (e.g., literacy, poverty, new technologies) evaluate, from a psychological perspective, the role of perception in Canadians' understanding of themselves, their families, and their local and global communities

Course	Strand	Expectations
		<p>Overall Expectations</p> <ul style="list-style-type: none"> • demonstrate an ability to select, organize, and interpret information gathered from a variety of print and electronic sources • communicate the results of their inquiries effectively <p>Specific Expectations</p> <ul style="list-style-type: none"> • effectively communicate the results of their inquiries, using a variety of methods and forms (e.g., graphs, charts, diagrams, oral presentations, lab reports, written reports, essays, journal-style articles, videos) • explain conclusions made as a result of an inquiry, using appropriate structure, argument, and documentation
<p>The Individual and the Economy, Grade 11, University/College Preparation CIE3M</p>	<p>Economic Institutions</p>	<p>Specific Expectations</p> <ul style="list-style-type: none"> • explain the importance of profit in the private sector and the factors that determine the profitability of a business (e.g., demand, production costs, amount of competition) • explain how producers determine the most efficient way to use resources and how much to produce • compare the characteristics of firms and of competition in perfectly and imperfectly competitive markets (e.g., monopoly and oligopoly)
	<p>Economic Stakeholders</p>	<p>Overall Expectations</p> <ul style="list-style-type: none"> • describe the economic rights and responsibilities of citizens <p>Specific Expectations</p> <ul style="list-style-type: none"> • describe the traits, skills, and economic contributions that distinguish entrepreneurs from others such as inventors, employees, and managers • describe the economic responsibilities of Canadian citizens (e.g., stewardship of public resources, awareness of public issues) • analyse a current issue (e.g., pollution), identifying how the economic rights of individuals must be balanced by economic responsibility and public accountability
	<p>Self-interest and Interdependence</p>	<p>Overall Expectations</p> <ul style="list-style-type: none"> • explain how self-interest in a market makes consumers and producers interdependent • describe the extent, nature, and impact of Canada's economic interdependence with other nations • describe ways in which governments in Canada intervene in the economy to balance the competing self-interests of stakeholders <p>Specific Expectations</p> <ul style="list-style-type: none"> • describe examples of how the self-interests of different stakeholder groups may conflict (e.g., consumers and producers, workers and management/shareholders) • describe how government intervention in the economy is intended to resolve the conflicting self-interests of stakeholders

Course	Strand	Expectations
Civics, Grade 10, Open CHV20	Informed Citizenship	Specific Expectations <ul style="list-style-type: none"> analyse contemporary crises or issues of international significance (e.g., health and welfare, disasters, human rights, economic development, environmental quality) in the context of the global community research and summarize civic actions of individuals and non-governmental organizations that have made a difference in global affairs (e.g., Cardinal Paul-Emile Léger, Nelson Mandela, Mother Teresa, Craig Kielburger, David Suzuki, Jean Vanier, Red Cross, Frontier College, Doctors Without Borders, YWCA/YMCA) compare the contributions of individuals, as explored in the student summaries, to arrive at a definition of the term “global citizen”
	Active Citizenship	Specific Expectations <ul style="list-style-type: none"> research and compare significant contributions made by individuals and groups to their communities and assess the impact of these individuals’ and groups’ contributions compare and evaluate the impact of various types of non-violent citizen participation (e.g., advocacy, community service, voting, serving on juries) in resolving public issues in Canada
Canadian Politics and Citizenship, Grade 11, Open CPC30	Power, Influence, and the Resolution of Differences	Specific Expectations <ul style="list-style-type: none"> explain examples of tensions between individuals and groups with respect to their needs and wants, using concepts such as gender, lifestyle, status, and socio-economic class compare selected theories on the purpose of government and on ways in which government powers are acquired, used, and justified describe different leadership styles (e.g., democratic, authoritarian) differentiate between the legitimate and illegitimate exercise of power by individuals, groups, and governments
	Values, Beliefs, and Ideologies	Specific Expectations <ul style="list-style-type: none"> explain the relationship between the ways in which individuals and groups live and the values and beliefs they hold compare the processes of political socialization and political indoctrination with regard to their effects on individuals, families, groups, and governments analyse the variety of political messages that Canadian youth receive from key agents of socialization (e.g., the family, the school, peers, the media); evaluate ways in which major agents of political socialization (e.g., religion, the media, political parties) influence the ways in which Canadians participate formally and informally in politics
	Methods of Political Inquiry	Overall Expectations <ul style="list-style-type: none"> correctly use social science methods to gather, organize, and synthesize information draw supportable conclusions about political events, issues, and trends and their relationship to social, economic, and cultural systems communicate knowledge, beliefs, and interpretations of politics and citizenship, using a variety of formats use political knowledge, skills, and values to act as responsible citizens in a variety of contexts
	Citizenship, Democracy and Participation	Specific Expectations <ul style="list-style-type: none"> explain the importance of democratic principles such as political equality; majority representation; responsible government; representation by population; decision making for the common good; the rule of law; and universal human rights, freedoms, and responsibilities identify opportunities for citizens to participate in governmental and non-governmental political decision making at the community, municipal, provincial, federal, and international levels explain the benefits to individuals, groups, communities, and societies of political participation, and the challenges associated with equalizing the participation of diverse groups describe the barriers to participation and representation in the political process faced by various social groups, and identify strategies to overcome these barriers through the legislative process

