Web Resources for Teaching Media Literacy

Krista B Royal, University of South Florida
Web Resources for Teaching Media Literacy
Sunshine State TESOL Conference - May 11, 2012
Krista Bittenbender Royal
Using Technology to Teach Media Literacy
Get the electronic document: http://tinyurl.com/SSTESOLMediaLit

Sunshine State TESOL Conference, May 11, 2012, Orlando, FL
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University of South Florida, English Language Program (INTO USF)

Media Literacy: “The process of understanding and using the mass media in an assertive and non-passive way. This includes an informed and critical understanding of the nature of the media, the techniques used by them and the impact of these techniques.” www.medialit.org/reading_room/article565.html

Media Literacy Centers:
- Media Awareness Network: http://www.media-awareness.ca/english
- Consortium for Media Literacy: http://www.consortiumformedialiteracy.org/
- Media Education Lab (University of Rhode Island) http://mediaeducationlab.com/
- The Media Spot: http://themedia-spot.org/
- Center for Media Literacy: http://www.medialit.org/
- Choices http://www.choices.edu/resources
- Newseum: http://www.newseum.com

Information Tools:
- Newspaper map: http://newspapermap.com
- Information is Beautiful – visual representations of data: http://www.informationisbeautiful.net/
<table>
<thead>
<tr>
<th>University of South Florida’s English Language Program</th>
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<tr>
<td>3 programs: General, Academic, EAP</td>
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<tr>
<td>14-16 wk semesters (GE 4 wks modules)</td>
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<tr>
<td>Beginner – advanced levels; adults</td>
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<tr>
<td>Content &amp; project based curriculum</td>
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<tr>
<td>Mostly academically focused</td>
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<tr>
<td>Classrooms tech enabled</td>
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<tr>
<td>Shared lab classrooms available</td>
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<tr>
<td>Students have access to all campus labs</td>
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<td>Often have own personal laptops, ipads…</td>
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Current Events Elective

- Examines news media and current news stories
- Levels 4 and 5 (upper-intermediate to advanced)
- Met 2 days/week – 75 min. each (1 day in a lab)
- Projects
  - writing mock and real news articles
  - compiling class newsletter

EAP credit class

- Content Based
  - themes included media, literacy, and images, business marketing, social media and culture, globalization
- Students with TOEFL 61-78

BUT WIDELY ADAPTABLE!
How do we define “Media Literacy”?  

- “a repertoire of competences that enable people to analyze, evaluate and create messages in a wide variety of media modes, genres and forms”
  
  en.wikipedia.org/wiki/Media_literacy

- “The process of understanding and using the mass media in an assertive and non-passive way. This includes an informed and critical understanding of the nature of the media, the techniques used by them and the impact of these techniques.”
  
  www.medialit.org/reading_room/article565.html

- “the ability to effectively and efficiently comprehend and utilize mass communication”
  
  http://highered.mcgraw-hill.com/sites/0767421906/student_view0/chapter2/glossary.html
The need for media literacy today

- Widely Available Information
- Increased saturation of messages
- Huge Amounts! (Overwhelming)
- Difficult to Break Down
- How to simplify? Pick the first one!
- Source: Reliable? Biased? Inaccurate?

- Use the **content** of media (journalism, advertising, image analysis) to learn **skills** > then apply to academic contexts
<table>
<thead>
<tr>
<th>How does Media Literacy fit into EAP?</th>
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<tr>
<td><strong>Develop Critical Thinking Skills</strong></td>
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<tr>
<td><strong>Identify arguments made by Media – journalism, TV, Ads, websites, articles, even textbooks</strong></td>
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<td><strong>Needed Skill for University Study</strong></td>
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<td><strong>Question authority? Cultural Influences</strong></td>
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<td><strong>Refine skills:</strong></td>
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<tr>
<td>– Understanding Fact vs. Opinion</td>
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<tr>
<td>– Supporting evidence</td>
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<tr>
<td>– Evaluating Sources</td>
</tr>
<tr>
<td>– Refuting claims</td>
</tr>
<tr>
<td>– Recognizing connotation</td>
</tr>
<tr>
<td>– Identifying intent &amp; purpose</td>
</tr>
<tr>
<td>– Identifying target audience</td>
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Select Major Web Resources for Teaching Media Literacy & Current Events

