

Unit A:  
Media Literacy  
and Newspapers

# High Five

The integrated  
language arts  
and journalism  
curriculum for  
middle school students.

Presented by the Newspaper Association of America Foundation  
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 John S. and James L.  
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## Introduction

### *Why the High Five project?*

The Newspaper Association of America (NAA) Foundation, with support from the John S. and James L. Knight Foundation, developed *High Five* in an effort to address concerns about student achievement.

“The Nation’s Report Card,” a report released by the National Center for Education Statistics in August 2000, presented summary data from 30 years of trend assessment for 9-, 13- and 17-year-olds. The report showed no progress over the period. There were gaps between achievement of white students and students of color in all age groups.

“The Nation’s Report Card” data from 2004 revealed improvement for 9- and 13-year-olds, but no changes among 17-year-olds. The comparison between white students and those of color continued to cause concerns. While the gap between white and black students on reading scores narrowed in all three age groups, the gap between white and Hispanic students did not differ in the 13-year-old group.

### *Newspapers and literacy—a powerful combination*

For many years, those who know the educational value of newspapers have promoted their use in K-12 classrooms, universities and adult education programs. We have created or supported Newspaper in Education (NIE) programs at newspapers across the country and around the globe. We have seen students of all ages become engaged in learning through various newspaper sections, and we have watched as they rush to grab newspapers as soon as they enter the classroom. We have received notes from teachers telling us how excited their students were to use the newspaper every week. We know it works. We have even outlined succinct and substantial reasons why newspapers have been so popular in schools.

#### *1. Newspapers are about the real world.*

Absolutely! The entire contents of the newspaper reflect the world in which students live. There are stories about their immediate community—school news, local sports information, ads for local stores and businesses. The newspaper also informs

students about the world beyond their immediate experience—state news, national events and international relations.

**2. *Newspapers are authentic texts.***

In educational terms, *authentic texts* are those created primarily for a non-instructional purpose, the types of texts the student must understand in order to have a full and informed life now and in their adult years. Schools are encouraged to include authentic texts in their programs because they prepare students to thrive in the real world.

**3. *Children view newspapers as a “grown-up” medium.***

Students of all ages like being connected to a medium they see as representative of adult interests. Children in elementary school like feeling grown up as they read the same publication they see their parents read. Students in secondary grades feel good about the mantle of adulthood that reading the newspaper represents.

**4. *Newspapers are motivational.***

Students are enthusiastic about using newspapers because they are a break from conventional textbooks and worksheets. In some ways, newspapers seem too exciting to be “real” schoolwork. Students feel they are getting a break from the routine of class assignments when they are allowed to read and use content from the newspaper.

**5. *Newspapers are cost-effective.***

Today, most schools are eligible to receive sponsored classroom sets of their local newspaper. The cost has been subsidized by the newspaper and by local businesses and organizations that believe in the value of NIE programs.

***But ...***

For the most part, our evidence had been personal and anecdotal. The educational value of using newspapers had not been tested in the crucible of objective measurement. Could we actually demonstrate that using newspapers can increase student achievement in reading?

***Yes, using newspapers can increase reading scores.***

*Measuring Success*, a 2002 NAA Foundation research study on NIE programs, showed three specific results that support the educational value of using newspapers in the classroom. The study noted that the largest educational gains from NIE programs

occurred at the middle-school level, where students using the newspaper in class scored, on average, 13 percent better than their peers on standardized tests.

The largest educational gains from NIE occurred when use of the newspaper was frequent and long-term. Students who used the newspaper at least once a week for 35 weeks a year scored 19 percent better than those who used it infrequently. The largest educational gains from NIE programs occurred in schools identified as majority-minority, low-income or with a large percentage of students whose primary and home language was not English.

*Growing Lifelong Readers*, a 2004 NAA Foundation study, revealed that more than six in 10 current newspaper readers ages 18 to 34 remembered using the newspaper in school. Additionally, the majority of readers in that age group reported that they started reading the newspaper in their middle teens. These pieces of information further support a high-intensity newspaper program as having the strongest impact at the middle-school level.

