

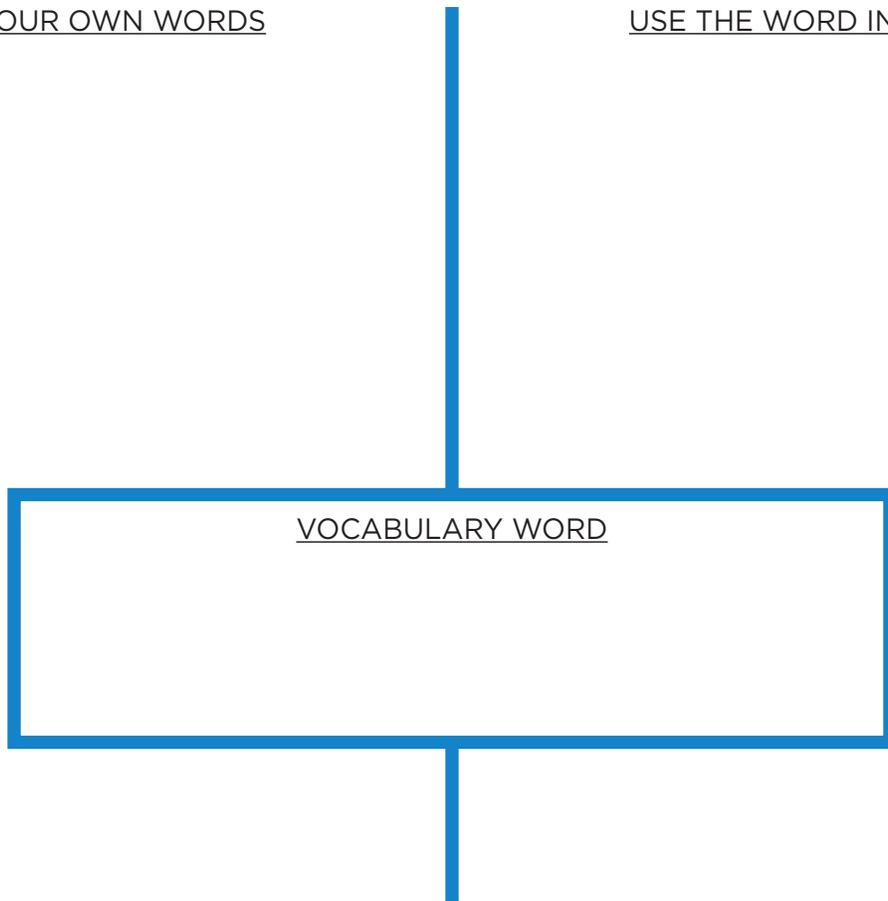
ACTIVITY 1:

TERMINOLOGY WORD MAP WORKSHEET

Use this word map to support **Activity 1: Terminology Word Wall** on page 3 of *Historica Canada's Critical Digital Literacy Education Guide*.

DEFINE IN YOUR OWN WORDS

USE THE WORD IN A SENTENCE



IDENTIFY AN EXAMPLE OF THIS CONCEPT (AND ITS APPLICATION TO MEDIA)

ACTIVITY 5:

MEDIA ECOSYSTEM WORKSHEET

Use this chart to support **Activity 5: Mapping Your Media Ecosystem** on page 6 of Historica Canada's **Critical Digital Literacy Education Guide**.

Date	Channel/Source	Content/Article Title	Checklist
			<input type="checkbox"/> Read headline/title <input type="checkbox"/> Read partial article/ Watched partial video <input type="checkbox"/> Read full article/ Watched full video
			<input type="checkbox"/> Read headline/title <input type="checkbox"/> Read partial article/ Watched partial video <input type="checkbox"/> Read full article/ Watched full video
			<input type="checkbox"/> Read headline/title <input type="checkbox"/> Read partial article/ Watched partial video <input type="checkbox"/> Read full article/ Watched full video
			<input type="checkbox"/> Read headline/title <input type="checkbox"/> Read partial article/ Watched partial video <input type="checkbox"/> Read full article/ Watched full video

ACTIVITY 7:

MEDIA ANALYSIS WORKSHEET

Use this worksheet to support **Activity 7: Media Bias in the Past – Primary Source Analysis** on page 7 of Historical Canada’s **Critical Digital Literacy Education Guide**.