- Center for Media Literacy: http://www.medialit.org/
- Consortium for Media Literacy: http://www.consortiumformedialiteracy.org/
- Media Awareness Network: http://www.media-awareness.ca/english
- Media Education Lab (University of Rhode Island) http://mediaeducationlab.com/
- The Media Spot: http://themediaspot.org/
- Choices http://www.choices.edu/resources
- Newseum: http://www.newseum.com

Can be used in part with major news outlets online: PBS, NPR, VOA, BBC, National media outlets: ABC/NBC/CBS, cable media outlets: CNN, MSNBC, Fox, USA Today, area news sources, Wall Street Journal, New York Times, Time & Newsweek, Fresh Air, Democracy Now, etc…
Center for Media Literacy
www.medialit.org

• Diverse site – many forms of media & related issues;
  dedicated to raising media literacy awareness

• Free eNewsletter

• Some free downloads: MediaLit Kit

• Materials/Lessons database*

CML MediaLit Kit
Featuring A Framework for Learning and Teaching in a Media Age

Now for you!

CML puts power into the hands of educators and students through the tools and resources contained in the CML MediaLit Kit. Covering the Theory, Practice and Implementation of media literacy and based on CML’s research-based framework called Questions/TIPS (Q/TIPS), educator resources include:

- CML’s Basic Framework: A Research-based Approach
- Literacy for the 21st Century 2nd Edition (newly revised)
- Literacy for the 21st Century 1st Edition (Free download)
- Questions/TIPS (Q/TIPS)
- Media Literacy: A System for Change
- Five Key Questions that Can Change the World
- Beyond Blame: Challenging Violence in the Media
- A Recipe for Action: Deconstructing Food Advertising
- Project SMARTart
- Professional Development Slides
- Assessment
- Research and Evaluation
- Cases
- Student Made Media
- CML Lesson Plan & Activity Archive

Like a map for a journey, the CML MediaLit Kit™ provides a vision and directions for successfully introducing media literacy in classrooms and community groups from preK to college. It offers a systematic way of constructing curriculum that is modular, flexible and scaleable – and that meets 21st century needs. All of CML’s recent research and development work is contained in the Kit.
CML Media Lit Kit: Free Download

Literacy For the 21st Century
An Overview & Orientation Guide To Media Literacy Education

Critical Thinking / Creative Communication

Core Concepts • Key Questions • Inquiry Process
Definitions • Skills • Empowerment
Five Key Questions of Media Literacy

1. Who created this message?

2. What techniques are used to attract my attention?

3. How might different people understand this message differently from me?

4. What lifestyles, values and points of view are represented in, or omitted from, this message?

5. Why was this message sent?
Five Core Concepts

1. All media messages are ‘constructed.’

2. Media messages are constructed using a creative language with its own rules.

3. Different people experience the same media message differently.

4. Media have embedded values and points of view.

5. Most media messages are organized to gain profit and/or power.
Keyword:
Author / ‘Constructedness’

Guiding Questions:

- What kind of “text” is it?
- What are the various elements (building blocks) that make up the whole?
- How similar or different is it to others of the same genre?
- Which technologies are used in its creation?
- How would it be different in a different medium?
- What choices were made that might have been made differently?
- How many people did it take to create this message? What are their various jobs?
Teaching Tip:

When you find a text that is useful for a close analysis, put it on a videotape six or eight times with 5 seconds of black between. This makes it easier to show it several times without having to stop and rewind.

What did you notice?
A sample inquiry into visual language.

Media Text: A :60 commercial showing an attractive middle-aged woman driving on a dark, lonely road when her car breaks down. She tries in vain to restart the car...a truck passes going the other way but does not stop. (Turns out to be a commercial for a cell phone.)

Teacher/Leader: What did you notice about this text? First, what did you actually see on the screen?

Group Responses: driving on a lonely road...it's night / dark...woman alone... car breaks down...she's afraid....

T/L: Oh?, you saw fear?! How did you see fear? Fear is an abstract concept...what did you actually see (that led you to conclude: fear)?
Other resources

- Additional downloadable ebooks
- Wealth of info on media literacy advocacy and research, newsletter
Consortium for Media Literacy: http://www.consortiumformedialiteracy.org

Bring 21st Century Skills to your community, school and home...

Delivering media education for youth, parents, educators and community organizations is a complex process that calls has the support system, the practical tools and the network for YOU to help media literacy grow and develop to address

Citizenship
Engagement and participation for empowerment and effective representation

21st Century Education
Critical thinking, media and technology for lifelong learning

Health
Wise choices for ourselves, our families and our communities

Whether working with partners or funders, with developers and publishers or educators and researchers, or with toddlers...