Course	Strand	Expectations
Canadian and World Politics Grade 12, University Preparation CPW4U	Participation in the International Community	<p>Specific Expectations</p> <ul style="list-style-type: none"> describe the rights and obligations of international groups (e.g., the International Monetary Fund, transnational corporations, environmental lobby groups) explain the effects on national sovereignty of the trend towards global decision making (e.g., the decreased power of states to make policies to control the flow of goods and services, ideas, and cultural products) evaluate the role of pressure groups in formulating and implementing Canada's foreign policy (e.g., anti-landmine protests, the environmental lobby, the media, the Canadian Manufacturers' Association, the Canadian Bankers Association)
Introduction to Business, Grade 9/10 Open BBI10/20	Conducting Business in a Competitive Marketplace and in the Changing Workplace	<p>Specific Expectations</p> <ul style="list-style-type: none"> specify ways in which business activity can help or harm the environment determine the importance of ethics and social responsibility in business
Introduction to Entrepreneurial Studies, Grade 11, College Preparation BDI3C	Enterprising People and Entrepreneurs	<p>Specific Expectations</p> <ul style="list-style-type: none"> describe the characteristics, motivations, abilities, attitudes, and aptitudes of an enterprising person explain the connection between entrepreneurial activities and job and wealth creation (e.g., effect on the labour market, community prosperity, and availability of venture capital); describe the impact that local entrepreneurs have had on their community; determine how entrepreneurs have been agents of change
Introduction to International Business, Grade 12, University/College Preparation BBB4M	The Global Environment for Business	<p>Specific Expectations</p> <ul style="list-style-type: none"> compare the features of a multinational company participating in global business with those of a company focused on domestic business activity; evaluate the advantages and disadvantages of Canada's international business relationships and activities analyse ways in which the workplace, occupations, the nature of work, and working conditions have changed historically as a result of the growth of a global economy
	Business and Trade	<p>Specific Expectations</p> <ul style="list-style-type: none"> define "rationalization" as it applies to business and industry; describe the impact of global business on rationalization in Canadian business (e.g., its role in downsizing, mergers, shutdowns, plant transfers, growth opportunities) explain how each of the functions of business (e.g., management, marketing, finance and accounting, operations, information technology) can be rationalized internationally evaluate the impact of cultural differences in managing diverse workforces
	Marketing Challenges, Approaches, and Distribution	<p>Specific Expectations</p> <ul style="list-style-type: none"> evaluate the ethical issues that arise for companies competing internationally in relation to the following groups: consumers (e.g., safety, fair pricing, disclosure); stockholders (e.g., fair return, controlled risk); employees (e.g., fair wages, good working conditions, use of child labour); the host country (e.g., effects on the local economy, laws, cultural preservation); and society (e.g., sustainability of development, health of environment, conservation of resources)

Course	Strand	Expectations
Introduction to International Business, Grade 12, Workplace Preparation BBB4E	Canada in the Global Marketplace	<p>Overall Expectations</p> <ul style="list-style-type: none"> determine the ways in which the lives of Canadians have been and are affected by international business activity <p>Specific Expectations</p> <ul style="list-style-type: none"> explain the relationship among international business and global economic development, prosperity, specialization, and stability explain how changes in world markets and international political events may affect a company in Canada analyse the effect of a country's international business activities on its political environment (e.g., government, policies, legislation) describe how Canadian companies that achieve success in international business can have positive effects on the lives of Canadians (e.g., through improved employment opportunities, incomes, product choices, prices, quality) describe how international business activity can have negative effects on the lives of Canadians (e.g., through job loss, wage competition, increased vulnerability to global business cycles and events, competitive pressures) describe the complex relationships among the many public groups to whom international businesses are accountable
Introduction to Marketing, Grade 11, College Preparation BMI3C	The Marketing Process	<p>Specific Expectations</p> <ul style="list-style-type: none"> describe the impact of government policies and agencies (e.g., marketing boards, regulatory bodies) on marketing activities
	Trends in Marketing	<p>Specific Expectations</p> <ul style="list-style-type: none"> describe ways in which marketing activities (e.g., packaging, labelling) have been influenced by the environmental movement present a summary of current issues and consumer concerns that are affecting promotion and marketing (e.g., concern about racism, sexism, truth in advertising, use of child labour in manufacturing) identify channels through which consumers can express objections to specific marketing activities (e.g., the Canadian Advertising Foundation, the Consumer Association of Canada, the Canadian Radio-Television and Telecommunications Commission) describe the objectives of and an effective marketing campaign for a specific social cause (e.g., an environmental issue, an animal shelter, a food bank)