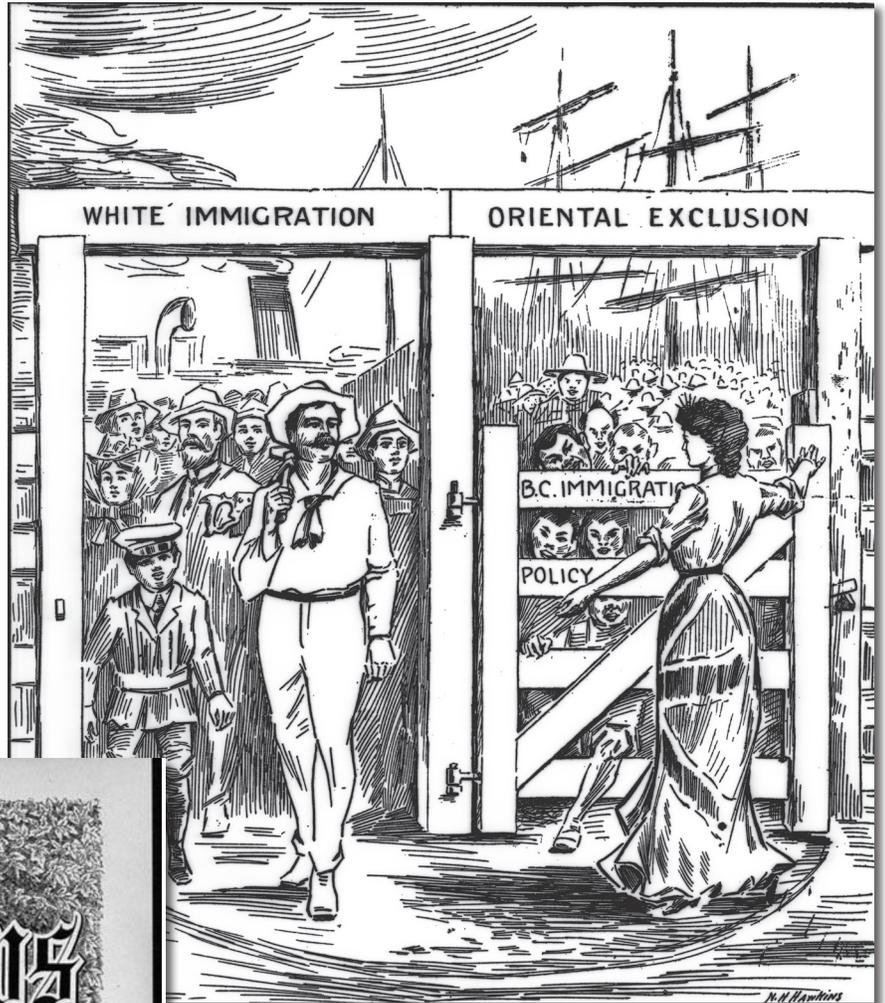
Review news coverage and imagery from the primary-source examples of discriminatory immigration policy in Canada’s history on the next page. Complete this worksheet with your findings.

What perspectives are present in this article or image?

Is this article or image biased? If yes, provide 2-3 examples of the biases it demonstrates. If no, state why you believe it is an objective piece of media.

Consider the historical context of news media at the time. What do these articles/images suggest about the motivations and goals of the news media during that period?

CHINESE HEAD TAX



Cartoon encouraging the exclusion of Chinese immigrants from the B.C. *Saturday Sunset* newspaper, 24 August 1907 (Courtesy Vancouver Public Library).



Canadian *Illustrated News* cover, 26 April 1879 (Courtesy Vancouver Public Library).

**EDMONTON DOES
NOT LIKE THEM****STRONG FEELING AGAINST NE-
GRO IMMIGRATION IN
THE WEST.**

(Special Despatch to The Globe.)

Winnipeg, March 27.—The arrival of a party of two hundred negroes from Oklahoma last week, bound for free homestead land in Athabasca Landing district, northwest of Edmonton, is raising a good deal of protest throughout the west, and the opinion is freely offered that steps should be taken by the Dominion Government to put a stop to a class of immigration that the experience of the southern States would indicate is hardly to be classed as desirable. The party, which came into Canada by way of Emerson last week, was subjected to the most rigorous examination by the immigration officials, who found themselves unable to stop a single member of the party. All had plenty of money, were in perfect health, and apparently of good moral standing. They talked freely, and stated that they feared neither cold nor privation, and that all they were seeking was free land and a chance to make homes for their families. Three hundred dollars was the smallest amount found on any head of a family, and all are bringing household effects and farm implements with them.