Literacy is dedicated to providing services for the advancement of media literacy in a global media world.

Expand media literacy! Explore how we can work together to design, research and implement exciting and effective programs.

Join our e-mail newsletter list. Sign up here to receive CONNECTIONS with MediaLit Moments.
Welcome to CONNeCT!ONS

Welcome to the Consortium for Media Literacy newsletter for teachers, parents, administrators and policy makers.

Each issue offers Research Highlights, Resources with Teaching Tips, CML News, and MediaLit Moments.

MediaLit Moments are downloadable classroom activities that provide teachable ‘AHA’ moments to illustrate one of the four levels of media literacy.

If you have subscribed to CONNeCT!ONS and are not receiving newsletters, your Internet Service Provider (ISP) may be blocking your email from reaching your inbox. Add our address to your contacts list to ensure receipt of our e-newsletter.

Most recent issue: Change Management in Schools
Example Media Lit Moment: PSAs

**More Than A Price Tag**

We’re so used to advertising, and it comes in so many forms, that we sometimes forget that all commercial messages are asking us to do something. Regardless of whether it’s stated or not, all commercials leave us with the message “Buy this product now!” The messages in public service campaigns, by contrast, usually leave little to the imagination. We need to stop smoking, or take action to stop drunk driving. In this MediaLit Moment, your students will have the chance to discover how the ‘call to action’ in a public service announcement can be communicated in a variety of ways.

*Ask students to interpret the values, lifestyles and beliefs in a PSA delivered in an unconventional format.*

**AHA!** Even a price tag can send a message!

**Key Question #4:** What values, lifestyles and points of view are represented in, or omitted from, this message?

**Core Concept #4:** Media have embedded values and points of view

**Key Question #2:** What creative techniques are used to attract my attention?

**Core Concept #2:** Media messages are constructed using a creative language with its own rules

**Grade Level:** 7-9

**Materials:** high speed internet connection, computer, projection screen

**Activity:** Have students watch a PSA created by UNICEF for one of its campaigns against child labor. You’ll find the PSA at the following link: [http://www.youtube.com/watch?v=JQC0_RvuZk](http://www.youtube.com/watch?v=JQC0_RvuZk) The initial frames of this video show what looks like a sneaker with a price tag attached. But the price tag is actually a small flip book. As the pages of the flip book are turned, the bar code transforms into an image of a child quitting the sole of a shoe. The final two pages read “The real price is paid by others.”
Media Awareness Network:  
[http://www.media-awareness.ca](http://www.media-awareness.ca)

- Focuses on information/media literacy for youth
- Offers section for teachers
- Includes lesson plan library
- Covers many types of media:
  - Newspapers & magazines
  - Broadcast news
  - Television & Radio
  - Internet, Ads, more
  - + special issues (e.g., diversity, gender)
For Teachers

- Professional Development Self-Directed Workshops
- Introduction & Background to teaching Media Literacy
  - How to help students begin to think critically about the media
- Web Awareness for Teachers
  - Resources to help teachers prepare students to be wise internet users
- Lessons & Resources
Lessons and Resources for Media Education

Looking for media education resources? This section contains links to MNet’s extensive database of elementary and secondary media education lessons; a regular bulletin by the Canadian media educator Barry Duncan; information on some of the best Canadian books, videos and teaching kits; and featured media education resources and Web sites from Canada and around the world.

The Lesson Library

To search MNet’s extensive database of lessons, visit the Lesson Library on the main page of our teachers’ section. Searches can be conducted by grade, by topic, or (for Canadians) by provincial and territorial curriculum outcomes/expectations. All our lessons are copyright-cleared for classroom use.
Lesson Library

- Searchable database
- Sort by
  - topic
  - grade level
  - Benchmark (Canada)
- Library includes a variety of content
- Many lessons available
- Can select list
The Lessons

- Link to related lessons and handouts
- Available directly on site or download as PDF
- Reproducible for classroom use
- Include
  - Outcomes
  - Procedure
  - Activity
  - Handouts
  - Assignment
  - Evaluation

Fact Versus Opinion

Level(s): Grade 9 to 12

Overview

This is the fourth of five lessons designed to teach students to think critically about the way aboriginal peoples and visible minorities are portrayed in the press.