Course	Strand	Expectations
Organizational Studies: Organizational Behaviour and Human Resources, Grade 12, University/College Preparation BOH4M	Issues Facing Organizations	Specific Expectations <ul style="list-style-type: none"> • evaluate the impact on management strategies and decision making of major ethical dilemmas (e.g., at the level of the individual, the workplace, and the local and global community) • analyse the nature and importance of corporate social responsibility; • analyse organizational codes of ethics to identify expected behaviours for an organization (e.g., in relation to workforce diversity, conflicts of interest, customer/supplier relationships, confidentiality of information)
Organizational Studies: Managing a Small Business, Grade 12, Workplace Preparation BOG4E	The Small Business Environment in Canada	Specific Expectations <ul style="list-style-type: none"> • evaluate the need for ethical and socially responsible behaviour in small business management • identify current business issues that are specific to the local community
English, Grade 9, Academic ENG1D	Media Studies	Specific Expectations <ul style="list-style-type: none"> • demonstrate critical thinking skills by identifying the differences between explicit and implicit messages in media works (e.g., make an oral presentation to the class about the differences between family life as depicted in a television series and as experienced in real life; identify and evaluate the variations in treatment and emphasis of different covers that have been designed for the same book) • compare and explain their own and their peers' reactions to a variety of media works
English, Grade 9, Applied ENG1P	Media Studies	Specific Expectations <ul style="list-style-type: none"> • demonstrate critical thinking skills by identifying the differences between explicit and implicit messages in media works (e.g., write a report describing discrepancies between the presentation of a product in advertising material and its use by a consumer; read packaging for similar products to assess its effectiveness and appeal to potential purchasers) • identify and describe the elements used to structure media works in a variety of forms (e.g., sound effects and music in a television drama; the number of editing cuts and shots in a documentary video; colour, images, and text in magazine advertisements) • compare the reactions of different people or groups to a variety of media works (e.g., interview or survey peers and family about reactions to a particular media work and produce a written report of the results; read and compare reviews of a book) • identify factors that influence media production, distribution, and advertising (e.g., the audience for a magazine; characteristics of the target audience and sponsors of specific television programs)
English, Grade 10, Academic ENG2D	Media Studies	Specific Expectations <ul style="list-style-type: none"> • demonstrate critical thinking skills by identifying the differences between explicit and implicit messages in media works (e.g., write a report comparing unique features of several newspapers to assess their appeal to readers; explain the satire in a parody of a media work) • identify key elements and techniques used to create media works in a variety of forms (e.g., illustrations and captions in political cartoons; narrative and characterization in a film or television drama; the choice of symbols and colours used to convey health and safety warnings on the packaging of a range of products) and analyse how these elements and techniques contribute to the theme or message • analyse the elements of a variety of media works, in order to identify and describe the intended audience(s) for the works (e.g., analyse advertising in a range of newspapers and magazines to identify the target audiences) • analyse the relationship between media works and the production and marketing of related products (e.g., explain in a written or oral report how the target audience for a film determines the range of products marketed with it, and how this marketing, in turn, helps shape the film)
English, Grade 10, Applied ENG2P	Media Studies	Specific Expectations <ul style="list-style-type: none"> • demonstrate critical thinking skills by identifying the differences between explicit and implicit messages in media works (e.g., read and compare the

Course	Strand	Expectations
		<p>front pages of two different newspapers to determine their appeal to readers; explain the appeal of popular film genres to mass audiences)</p> <ul style="list-style-type: none"> • identify key elements and techniques used to create media works in a variety of forms (e.g., rapid editing in a television commercial; plot in a comedy; juxtaposition of colour and text in posters), and explain how these elements contribute to the theme or message • analyse the elements of media works in order to explain the reactions of different audiences to the works (e.g., write a report examining the sponsors of selected television programs to determine which groups of people the programs are aimed at; write an essay or report identifying stereotypes in television shows and suggest how specific audiences might react to them) • describe and explain how and why media works are used to market related products (e.g., how and why books are reissued in conjunction with film releases)