They are the second big party to come from Oklahoma, a former party of about two hundred having gone into the same district over a year ago, where they have prospered wonderfully and proved quite adaptable to the demands of the country. The coming of a new party to Edmonton, where they spent two days before proceeding on their way to the Landing, has aroused bitter feeling, which is freely expressed.

Dr. Ely Syngé has written a letter, which will appear in the Edmonton papers to-morrow, declaring that Canada might have profited by Gladstone's "Foolishness in South Africa," and saying he sees the "finger of hate pointing to lynch law." He says: "Now is the time to prevent; later on it will be too late."

A similar letter appeared in the Winnipeg papers to-day.

Secretary Fisher of the Edmonton Board of Trade says the Dominion Government could settle the trouble in a moment by refusing homesteads to the negroes. A Minister of the Alberta Provincial Cabinet, who refuses to have his name used, declared to-night that the Government should impose a head tax on the negroes just as it does on the Chinese. He admitted that it was a difficult matter, as the negroes are American citizens. As leaders of the last party have freely stated that this is but the beginning of a big movement of negroes from all over the southern States to the free lands of western Canada, the question looms large, and promises to become decidedly interesting.

**NEGRO IMMIGRATION
LIKELY TO BE STOPPED****THE CONDITIONS IN OKLAHOMA,
THEIR HOME, HAVE BEEN
CHANGED.**

(Canadian Press Despatch.)

Winnipeg, May 29.—Mr. W. J. White, who has charge of the immigration offices as representative of the Canadian Government in the United States, said in an interview here that the influx of negroes from Oklahoma was likely to terminate soon. Discrimination against colored men in that State has been partially removed by decisions of the Supreme Court at Washington on questions relating to franchise. Churches are opposed to the movement, and the Dominion Government similarly regards it. It is recognized that the climate of western Canada is unsuitable for negroes, and every effort will be made by organizations interested in keeping them in the south to show the folly of their attempting to make a livelihood in this country.

"Negro immigration likely to be stopped," *The Globe*, 30 May 1911 (ProQuest Historical Newspapers).

ACTIVITY 8:

ANALYZING HEADLINES WORKSHEET

Use this worksheet to support **Activity 8: Detecting Media Bias — Analyzing Headlines** on page 7 of Historical Canada's **Critical Digital Literacy Education Guide**.

Headline	Source	Facts? Is the headline a statement of fact? If so, what facts are communicated through the headline?	Opinion? Is the headline a statement of opinion? If so, what might the opposing opinion be?	Language: What does the word choice in this headline reveal about the source's or author's perspective or motives regarding the topic?

ACTIVITY 10:

SOURCES AND CONTENT SCREENING WORKSHEET

Use this worksheet to support **Activity 10: News Media Analysis** on page 9 of *Historica Canada's Critical Digital Literacy Education Guide*.

A. Consider the source:



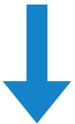
- Is it a source you are familiar with? Is it one that you trust to be reliable?
- Click away from the article/post to find out more about the source. Visit the 'About' section on the website, or Google the source for more information.
- Consider the bias of the source. Most news outlets have political leanings, which influence the stories that are told and how they are told.

B. Check the author:



- Is there an author, or was it written anonymously?
- If there is an author, is it a reputable journalist, a news agency, a 'citizen journalist,' or blogger?
- What kind of bias might the author have, based on their earlier work?

C. Dive deeper into the headline/caption:



- Is it designed to provoke an emotional response?
- Does it make outlandish claims?

D. Assess the content (fact versus opinion):



- Identify the type of content: satire, article, editorial, infographic, sponsored content, etc.
- For example, an opinion editorial (Op-Ed) published by a respected newspaper will adhere to journalistic practices, but it is still one person's opinion.
- Distinguish between fact and opinion within the content.
- Question where information might have been manipulated or selectively left out.

ACTIVITY 10:

NEWS MEDIA ASSESSMENT WORKSHEET

Use this tool to support **Activity 10: News Media Analysis** on page 9 of Historica Canada's **Critical Digital Literacy Education Guide**.

Integrity of content

RELIABLE

UNRELIABLE

1. Headline or title of piece closely reflects its contents.

1. Headline or title of piece does not reflect its contents. Headline is a bait-and-switch.

2. If piece is opinion or satire, it is clearly marked or categorized as opinion or satire. Tip: opinion columnists will typically be noted as such in their byline.