### ***What are the specifics of the High Five project?***

The project is designed as a research and instructional program that uses objective, scientifically based evidence to demonstrate effectiveness of using newspapers to teach literacy skills. The NAA Foundation has developed, implemented and assessed the effectiveness of a comprehensive, integrated, NIE/student journalism project for middle-school students. The project places special emphasis on schools with students who are majority-minority, low-income and/or primarily conversant in a language other than English. Further, it expands the reach of student newspapers, found most often in high schools, into middle schools.

*High Five* provides an integrated curriculum that includes reading, writing, journalism, grammar, linguistics and visual literacy. All materials are age-appropriate for middle-school students. The curriculum uses the daily newspaper as a textbook and information source.

### ***What is the High Five curriculum?***

The curriculum for the first, or sixth-grade, phase of the project is organized around three six-week units—Media Literacy, The Craft of Journalism and Newspaper Production. Each unit is designed to be used as a stand-alone piece. However, the power of the curriculum lies in interrelated concepts presented in the individual units.

### ***Understanding media literacy***

Unit A is organized around five media principles cited in past and current information on media literacy. After an introductory overview, each is addressed in detail. The principle is applied to a variety of print and nonprint media for analysis and discussion. The last half of the unit demonstrates how media principles apply specifically to print, online and e-edition newspapers. Appropriate media principles will be revisited in subsequent lessons related to “Become a Journalist” in Unit B and “Go to Press” in Unit C. For example, the newspaper’s unique role in a democracy influences the purpose, or context, of a media message. Production of a newspaper reflects principles about the language, forms and genres of media. Thus, activities in Unit A help students establish knowledge needed for better understanding of elements addressed in Units B and C.

### ***Become a journalist***

Unit B focuses on the ethics of journalism, informed analysis of news sources and writing different newspaper text structures. It begins with the content and role of the newspaper, followed by discussion of the First Amendment and press ethics. The third section has students analyze different types of writing and text structure found in news, feature and sports stories, editorials, how-to columns and arts/entertainment reviews. The unit ends with important newspaper-related issues, such as tabloid journalism and the separation between editorial and advertising content.

### ***Go to press***

Unit C is organized as a separate unit for creating a newspaper. However, it incorporates elements of Units A and B in the instruction. In the first two weeks of this unit, students look at newspapers and newspaper careers before creating their own classroom or school newspaper. In the third week, they explore technical aspects of creating their newspaper. During the fourth week, they work on specific newspaper assignments. During the fifth week, they evaluate and revise their newspaper in

preparation for final production. In the last week, they discuss online newspapers and reflect on their experiences in creating a newspaper.

### **High Five and standards**

The *High Five* curriculum identifies and meets national standards for reading/language arts and information literacy, and it addresses and identifies social studies and media literacy standards. The curriculum can be downloaded from the NAA Foundation Web site, [www.naafoundation.org](http://www.naafoundation.org).

### ***What do we hope to accomplish with High Five?***

When this project has been operating for several years, we will see its impact on reading scores. Our goal is to be a force for narrowing the gap between white students and students of color, and we should help to raise the level of performance for everyone who uses this curriculum. Our goal also is to engage more middle-school students—first as critical newspaper readers and good citizens, second as student journalists and ultimately as members of the journalism profession.

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## To the teacher ...

*High Five: Media Literacy* is designed to help students develop vocabulary, higher-order thinking skills and critical reasoning. At completion of the unit, students will be prepared to make informed decisions regarding personal and academic experiences. Most of all, they will be engaged in stimulating and involving activities. The lessons students learn in this unit will be valuable when they progress to the next two sections—*High Five: The Craft of Journalism* and *High Five: Newspaper Production*.

*High Five: Media Literacy* is easily implemented. The content of the activities—movies, television programs, magazines and newspapers—will engage students and not seem like “textbook” learning. They will discuss favorite movies, analyze commercials, explore specific-interest magazines and become very familiar with their local newspaper. Thinking and process skills students will develop will serve them the rest of their lives. Activities in *High Five* are designed to help students become critical thinkers and to apply those skills in other classes and in the wider world.

Media literacy goes far beyond simply reacting to or criticizing media. This unit will prepare students to access information needed to make decisions in their lives; analyze media messages designed to inform, entertain or persuade them; evaluate content, accuracy and purpose of media messages; and create media messages themselves. All these skills are important. In this unit, the emphasis is on accessing, analyzing and evaluating media, culminating in a production project. Students will become more intimately involved with media production in the third unit of the project, *High Five: Newspaper Production*, in which they will create, produce and distribute newspaper.

