

# Teacher Note: Echoes of October – Grade 11–12

This lesson is designed to align with the Ontario Language Curriculum (2023) and the Toronto District School Board (TDSB) cross-curricular competencies in Language Arts, Media Literacy, and Social Emotional Learning (SEL).

## Grade Level:

Grade 11–12

## Curriculum Connections

This activity supports:

-  Ontario Language Curriculum:
  - - Reading: Understanding point of view and narrator’s bias (A2.1, A2.3)
  - - Writing: Using descriptive language and reflective writing (B1.3, B2.3)
  - - Media Literacy: Identifying bias, framing, and the purpose of a message (D1.2, D2.1, D2.3)
-  TDSB Cross-Curricular Priorities:
  - - Social Emotional Learning (SEL): Encouraging emotional insight and personal reflection
  - - Well-being: Safe space for discussion of trauma-informed storytelling

## Why Echoes of October Fits Into Your Year Plan

Unit	Curriculum Tie	Echoes of October Use
Narrative Voice & Perspective	Language – Reading (A2.1), Writing (B1.1)	Four characters narrate the same events differently (Rashomon effect)
Media Bias & Critical Thinking	Media Literacy (D1.2, D2.2)	Students compare real news articles and headlines from multiple outlets
Personal Memoir / Identity	Writing (B1.4), SEL	Draw and write about emotional or identity shifts since October 7
Global Awareness / Conflict Studies	Social Studies / Language	Graphic novel contextualizes complex geopolitical issues for age-appropriate audiences
Visual Literacy	Media Literacy (D3.1)	Use of symbols, color, and metaphor in illustrated and student-created content

# Media Bias and Multiple Perspectives – Reflection Worksheet (Grade 11-12)

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This worksheet helps you think about how your thoughts or feelings have changed because of recent events. You'll use drawing, descriptive words, and reflection to explore this topic.

## Part 1: Draw and Describe

In the spaces below, draw or describe two different scenes or feelings.

← Before – How did things feel before? What were you thinking about?

➡ After – How do things feel now? What's changed in your world?

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## Part 2: Use Descriptive Words

Write at least 5 adjectives and 5 adverbs that match each time period. These help describe your feelings and reactions.

Before – Adjectives:

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Before – Adverbs:

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After – Adjectives:

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After – Adverbs:

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## Part 3: Reflect in Words

Write a short paragraph (4–6 sentences) to reflect:

“What have you noticed about yourself or the world since Media Bias and Multiple Perspectives? How has your thinking changed?”

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An assessment rubric tailored to the Grade 11–12 worksheet titled “Media Bias and Multiple Perspectives – Reflection Worksheet”. This rubric aligns directly with the Ontario Language Curriculum (2023) and the TDSB cross-curricular expectations for Media Literacy, Writing, and SEL.

## Rubric: Grade 11–12 Reflection on Media Bias and Multiple Perspectives

Curriculum Expectation	Level 1	Level 2	Level 3	Level 4
Critical Awareness of Media Bias (Ontario Media Literacy D2.1, D2.3)	Identifies a single surface-level example of bias	Identifies some signs of bias with limited detail	Clearly identifies bias and contrasts perspectives	Insightfully analyzes and evaluates nuanced media bias
Use of Descriptive Language (Adjectives & Adverbs) (Writing B1.3, Language Conventions C1.1)	Uses limited or repetitive descriptive words	Uses some appropriate descriptors, but lacks variety	Uses a range of precise adjectives and adverbs	Uses vivid, evocative language with strong emotional depth
Visual & Emotional Expression (Media Literacy D3.1, SEL)	Visuals are unclear or disconnected from topic	Visuals show some connection to emotional shifts	Visuals reflect meaningful before/after change	Visuals are expressive, symbolic, and emotionally rich
Reflective Paragraph – Self & Global Awareness (Writing B2.3, SEL)	Minimal reflection or off-topic	Reflection identifies surface changes	Thoughtful reflection on personal and global shifts	Deep reflection connecting media, bias, and worldview transformation
Organization & Clarity of Ideas (Writing B1.1, B1.4)	Disorganized or difficult to follow	Some structure; ideas may be underdeveloped	Clear organization; coherent ideas	Exceptionally well-organized; ideas flow with insight and clarity

### Teacher Tip:

You may wish to give extra credit for students who cite media sources from the Media Guide, or who explore multiple headlines in their reflection.