"Fact Versus Opinion" begins with students discussing the difference between fact and opinion. Students then apply what they have learned to an opinion piece selected by the teacher, and then an opinion piece that they have selected.

Outcomes

Students will:

- recognize bias and value judgment
- distinguish between fact and opinion
- understand the reasons why bias exists
- understand the underpinnings of stereotyping

Preparation and Materials

- Select and photocopy a column piece that deals with a diversity issue (e.g., recognizing religious holidays, funding).
- Make enough copies for each student.

Procedure

Introduction:

In order to break down stereotypes, people have to know the difference between what is true about an ethnocultural minority group and what is someone's opinion. Newspapers tend to contain both fact and opinion, often with little distinction between the two. Although the writer’s opinion should never appear in a news story, it is allowed in other parts of the newspaper – in the editorial pages, columns, or letters to the editor. After working to distinguish between fact and opinion, students should be better equipped to reject stereotypes and educate themselves about the realities surrounding ethnocultural minority groups.

- Discuss the difference between fact and opinion, referring back to earlier handouts, The Editorial Page and Letter to the Editor.

Activity

- Distribute copies of the chosen "Opinion Piece".
- Ask students to try to separate the facts from the opinions:
  - What are the facts?
  - What are the opinions?
  - How can you tell them apart?
- Assign note-takers to write down all the facts on one side of the board, and all the opinions on the other.
- Work with the class to determine which facts are accurate, and based on a provable fact, and which are false, and based on an "opinion.

Assignment:

- Have students select a column, letter, or editorial of their own.
- For homework, students will deconstruct the opinion piece they have chosen based on the criteria above.

Evaluation

- Student analysis of an opinion piece.

Note:

As an optional warm-up activity to this lesson, have students complete the MNet worksheet: Wolves: Fact or Opinion? and then compare their answers to the Wolves: Fact or Opinion? Answer Sheet.
Sample lesson: *Bias in the News*

- Designed for native speakers, grades 9-12
- Easily adaptable for intermediate to upper level ESL
- Lesson is set up to begin to look at bias in the news
  - includes definitions & descriptions and an application activity
- Complete with handouts and supplementary materials

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**Lesson Plan**

**Bias in the News**

**Overview**

This is the third of five lessons designed to teach students to think critically about the way Aboriginal peoples and visible minorities are portrayed in the press.

"Bias in the News" begins by asking students to read the newspaper, searching for words they think imply a positive or negative judgment. After identifying these words or phrases, students will then look at their source (news story, column, editorial, review), and its significance. Students should gain an understanding of how bias can creep into even 'accurate' news stories, and improve their critical thinking skills in the process.

**Learning Outcomes**

Students will:

- recognize bias and value judgements in written work
- understand the reasons why bias might occur in news reports
- recognize the different ways in which bias can occur in news reporting
- become aware of the ways in which ethnocultural minorities are represented in newspapers

**Preparation and Materials**

- Each group will need one complete copy of a local daily newspaper.
- Photocopy student handout *How to Detect Bias in the News*

**Procedure**

**Introduction:**

Newspapers and reporters are supposed to provide their readers with objective,
Examining Media Bias

- Bias occurs in many ways
  - Selection & Omission
  - Pictorial representation & captions
  - Language
  - Sources
  - Headlines
  - Placement
  - Names & titles
  - Numbers e.g., stats, crowd counts
  - Word choice
Excerpt from the Bias in the News Lesson Plan from Media Awareness Network:

Discussion:
In order to give students an idea of how the choice of words and phrases can influence our perception of a news story, consider the following sentences:

More than 900 attend protest.

Fewer than 1,000 show up at protest.

Both are accurate descriptions of the attendance at a meeting. The first gives the reader the impression that the event was successful, with more people than expected attending. The second sentence implies fewer people than expected showed up. A neutral way to describe the attendance would have been: "About 950 people attended the event."
Expansion

- Additional related lessons (for use before and after) also available:
  - Fact vs. Opinion
  - Diversity Representation
  - Examining Front Page news
  - Representing People
- Use with online media to examine different outlets and regions
My POP Studio

Go behind the scenes of your favorite media!

Digital Natives or Digitally Naive: Lessons on Digital and Media Literacy
In a keynote address for the College and Research Division of the Pennsylvania Library Association, Renee Hobbs will address some of the commons concerns with starting a program.