Lessons in this unit are organized around five media principles that form the basis of many media literacy projects nationwide. Teaching a literal understanding of the five principles is fairly easy. Your task will be to push students beyond the obvious explicit elements to examine what lies beneath: How are message creators attempting to influence media consumers? What are the implicit values, the sometimes hidden intent and the unstated purpose of the message? This is not meant to imply that media are evil or negative. Many media messages have a very positive purpose, while others are strictly

informational. Some messages are intended just to entertain. Students must be able to discern the differences. Each of the five principles is addressed in several lessons. The principles are as follows.

***All messages are constructions.***

An individual or group carefully considered sights, sounds and language employed in each message. The explicit elements are obvious and easy to identify and discuss. The implicit message requires higher-level thinking skills. For example, a television commercial for an SUV shows the vehicle speeding along rugged terrain. The explicit message? This is a powerful car with four-wheel drive that can be driven off-road. The implicit message: Buy this vehicle, and your life will be exciting. If you put a beautiful model in the commercial, the message says you will attract beautiful women as well. Students today are media-savvy to the extent that they know commercials are trying to sell them something. They are less aware that the commercials are appealing to their insecurities.

The newspaper is a carefully constructed medium. Editors put considerable thought into which stories to place on Page One, which photos to use, which headlines should be most prominent and which tables, charts or diagrams to include. News and feature stories are written with an eye to the importance and interest of each item. Ads are created to attract readers and provide information. At daily newspapers, this construction occurs in a few hours, and at least one edition is published every day. Newspapers may follow up a story, but they never publish exactly the same story twice.

***All messages are representations of a reality.***

Each message creates its own world. In one world, everyone is prosperous and happy. In another, drinking a particular soft drink will make you popular. In still another world, there is a government conspiracy to spy on all of us. Students must recognize those worlds as *creations* that may or may not represent the *real* world in which students live. If there is a major discrepancy, students may feel frustrated and inadequate. Different worlds are represented in each commercial, ad, movie or television program.

The newspaper presents a reality that readers recognize more easily. News stories are about the real world, one the readers encounter every day. International, national, state and local news stories report on actual events, not fictional representations of a

possible reality. There are local stories about communities in which readers operate daily. Feature stories address topics of importance to readers, and sports stories recount real competitions.

***Messages are created for different purposes:  
social, political, economic, historic and aesthetic.***

When many people think about “the media,” they think of a monolithic force trying to sell us things and corrupt our children. But “media” are much more than commercials and television programming. They include all forms of print and nonprint communication, and each communication has a purpose. Many have several purposes. If students understand the purpose of a message, they can better evaluate the accuracy of the message. For example, if students see an ad that attacks a political candidate, they should recognize that its language has been crafted to make that candidate look bad and that, although factually correct, the ad may contain distortions and misrepresentations. Some messages, such as music videos, may have an aesthetic purpose, but they also create an interest in the musician who is featured. That interest translates into financial gain for the artist. Students must be able to identify and understand the many layers of purpose in media messages.

The newspaper includes sections written for different purposes. News stories provide what some editors call “history on the fly.” Information that reporters and editors put together will become a historic reference. Many historians use newspapers as primary sources of information about past events. Editors and reporters are very conscious and respectful of their position in the evolving story of their world. The political role of newspapers is found on the editorial and op-ed pages. The publisher and/or editor can take a position on a political or social issue in the editorial column. Citizens can write letters to the editor about issues that concern them. Opinion columnists can opine daily. The newspaper also has less weighty responsibilities. Display and classified ads have a definite economic purpose—to bring buyers and sellers together. Newspaper elements, such as photos, photo illustrations and artistically designed section fronts, serve aesthetic purposes.

***Different people interpret the same message differently.***

Teenagers are trying to determine their identities and their place in the world. Acceptance by their peers is very important, and they often see the world through the prism of that peer group's value system. Deconstructing media messages can help students see different points of view. Students construct meaning based on past experiences, prior knowledge, culture and value system. They need to learn how someone from a different background with different experiences may interpret messages differently. For example, a student from a safe suburban neighborhood may view a public service message about police differently than a student with a relative who has been arrested or treated harshly by police officers. Similarly, a student who has lost a relative to drug abuse may view an anti-drug message differently than a student who believes that recreational drug use is harmless. Help students understand how they can learn from experiences of others.