2. If piece is opinion or satire, it is not marked or categorized as such.

3. Piece is free of sensationalist, inflammatory, or loaded language.

3. Piece heavily employs sensationalist, inflammatory, or loaded language to make its points.

4. Common-knowledge elements in the piece can be easily corroborated through other reliable sources. Statements of opinion are well-supported by facts and demonstrate a logic based on these facts. Content provides citations for its claims, referencing experts, studies, databases, external texts, etc.

4. Statements of fact within the piece cannot be corroborated through other reliable sources. Opinions within the piece rely on logical fallacies or false information. Content does not provide citations for its claims through external sources such as texts, databases, experts, studies, etc.

5. If an anonymous source is quoted, the piece explains why the source has been kept anonymous and how their claims have been corroborated.

5. Piece uses anonymous sources without further explanation or corroboration.

ACTIVITY 10:

NEWS MEDIA ASSESSMENT WORKSHEET (CONTINUED)

Use this tool to support **Activity 10: News Media Analysis** on page 9 of *Historica Canada's Critical Digital Literacy Education Guide*.

Integrity of Author or Journalist

RELIABLE		UNRELIABLE				
1. Author or journalist is named (not a pseudonym)*.	<input type="checkbox"/>	1. Author or journalist is anonymous, or the name appears to be a pseudonym or fake identity.				
2. Author or journalist has verifiable credentials (journalism education or education related to their beat, a history of writing reliable articles that is available online, awards, etc.).	<input type="checkbox"/>	2. Author or journalist has no verifiable credentials (journalism education or education related to their beat, online presence that suggests a history of writing reliable articles, etc.).				
3. Even the best writers and journalists will have biases. If the author/journalist has an online presence (e.g. on Twitter), they demonstrate thoughtfulness and express informed opinions.	<input type="checkbox"/>	3. Author or journalist's writing or online presence suggests a strong political agenda, expressing opinions or framing stories with loaded language, sensationalism, and emotional appeals.				
4. Author or journalist isn't associated with unreliable or questionable organizations, special interest groups, etc.	<input type="checkbox"/>	4. Author or journalist is associated with or funded by partisan organizations, special interest groups, etc.				
5. If the author/journalist has made mistakes in the past, they addressed and apologized for those mistakes.	<input type="checkbox"/>	5. Author/journalist has spread misinformation or disinformation in the past, or has misrepresented facts, opinions, or quotes in the past without addressing these errors.				

***Note:** Newspapers, for example, will publish editorials that are attributed to the newspaper's editorial team, not an individual author. In this case, the claims and opinions expressed are attributed to the names listed on the newspaper's editorial masthead, which can be found in "About" sections. In the case of wire stories, bylines sometimes credit just the name of a reputable wire service such as the Canadian Press or Reuters, which is also acceptable.

Integrity of source

RELIABLE		UNRELIABLE				
1. Clearly stated standards for journalistic integrity (values listed, existence of public editor or similar position, corrections and updates are addressed, etc.).	<input type="checkbox"/>	1. Source publishes clickbait, sensationalism, fearmongering content, propaganda, misinformation, and/or disinformation.				
2. A history, legacy, and/or reputation of quality, reliable journalism (e.g. awards, public record status, etc.).	<input type="checkbox"/>	2. Limited or no external information available about the source's history or reputation. No "About" section, or "About" section uses loaded or sensationalist language.				
3. Structure of source can be traced or easily googled, and is not owned or primarily funded by special interest groups.	<input type="checkbox"/>	3. Corporate structure of source is hidden or source is owned/funded by special interest groups. "About" section, if there is one, implies questionable political or financial agenda.				

ACTIVITY 12:

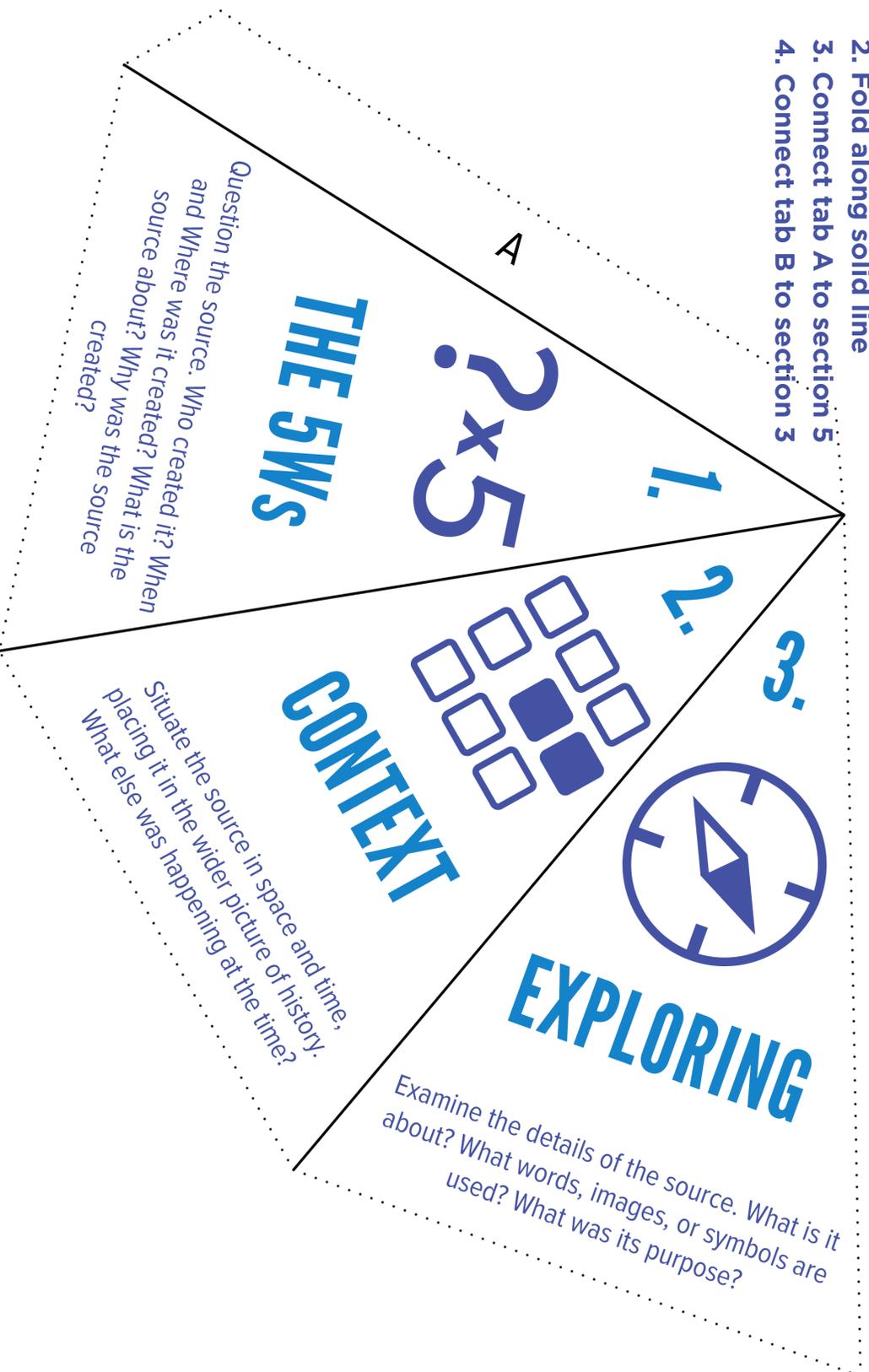
PRIMARY SOURCE PYRAMID WORKSHEET

Use this tool to support **Activity 12: Propaganda Poster** — **Primary Source Analysis** on page 10 of *Historica Canada's Critical Digital Literacy Education Guide*.

3D PYRAMID: 5 STEPS TO ANALYZE PRIMARY SOURCES

INSTRUCTIONS

1. Cut along dotted line
2. Fold along solid line
3. Connect tab A to section 5
4. Connect tab B to section 3



ACTIVITY 12:

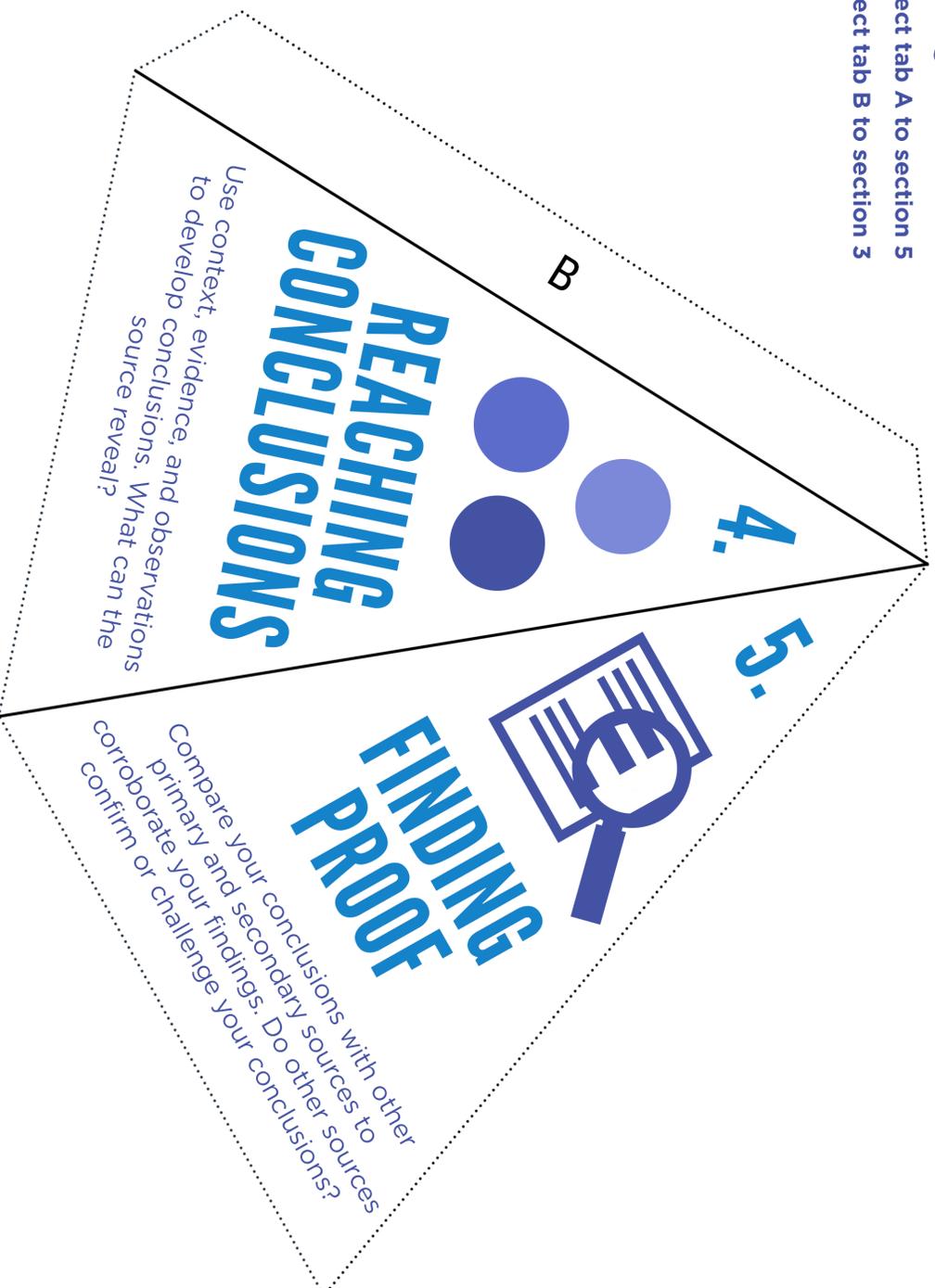
PRIMARY SOURCE PYRAMID WORKSHEET

Use this tool to support **Activity 12: Propaganda Poster** — **Primary Source Analysis** on page 10 of *Historica Canada's Critical Digital Literacy Education Guide*.

3D PYRAMID: 5 STEPS TO ANALYZE PRIMARY SOURCES

INSTRUCTIONS

1. Cut along dotted line
2. Fold along solid line
3. Connect tab A to section 5
4. Connect tab B to section 3



ACTIVITY 13:

FACT-CHECKING IN ACTION WORKSHEET

Use this worksheet to support **Activity 13: Fact-checking in Action — Infographics** on page 11 of *Historica Canada's Critical Digital Literacy Education Guide*.

1. Compare multiple sources and perspectives:



- Treat the piece of content as a jumping-off point. If it is legitimate and factually accurate, you should be able to find other sources that support its claims.
- However, just because you find information to support the claims doesn't make it legitimate. We are all susceptible to confirmation bias.

2. Go “upstream” to find original sources:



- Using the information you have, track the facts “upstream” to find the original source of the claims.
- Open a new tab or window on your device and search for the content in question. It can be easy to fall down a rabbit hole online, so tracking your fact-checking is important. You can do this by keeping tabs open in your browser to refer back to later on.
- Determine whether the facts stated in the piece are consistent with other sources, or if details have been lost or changed.
- For images, use Google Reverse Search or TinEye to find out where else the image appears online. This will help you determine whether the image can be attributed to a reliable source.

3. Use a fact-checking website:



- Professional fact-checkers review many news stories and publish their findings online.
- Use a reliable fact-checking website to confirm your own assessment.