Give Me Five Film Festival
The Media Education Lab is delighted to support the Give Me Five Festival in Providence on May 19, 2012.

Mind Over Media: Exploring the Past, Present and Future of Propaganda
An election-year discussion about how the blurring of art, journalism and advocacy creates opportunities for propaganda to thrive and what people need to know and be able to do to...

The Future of Online Journalism
Watch Renee Hobbs’ speech, “How Audiences Respond to the Merging of Art, Online Journalism and Advocacy” at Ohio State University’s Moritz College of Law. She spoke at an invitational conference.

International Reading Association
Renee Hobbs and Julie Coiro presented at the 57th Annual International Reading Association in Chicago, IL. Professor Julie Coiro led a pre-conference institute.
The Media Education Lab is one of the leading providers of multimedia curriculum resources for K-12 media literacy education. Take advantage of our extensive collection of free resources below:

**Copyright**
Copyright Clarity: How Fair Use Supports Digital Learning By Renee Hobbs

**Digital and Media Literacy: Connecting Culture and Classroom**
JUST RELEASED! Learn the secrets of media literacy pedagogy in Grades 7 - 12 and maximize the power of mass media, popular culture and digital media for teaching and learning.

**Digital Workshops for the Digital Nation**
Renee Hobbs and her colleagues at the Media Education Lab developed the Digital Workshops for Parents and Educators as part of Frontline's "Digital Nation."

**My Pop Studio**
Create a pop star and reflect on values in music Edit a TV show and see how juxtaposition reshapes meaning Try multitasking and see how it affects your memory and attention ----And more...

**Powerful Voices for Kids Program**
Coming Soon - An online resource for digital and media literacy with children ages 5 - 13 Until then, meet our partner schools!

**Tuning in to Media: Literacy for the Information Age**
In this award-winning documentary, Renee Hobbs offers a compelling analysis of how news and entertainment covered the Rodney King beating and 1992 Los Angeles riots and introduces the key concepts...

**Access, Analyze, Act: a Blueprint for 21st Century Civic Engagement**
The Media Education Lab team created this dynamic multimedia curriculum including lesson plans, three videos and an online quiz that measures youth civic engagement. These lessons show educators how to...

**Assignment: Media Literacy**
Media Lit Quiz: http://media.ifc.com/img/onair/original_series/mediaproject/quiz/embed.html

What’s Your Media IQ?

How discerning are you when it comes to news, information and entertainment media? Are you really as critical and conscious a media consumer as you think you are? How do you consume, analyze and interpret media? What are the things you think about when you use YouTube and Facebook, or do you at all? To find out your personal media profile take this short quiz developed in conjunction with the Media Education Lab at Temple University and the National Association for Media Literacy Education.

CLICK HERE TO BEGIN
10 questions

Select the best answer that most closely matches your opinion.

**When deciding what movie to see in a movie theater, I generally...**

A. Go to the movie my friends want to see or have recommended.
B. Avoid most Hollywood, big picture movies.
C. Read reviews to see if it’s worth my time and attention.
D. Watch the promo trailer to determine if I’m going to like it.

**SUBMIT ANSWER**

Question: 01  02  03  04  05  06  07  08  09  10
Responses - > level of media literacy

Based on your responses, you are:

**Media Savvy**
You’re an engaged, critical thinker about media, news and current events, digital media and popular culture. You use practical strategies that enable you to get the most out of what you watch, see and read. Most of all, you recognize the important role that news and entertainment play in shaping personal values and public opinion.

**Engaged but Cynical**

**A Regular Joe**

**Just Out for Kicks**

**TAKE THE QUIZ AGAIN**
welcome to tms
the media spot integrates media literacy education through digital media production in schools, classrooms, afterschool programs, and other educational settings.

» read more about our services
» have a look at our productions

current projects
» see who we’re collaborating with on our current projects index

tms on twitter

in the spotlight
spoken word poetry afterschool productions in brooklyn
December 22, 2011 by Rhys

We just wrapped up our latest afterschool production at Good Shepherd Services (GSS), at PS 32 in Brooklyn. Samara Gaev lead two groups of middle school students through creative writing and spoken word exercises, then used media literacy fundamentals to help students adapt their writing into the following video production. (behind the scenes filming went on until last night’s screening, and will be added to themediaspot.org shortly)! After you watch the video, read on about how this process combines media literacy, writing and theater arts to facilitate digital student storytelling.