People interpret newspaper stories through their own lens on the world. A reporter may write an objective news story about a conflict between two groups, with comments and quotes from leaders on both sides. However, members of each group may call the report slanted because the story does not take their side over the other. Many readers do not recognize that a letter to the editor reflects the opinion of one citizen, so they attack the newspaper as if it were advocating the letter writer's position. And, of course, high school students, teachers and parents rarely believe that their sports teams receive enough coverage.

***Messages have their own language, forms and symbol systems.***

Students will be better able to evaluate media messages if they understand how those messages are created and what elements are unique to each. Movie trailers are used frequently in this unit because they have visual, auditory and emotional impact. When students understand that camera techniques (such as quick cuts or zooming in or out), special effects, intense sounds and evocative music are tools used to create a message, they are better able to evaluate the purpose and intent of the message's creator. In commercials, toys for small children are shown close up to make them look bigger, while camera angles and speed are used to make the toys more dynamic. Children can be fooled into thinking that the toy is more exciting than it really is. That is why commercials for

children's products now must show the toy in relation to another object to indicate its true size. Knowledge of message elements can help students separate the informational content of a message from the emotional content of the message.

Many different genres and text structures are found in newspapers. News stories use some variation of an inverted pyramid, in which important details are found at the top of the story and less important ones are toward the end. Feature stories employ more informal writing styles, with emphasis on descriptive language and personal quotes. Editorials are organized to promote one point of view and discredit others. Display ads include elements to attract attention and deliver information. The newspaper provides models for many different styles of writing.

*High Five* lessons in all three units are designed to ensure that students become well-informed, critical consumers of all media, especially the newspaper. Content and activities in the unit will engage students in personal, reflective experiences.

Have fun with these *High Five* lessons!

## How *High Five* Lessons Are Organized

Each *High Five* lesson plan contains:

**Objectives**—These identify instructional goals for the lesson.

**Instructional background box**—Information to help you integrate the lesson into classroom objectives and to make connections with other lessons in *High Five* units.

*Related Lessons*—*High Five* lessons in all units related to the current lesson are identified. Some referred lessons may have been completed previously, so they may be revisited and reviewed. Other lessons appear after the current one, so you can see how the lesson prepares students for later work.

*Skills*—Levels of understanding and appropriate verbs from Bloom’s taxonomy are identified.

*Vocabulary*—Words that students may need to know before they begin the lesson are identified. Generally, these are not already in the glossary.

**Looking Ahead**—This section appears in lesson plans for which you will need more than the usual preparation, such as calling a newspaper several weeks ahead of time to arrange a tour.

**Background**—This section provides background about the topic.

**Media required**—This section lists different media that will be used in the lesson.

**Instructions**—This section lists step-by-step instructions for doing the lesson with students.

**Assessment**—This section allows you to determine students’ level of understanding of the lesson’s objectives.

**Student activity page**—Each lesson has one or more student activity pages that guide students through the activity and provide places for them to record their work.

## Same Content Structure—Different Delivery Systems

How do you want your news? In a full-page paper product? On your computer screen? On your handheld electronic device? Today's newspapers are ready to provide news you need in the format you want. Print and online newspapers are the same in some important ways but different in others.

You will find much of the same content in print newspapers and their online counterparts—news stories, features, photos, columns, review, advertising. The content structure or text structure of specific components, such as news stories, editorials, features, etc., is the same whether you read it on paper or online. A news story must answer the *who, what, when, where, why/how* questions. Hard-news stories still contain the most important information at the top. Editorials must state a position, provide supporting information, address counter arguments and make a recommendation. Sports stories still use powerful verbs to describe action. So when you are helping students learn to *access, analyze, evaluate* and *create* messages in news media, show them that the writing in online newspapers requires the same high quality as that in print newspapers. Good writing is good writing in the paper and online. You do not have to teach different skills in analyzing the structure of newspaper writing just because it is delivered over the Internet.