Course	Strand	Expectations
English, Grade 11, University Preparation ENG3U	Media Studies	<p>Specific Expectations</p> <ul style="list-style-type: none"> • demonstrate critical thinking skills by identifying bias and by analysing explicit and implicit messages in media works (e.g., explain the effect of images used in a film; identify the perspective of a newspaper or magazine) • explain how the form, technique, style, and language of a variety of media forms create meaning (e.g., compare the coverage of a current event by newspapers, radio, television, and Internet websites) • analyse the relationship between media works and their audiences (e.g., prepare for a panel discussion on how advertising campaigns target different audiences; identify the demographic profile of the target audience for a television show or radio station and assess how the content and advertising match the audience) • explain the relationship among media works, media industry practices including marketing and distribution methods, and media industry codes and government regulations (e.g., explain the use of media to launch a new product line)
English, Grade 11, College Preparation ENG3C	Media Studies	<p>Overall Expectations</p> <ul style="list-style-type: none"> • use knowledge of the characteristics of media forms, representations, audiences, and industry practices to analyse a variety of media works <p>Specific Expectations</p> <ul style="list-style-type: none"> • demonstrate critical thinking skills by identifying bias and explaining the difference between explicit and implicit messages in media works (e.g., explain the intended appeal of images selected for specific advertisements; write a short essay on the theme of a feature film) • explain how the form, style, and language of a variety of media forms communicate messages with specific social implications (e.g., explain how the characteristics of a national newspaper, a local newspaper, a local television newscast, and the Internet are reflected in the coverage of a major news story; compare the effectiveness of the language and style in a range of television news-magazine programs) • explain the relationship between media works and their audiences (e.g., explain how specific features of a popular television series appeal to different family members; analyse the content and advertisements of a television show or issue of a magazine and draw conclusions about the demographics of the audience) • explain the relationship between media works and media industry practices, including marketing and distribution methods (e.g., investigate the implications of product placement in films and television shows; research a promotional campaign to determine why it was successful or unsuccessful)
English, Grade 11, Workplace Preparation ENG3E	Media Studies	<p>Overall Expectations</p> <ul style="list-style-type: none"> • use knowledge of media forms, representations, audiences, and industry practices to analyse a variety of media works <p>Specific Expectations</p> <ul style="list-style-type: none"> • demonstrate critical thinking skills by identifying explicit and implicit messages in media works (e.g., analyse the use of claims and appeals in a series of advertisements; identify the point of view in a documentary) • describe the key elements of a variety of media forms (e.g., write a report describing the use of images, columns, colour, fonts, and text in several magazines; report orally on the use of narration and images in a documentary; compare the print and film versions of a story) • identify the techniques used in a variety of media works (e.g., discuss the use of images and editing in several films; identify the techniques used to alter images electronically in commercials) • explain ways in which media works reflect, distort, or influence audience behaviour (e.g., compare the portrayal of teenage life on television with teenage life in the school and community; explain the impact on various segments of society of the portrayal of violence in the media) • explain how and why different audiences interpret media works differently (e.g., survey peers and adults about their reactions to specific

Course	Strand	Expectations
		<p>television programs and explain the results)</p> <ul style="list-style-type: none"> describe the relationship between media works and media industry practices, including marketing and distribution methods (e.g., research and report on the use of product placement in films and television shows; research and report on the development, promotion, and sale of a new product)