» Read More

student produced public service announcements at 2011 ncte convention
November 17, 2011 by Rhys
Resources

- The media literacy page provides key definitions, concepts and frameworks developed by TMS and national media literacy leaders
- Our favorite media links to organizations in the field that provide online media literacy research, resources and curricula
- Our viewing list links to films that promote critical analysis of media, and cover the role of media in politics, the economy and culture
- The reading list includes articles and books on media education, media studies, and novels that illustrate social issues related to media effects
- Our glossary is a handy list of some key terms and concepts we mention often on this site related to what we do
- The learning standards aligns our beliefs and core principles of media literacy education to international, national and local educational objectives
Core Principles of MLE

As the field of media literacy education has matured over the past 25 years, its focus has evolved from WHAT is taught to HOW we teach. The Core Principles of Media Literacy Education is a NAMLE project to expand the boundaries of the field and encompass the opportunities and possibilities of 21st century learning technologies to transform both learning and teaching – from kindergarten to college.

CPMLE Downloads

- Core Principles of Media Literacy Education (PDF)
- 8-Page Summary of the Core Principles (PDF)
• Primarily a museum dedicated to journalism
• Website features a daily snapshot of headlines across the world
• Can browse by region, in map, list, and gallery form
• Can be used to examine which news is being covered where on which day
• Also features lesson plans for teachers related to the news
List View

- All papers alpha order by state or country
- List by region
- Caveat:
  - Paper appear in original, unedited form
  - Today’s papers are today only
- Also:
  - Archived pages available for major stories
  - “Top Ten”
Maps
Resources for Teachers

The Newseum provides teachers with online lesson plans designed to engage students and enhance classroom learning. Teachers who book a visit may choose to take a free pre-visit orientation and meet with a Newseum educator to customize their field trip.

- Orientation
- Professional Development
- Lesson Plans

Lesson Plans

The Newseum offers flexible lesson plans that can be used in conjunction with a field trip to the Newseum or stand-alone lesson plans for students NOT visiting the Newseum. We encourage teachers to explore all the packets and adapt as needed for your particular learning objectives.

- For Students Taking a Learning Center Class
- For Students Visiting the Newseum (but not taking a class)
- For Students NOT Visiting the Newseum

For Students Taking a Learning Center Class

The Newseum offers pre-visit lessons, activities to do in the galleries and post-visit lessons to enhance your field trip and reinforce the ideas your students encountered in their Learning Center class.

Click the activity below to download the corresponding Lesson Packet and Gallery Exploration Worksheet.

Media Ethics
- Lesson Packet
- Gallery Exploration Worksheet

Photo Ethics
- Lesson Packet
Lessons

For Students NOT Visiting the Newseum
The Newseum offers individual lesson plans for use in your classroom in three main areas:
Headlines of History, Journalism and First Amendment.

Click the links below to download the corresponding lesson plan.

Elementary & Middle School Lesson Plans

Journalism
• News Confusion: What is News?
Students play a sorting game to figure out what types of stories and events are news. They learn about the Newseum's ten "what is news?" categories and begin to understand why news is different in different places.

• Are You A Publisher? Free Press and You
Your students polish their reporting abilities by conducting interviews to find out what different people consume news and how they share information with their peers. They will also introduce them to the First Amendment and the idea of a free press.

Headlines of History
• The Berlin Wall on the Web: Newseum Online Exhibit
Students explore the Newseum's online exhibit about the rise and fall of the Berlin Wall. They construct a timeline of events that precipitated the construction and eventual fall of the Berlin Wall.

First Amendment
• Blogging the Bill of Rights
This activity asks students to consider how the framers of the First Amendment used the Internet and modern communication to spread their ideas and reach out to people on a national scale. Students create a mock blog for one of the framers.

• Exercising MY First Amendment Freedoms
Students learn about the five freedoms of the First Amendment and write a sentence explaining how they exercise this right, or create a drawing with a caption.

High School Lesson Plans

Journalism
• What News is Where? The Medium Shapes the Message
In this activity, your class gathers an array of news media from a single day. Then the students analyze the collection to discover how and why the choice of medium can shape the information presented.

• Today's Front Pages (Teacher Note: This lesson is for grades 6-12.)
Using Today's Front Pages, students can compare and analyze coverage of and attitudes toward national news, local news, weather, politics and culture. Students can compare and contrast styles of layout, graphics and photography, as well as news judgment employed by different newspapers.