How newspapers deliver news varies today. Many people appreciate the portability and ease of reading the traditional print newspaper. They like scanning full pages for stories, features and ads. Others like to access news through the Internet, so newspapers provide online versions of their print product.

You will find different formats for online newspapers. Some newspapers publish news content on their Web sites in a familiar Web format—one column of information in the center of the page with navigational links on the left side of the screen and more links, or ads, on the right. Sometimes, navigational links appear across the top. These news sites look like many other informational Web sites. Headlines are usually printed in a different color, and photos, though small on the screen, can usually be enlarged with a mouse click.

Gaining popularity on the Web is the “e-edition” of a newspaper. It shows a replica of a full newspaper page on a Web page, and the reader may be able to click on a story to enlarge the type on the screen for easier reading. Some e-editions allow perusing the newspaper by clicking on the lower corner of the replica and “turning” the page to the next Web screen. Some e-editions contain features of traditional Web pages and the new full-page replica design. On these sites, you may see the replica of the print newspaper page, but when you click on a story, it appears in a single-column linear format, much like other informational Web pages.

Online newspapers have advantages over print newspapers. They can provide links to other Web sites or to archived information in previous editions, let you contact any newspaper department by clicking on an e-mail option and provide audio and video files of news events.

The following Web sites provide links to newspapers across the country and around the world that offer online versions of their publications:

<http://www.newsvoyager.com/voyager.cfm>, [www.thepaperboy.com](http://www.thepaperboy.com) and [www.onlinenewspapers.com](http://www.onlinenewspapers.com). You may wish to explore one or more of these sites and identify newspapers you want your class to read and evaluate.

You will want to become familiar with the online format of your local newspaper so you can help students learn to navigate print and electronic news sources.

# **About Media Literacy**

**Lessons 1-17**

## Lesson 1

### WHAT ARE MEDIA?

#### Objectives

#### Students will:

1. Provide a personal definition of media
2. Identify target audiences in print and electronic media text and ads
3. Identify elements used to persuade viewers/readers
4. Evaluate effectiveness of print and nonprint text and ads.

**Related Lessons:** Unit B, Lesson 1; Unit C, Lesson 12.

**Skills—Comprehension:** interpret, identify; **Analysis:** analyze, compare; **Evaluate:** appraise, assess.

**Vocabulary:** *niche, teaser.*

#### Looking Ahead

This unit involves gathering many different media examples. Students will be required to analyze movie trailers, television commercials and radio broadcasts. You must identify and collect those examples before class. Video clips from the Internet can be downloaded onto a CD or DVD for classroom use. You may need to record television commercials or radio spots on video and audiotape. Video and audio files can be transferred to computer files. If you do not have skills in this area, ask your audiovisual or media specialist in the school or district for assistance. You will probably be able to find students who can prepare the computer files if you tell them what you need.

#### Background

This is an informal activity in which you can determine how sensitive students are to persuasive elements in different media messages. Students' comments will reflect personal criteria for making decisions about the media they encounter. The purpose of the lesson is to encourage students to start thinking about the many media messages they

encounter daily. This activity serves as an assessment of students' awareness of media and can provide direction for future classroom lessons.

### **Media required**

Electronic media:

- A public service ad regarding drunken driving, drug use, the environment, etc.
- A commercial for a child's toy
- A commercial for a beauty product
- A commercial for a vehicle.

Print media:

- Copies of the newspaper for each student
- Ads from niche magazines (a teen magazine; one devoted to video games; *Car and Driver*; *O, The Oprah Magazine*, etc.). Have the magazines in class.
  - A public service ad
  - A fashion ad
  - An ad for a health/fitness product
  - A vehicle ad.
- Newspaper ads:
  - A vehicle ad
  - A movie ad
  - An ad for a health/fitness product
  - A fashion ad.

Internet ads:

- A banner ad on a specialized Web site
- A pop-up ad.

### **Instructions**

1. Allow students several minutes to read newspapers at the beginning of class.

Encourage them to look at ads found throughout the newspaper.

2. Ask students to name television programs they watched the previous night. Allow several responses. Write program names on the board.