Course	Strand	Expectations
English, Grade 12, University Preparation ENG4U	Media Studies	<p>Overall Expectations</p> <ul style="list-style-type: none"> demonstrate an understanding of a variety of media, media theories, and media industry practices by analysing representations, forms, and techniques in media works and assessing their implications for individuals and society <p>Specific Expectations</p> <ul style="list-style-type: none"> use critical thinking skills to identify bias and to analyse the differences between explicit and implicit messages in media works (e.g., analyse and assess the representation of Canadian culture in a wide range of films and television programs; analyse and assess the newspaper, television, radio, and Internet coverage of a conflict or uprising) explain how representation, form, style, and techniques in media works convey messages with social, ideological, and political implications (e.g., compare advertisements promoting healthy living as presented in different media forms; compare the coverage of a business or political news story in a range of newspapers, news magazines, radio and television newscasts, and on the Internet) explain the relationship between media works and their audiences (e.g., research how an advertiser adapts a campaign for different regional, cultural, or socio-economic groups; write a report on the ways in which various citizen groups use the media for specific purposes) apply key concepts of media theory to analyse specific media works (e.g., examine the coverage of an issue or event by a variety of media to assess Marshall McLuhan’s statement “The medium is the message”) identify and explain the conditions that affect media industry practices governing the production, financing, and distribution of media works (e.g., gather data for an argumentative essay by investigating the ownership and control of media businesses and the implications for public access, range of expression, and audience choice)
English, Grade 12, College Preparation ENG4C	Media Studies	<p>Overall Expectations</p> <ul style="list-style-type: none"> analyse relationships among media forms, representations, audiences, and industry practices to explain how a variety of media works communicate messages <p>Specific Expectations</p> <ul style="list-style-type: none"> demonstrate critical thinking skills by identifying bias and analysing messages in media works (e.g., write an essay describing aspects of Canadian culture as represented in a range of Canadian television programs; explain the impact of cross-promotional marketing associated with a film) explain how the form, style, and techniques in media works convey messages with social or ideological implications (e.g., write a report investigating the social implications of the representation of heroes, villains, and conflict in electronic media) explain the relationship between media works and their audiences (e.g., analyse the reactions of the local community and other audiences to a film, television series, or cable channel, and explain why different audiences interpret messages differently; explain the effect of feedback from a preview audience on the final version of a media work) identify and explain how factors such as industry codes and government regulations affect media industry practices, including marketing and distribution methods (e.g., explain how codes and regulations influence children’s television programming; analyse marketing campaigns in specific industries)
English, Grade 12, Workplace Preparation ENG4E	Media Studies	<p>Overall Expectations</p> <ul style="list-style-type: none"> use knowledge of the characteristics of media forms, representations, audiences, and industry practices to assess a variety of media works <p>Specific Expectations</p> <ul style="list-style-type: none"> demonstrate critical thinking skills by identifying bias and explaining the difference between explicit and implicit messages in media works (e.g., prepare an oral presentation on bias in a TV documentary; identify aspects of Canadian culture as represented in a range of Canadian television

Course	Strand	Expectations
		<p>programs and films; write a report describing how a marketing campaign is constructed to appeal to a specific audience)</p> <ul style="list-style-type: none"> • explain how the key elements of a variety of media forms are used to communicate information and/or to influence people (e.g., compare the techniques used in instructional videos and printed manuals about using a household appliance; assess how language is used in advertisements to influence consumers) • explain the relationship between audience and interpretation by analysing the reactions of different audiences to a variety of media works (e.g., listen to an open-line phone-in radio program and discuss the relationship between its content and the demographics of the audience) • explain the connections between media works, media industry practices, including marketing and distribution methods, and such factors as industry codes and government regulations (e.g., report on the marketing of toys and fast food related to movies; assess the effects of Canadian content regulations on local radio and television programming)
<p>Media Studies, Grade 11, Open EMS30</p>	<p>Media Texts</p>	<p>Overall Expectations</p> <ul style="list-style-type: none"> • analyse, interpret, and assess the techniques, forms, style, and language of media works to describe and explain how different media communicate meaning; • analyse media representations to describe their content, identify bias, and explain their impact on audiences <p>Specific Expectations</p> <ul style="list-style-type: none"> • identify the characteristics of a variety of media, including television, newspapers, and the Internet, and explain how these characteristics influence meaning (e.g., in an oral presentation examine how a newspaper, a radio station, a television network, and a news website cover the same event, and explain how the differences affect interpretations of the event) • analyse how the language used in media works influences the interpretation of messages, with a focus on tone, level of language, and point of view (e.g., analyse the language used in a sports broadcast and explain its purpose and effect; describe the narrative language used in an animated media work and state what themes and beliefs are being communicated) • analyse how individuals or groups are presented in media works and assess the accuracy and influence of these representations (e.g., create a collage of familiar stereotypes in the media and explain the overall impact of these images; compare media representations of work, vacation experiences, or family life with their own experiences); • examine how people or groups are represented in a variety of media works and explain the beliefs and biases revealed and the messages conveyed (e.g., discuss how the message of a popular television program would change if the main characters were from a different socio-economic or ethnic group; explain the effects of the inclusion, exclusion, or positioning of people or groups in magazine advertisements); • analyse media representations of social, political, and cultural issues and explain how the representations influence people's interpretation of the issues and their level of concern (e.g., analyse media coverage of the international response to a war or uprising; assess the effectiveness of public-service announcements in the media)