Related online resources:
- Today's Front Pages exhibit
- The Front Page poster
- Stories of the Century exhibit

Headlines of History
• From the Headlines to the History Books: News as the "First Rough Draft of History"
Students compare and contrast front page news coverage of a major event to historical coverage of the same occurrence. By looking at both sources, students gain a hands-on understanding of how news becomes history, then project what changes in information and coverage might occur over time for a current news item.

• The First Amendment and Social Change: MLK's Letter from Birmingham Jail
Students read Martin Luther King's famous Letter from Birmingham Jail and examine his argument in light of the rights guaranteed by the First Amendment.

First Amendment
• Would You Fight for All Five? Weighing Our First Amendment Freedoms
Students explore the interplay between the five First Amendment freedoms, then play an elimination game as a class to determine which freedom their group believes is the most important.

• Taking Exception: Modern First Amendment Rights Issues
Students read about modern First Amendment court cases. They then take and defend their position on the argument of the case.

Lesson plans with video, extension activities, discussion and writing tasks…
Sample Newseum Video Lesson

Viewing guide and unit lesson plan with worksheets, additional resources, and extension activities available on site for each video
Sample Newseum Video Guide

Recommended grade levels: Middle school through college

Video running time: 6 minutes

ESSENTIAL QUESTIONS

► What does today’s media landscape (the technologies we use to communicate and ways we get information) look like? How has it changed in recent years? What is a news app?
► How do we get news today?
► Over time, how has the First Amendment shaped the news and the ways we access the news?
► What is our role as a news consumer? What is our role as a news creator?
► How can the means of accessing news shape the content of the news?
► Why is it important to consult multiple sources when seeking information?
Lesson Plan Sample

Unit Overview
Pre- and Post-Visit News Literacy Activities

We believe that your visit to the Newseum, along with this unit of study on media literacy, will help you and your students better understand the role of the free press, our role as news consumers and how to identify reliable sources of information. The ultimate goal is to build students’ media savvy, encouraging them to become critical consumers of information.

By actively participating in this unit, including pre-visit activities, a Newseum experience and post-visit activities, students will come to understand why not all information is trustworthy. Students also learn a set of tools – the information consumer’s questions – they can employ to deconstruct and evaluate any information source.

Our guiding question in this unit – **How can I judge the reliability of information?** – engenders a number of additional questions to keep in mind as you embark on your Newseum visit:

- What is the role of the free press in our society?
- What is our role as news consumers?
- Why is being “media savvy” important?
- How can we identify reliable sources of information?
newspaper map
http://newspapermap.com

- Similar to Newseum - provides map to front pages all over the world
- Links directly to the newspaper to further explore
Comparison Activity

Using Newseum, newspaper maps, or a variety of news websites, look at headline news stories.

- Categorize the types of articles:
  - Pop Culture/Celebrity News
  - Sports
  - Health & Nutrition
  - Human Interest
  - Crime
  - Politics & Government
  - International News Coverage
  - Environmental & Social Issues
Comparison variations

• Compare
  – Different geographic regions
  – Coverage within a city, state, or region
  – National media outlets (left vs. right)
  – Different nations and cultures
Analysis Activity

• Students choose one news story that has been covered by many news agencies
• Students become an ‘expert’ on the events
• Students compare coverage
  – between outlets
  – across cultures
  – among media types
• Student illustrate any examples of bias found
• Students react in writing to what they found
• Share findings with classmates
The Choices Program

• “History and Current Issues for the Classroom”
  – Critical Thinking
  – Media & Tech Literacy

• Publish materials ($)

• Provide free online curriculum materials
  – Great collection of lessons related to current events “Teaching with the News”

http://www.choices.edu/resources
Teaching with the News

The CHOICES Program's Teaching with the News initiative provides online curriculum materials and ideas to connect the content of the classroom to the headlines in the news. Topics cover a range of foreign policy and international issues.

Protests, Revolutions, and Democratic Change

This free lesson helps students analyze the potential effects of the protests on democracy and stability in the Middle East and North Africa.

After Mubarak: A New Middle East?