3. Ask students whether they remember commercials they viewed in the television shows. Allow several responses.
4. Ask students to identify and describe briefly a television commercial they remember. Allow responses. Ask students why they remember that commercial. Was it funny? Exciting? Annoying?
5. Hold up one of the niche market magazines. Ask students to raise their hands if this magazine would interest them. Have students suggest products they might expect to find advertised in the magazine. Write the magazine name and student responses on the board. Have students explain their responses. Do the same with one or more of the other magazines.
6. Hold up a copy of the newspaper. Have students suggest types of ads they might expect to find in the newspaper. Write responses on the board.
7. Review different media you have discussed with students to this point: television, magazines and newspapers. Ask them to suggest one word that encompasses these forms of communication. Write the word *media* on the board.
8. Ask students to name other examples of media—possible responses would be radio, computers, posters, billboards, brochures, pamphlets and movie theater ads. Encourage students with prompts such as, “What else do you see or hear where someone is trying to send you a message?”
9. Return to the lists on the board. Remind students that although they were discussing commercials and advertising, media listed on the board have other purposes. Point to the name of a television show and ask students to suggest the show’s primary purpose. (Entertainment.)
10. Hold up magazines and ask students to suggest purposes of the magazines other than advertising. (Information, advocacy.)
11. Hold up the newspaper and ask students to suggest its purpose, other than advertising.
12. Discuss with students that media have different elements and multiple purposes.
13. Tell students that you want them to start this unit on media by analyzing some of media they encounter. Give them the activity page *Exploring Media* and have them work in pairs or small groups to complete the activity.

**Assessment**

- Exceeds Expectations—Student performance far exceeds minimal level of performance.
- Meets Expectations—Criterion is met at a minimal level.
- Revisit—Criterion is not met. Student responses are too weak or unfocused to be acceptable.

	Exceeds Expectations	Meets Expectations	Revisit
Student identifies components of various media.			
Student identifies purpose for components of various media.			
Student identifies target audiences of various media.			

**Lesson 1 Activity Page****EXPLORING MEDIA**

Name \_\_\_\_\_

Think about different elements you might find in different media. For example, a magazine may have informational stories, opinion columns, special photo sections and ads. A television program might have a teaser opening, two or three segments between commercials and commercials themselves. Different elements may have different purposes—to inform, educate, entertain or persuade. Examine these different media sources, identify some of their elements and explain what you believe to be the purpose of each element.

Media source	Elements	Purpose
Television program	1 2 3	
Magazine 1	1 2 3	
Magazine 2	1 2 3	
Newspaper	1 2 3	

## Lesson 2

### CHOOSING MEDIA

#### Objectives

#### Students will:

1. Identify different vehicles for delivering media messages
2. Identify strengths and weakness of each medium
3. Select the best media for designated purposes.

**Related Lessons:** Unit B, Lessons 24, 25.

**Skills—Comprehension:** explain; **Analysis:** categorize; **Synthesis:** predict, design;

**Evaluation:** select, recommend.

**Vocabulary:** *direct mail, cost-effectiveness.*

#### Background

In the previous lesson, students became familiar with different media and analyzed ways they were used. In this activity, students will think about how they would use different media. They must determine their purpose, their audience and the best means of delivering their messages. This is the first step toward becoming producers of media.

#### Media required

- Copies of the newspaper for each student
- Media examples from the previous day's lesson—titles of television programs, niche magazines and the newspaper
- Examples of alternative media choices:
  - poster for a special event
  - informational brochure
  - photo of a billboard
  - examples of Web sites and blogs
  - audiotape of one or two radio ads.

**Instructions**

1. Allow students several minutes to read newspapers at the beginning of class. Encourage them to explore the different kinds of information available in the newspaper.
2. Review with students their responses on the *Exploring Media* activity page.
3. Briefly discuss with students why editors, writers and advertisers selected the medium they did.
4. Have students brainstorm different ways they could communicate information to a large number of other people. Write their responses on the board (television, radio, magazines, newspapers, billboards, direct-mail letters, posters, brochures, personal Web sites, Internet bulletin boards, etc.).
5. Have students work in small groups to discuss advantages and disadvantages of different media. Have each group select one major mass medium (television, radio, newspapers, magazines) and one additional medium and list their responses on a piece of paper.
6. Have each group write its points on the board and categorize positive and negative aspects of each medium. Students can circle common characteristics in different colors—wide audience reach, specific audience reach, ease of production, cost-effectiveness, etc.
7. Discuss with students how no medium is the best choice for all communication situations. For example, placing an ad for a new fishing reel in a sporting magazine such as *Field & Stream* would be more cost-effective than spending a lot of money on an ad in a general-circulation news magazine. A local merchant would do better to advertise in the local newspaper than in a national newspaper such as *USA Today*.
8. Provide students with specific communication goals and have them discuss the most effective use of media to promote their message—sell raffle tickets to raise money for the school library, introduce a new product for a national fast-food chain or explain a new tennis racquet.