This free lesson, After Mubarak: A New Middle East?, is the second in a series of activities on the recent events in Egypt. It helps students consider the implications of a leadership change in Egypt on the protests for democracy throughout the Middle East and North Africa.
Focus on issues not necessarily covered extensively in mainstream press

**Teaching with the News**

**The Costs of War**
Lesson: Gulf Oil Spill - Using Political Cartoons

Teaching with the News

The Gulf Oil Disaster

Objectives

In this lesson, students will:

- Explore a range of issues raised by the 2010 oil disaster in the Gulf of Mexico including impact, accountability, U.S. oil dependency, and energy policy.
- Interpret political cartoons and place them in the context of political discussion about the oil disaster and U.S. energy policy.
- Identify the techniques used by cartoonists to express opinions.

Resources

- Handout: Analyzing Political Cartoons
- Powerpoint of cartoons for projection
- PBS NewsHour video: Report Says Oil Mostly Gone From Gulf
Interesting visual representations of data:

Radiation Dosage Chart

- 0.1 mSv: Eating a banana
- 0.4 mSv: Natural radiation in the human body
- 1.0 mSv: Using a CRT monitor for a year
- 2.5 mSv: Extra dose from one day in average town near the Fukushima plant
- 5.8 mSv: Dental X-ray
- 10 mSv: Background dose received by an average person on an average day
- 40 mSv: Flight from New York to LA
- 76 mSv: Living in a stone, brick or concrete building for a year
- 100 mSv: Chest X-ray
- 250 mSv: Release limit for a nuclear power plant for a year
- 400 mSv: Yearly dose per person from food per year
What are Occupy Wall Street Protestors Angry about?

Find America
Income inequality between high earners and low earners

xx = the Gini coefficient, a statistical measure of inequality

- Sweden: 23
- Hungary: 24.7
- Norway: 25
- Austria: 26
- Czech Republic: 26
- Luxembourg: 26
- Malta: 26
- Slovakia: 26
- Kazakhstan: 26.7

Less equal
Worldometers
http://www.worldometers.info/

Provide real-time world statistics
- Population, Health, Water, Energy, Society & Media, etc.

<table>
<thead>
<tr>
<th><strong>Society &amp; Media</strong></th>
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<tbody>
<tr>
<td>486,052 New book titles published this year</td>
</tr>
<tr>
<td>379,907,355 Newspapers circulated today</td>
</tr>
<tr>
<td>529,786 TV sets sold worldwide today</td>
</tr>
<tr>
<td>3,913,923 Cellular phones sold today</td>
</tr>
<tr>
<td>133,109,523 Money spent on videogames in the world today (US$)</td>
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<tr>
<td>2,173,298,326 Internet users in the world</td>
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<tr>
<td>259,953,220,985 Email messages sent today</td>
</tr>
<tr>
<td>3,032,549 Blog posts today</td>
</tr>
<tr>
<td>123,753,789 Tweets sent today</td>
</tr>
<tr>
<td>2,678,901,747 Google searches today</td>
</tr>
</tbody>
</table>
World Mapper:
http://www.worldmapper.org/

Maps visually altered to represent statistics on a variety of categories – consumption, population, economics, pollution, etc.

There are daily newspapers in every territory of the world. In 2002 there were 507 million newspapers circulated every day. This includes newspapers that are free and those that are sold. Newspapers are a means for literate people to learn about current affairs, they are how most journalists present stories.

The highest number of daily newspapers in circulation are in China, Japan and India. In Japan there are 566 copies of newspapers circulated for every 1000 people living there; circulation in China and India is a tenth of this. The world average daily newspaper circulation is 81 per thousand, or 2 newspapers produced for every 25 people in the world.

“"I think the duty of doctors is to give health to their patients, the duty of the singer to sing. The duty of [the] journalist [is] to write what this journalist sees in the reality. It’s only one duty.” Anna Politkovskaya, 2004

Territory size shows the proportion of all copies of daily newspapers distributed there.
• Wordle - Convert set of text to images, word size based on frequency of use:
  • [http://www.wordle.net/](http://www.wordle.net/)

• Paste text from different sources on similar topics to see which key words appear more frequently in each source
Additional Resources – Media/News/ESL/Sites

- Humane Education Network (Media/Culture): http://humaneeducation.org/sections/view/cultural_issues_activities
- PBS - EXPOSÉ: America's Investigative Reports: http://www.pbs.org/wnet/expose/
Compilations / Collections of Resources

• Larry Ferlazzo’s Edu Blog
  http://larryferlazzo.edublogs.org/

• ESL, etc. (Global Issues & ESL): www.esletc.com

• Educational technology in ELT:
  http://educationaltechnologyinelt.blogspot.com/
Questions? Ideas?

Please contact me:

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Thank you!