9. Remind students that when they are deciding how to use media, they must consider audience, production and costs.
10. Assign students to small groups to complete *The Best Media* activity page.

**Assessment**

- Exceeds Expectations—Student performance far exceeds minimal level of performance.
- Meets Expectations—Criterion is met at a minimal level.
- Revisit—Criterion is not met. Student responses are too weak or unfocused to be acceptable.

	Exceeds Expectations	Meets Expectations	Revisit
Student identifies appropriate media selections for specific purposes.			
Student identifies criteria for making media selections.			
Student provides appropriate justification for selections.			

**Lesson 2 Activity Page****THE BEST MEDIA**

Name \_\_\_\_\_

Which medium would you use to accomplish the tasks listed below? Explain why.

Media message	First choice	Second choice	Why?
Persuade people to vote in a local election			
Sell a used bicycle			
Provide a new interpretation of Thomas Jefferson's agricultural experiments			
Promote a national soccer league			
Suggest a solution for a local environmental problem			
Tell people that a new movie is terrific			
Sell a new soft drink			
Promote a new television show			
Explain how to do a scrapbook project			
Tell people about a new pizzeria			

### Lesson 3

#### PROCESS SKILLS

##### Objectives

##### Students will:

1. Explain what it means to *access*, *analyze*, *evaluate* and *create* media messages
2. Provide examples of situations in which they would use media process skills.

**Related Lessons:** Unit B, Lessons 1, 3; Unit C, Lesson 25.

**Skills—Knowledge:** locate information; **Comprehension:** distinguish, generalize, interpret; **Analysis:** explain, identify; **Evaluation:** select, justify.

**Vocabulary:** *access, analyze, evaluate, create.*

##### Background

As students complete all *High Five* units, they will be developing critical thinking skills to apply to various media. Several process skills are involved in this unit. They will learn how, when and where to *access* media they need for a specific purpose, to *analyze* a wide range of media messages, to *evaluate* information from media messages and to use these skills to *create* messages. This lesson serves as an overview of the skills.

##### Media required

- Copies of the newspaper for each student

##### Instructions

1. Allow students several minutes to read newspapers at the beginning of class. Encourage them to explore different kinds of information available in the newspaper.
2. Ask students to pretend they are going to the movies this weekend. Ask them these questions:
  - a. What movie do they want to see?
  - b. Why do they want to see it?
  - c. What makes them think it is a good movie?

- d. Where will they go?
  - e. What time will they go?
  - f. What do their friends say about the movie?
  - g. What do movie critics say about it?
3. Encourage multiple responses. List on the board the different sources they would use to help them make that decision, such as:
    - a. Friends told them it was a good movie.
    - b. They saw a commercial for it on television or heard about it on the radio.
    - c. They watched a trailer for the movie when they were in the theater to see a previous movie.
    - d. They like movies with a particular actor, theme, setting, etc.
  4. Ask students to comment on how reliable their sources are. Discuss responses.
  5. It is likely that students will not have answered some of your questions (about specific time of the movie or what critics may have said). Ask them where they can find answers to those questions. Write responses on the board.
  6. Explain to students that they have just demonstrated an important media skill—knowing how to *access* meaningful information.
  7. Explain to students that being media-savvy requires them to do more than just access media, that they also must be able to analyze, evaluate and create media messages. But today, they are going to focus on accessing information.
  8. Hand students the *Be Resourceful* activity page. Have them complete the sheet individually.
  9. After students have completed the sheets, have them share their responses in small groups or as a class.

**Assessment**

- Exceeds Expectations—Student performance far exceeds minimal level of performance.
- Meets Expectations—Criterion is met at a minimal level.
- Revisit—Criterion is not met. Student responses are too weak or unfocused to be acceptable.

	Exceeds Expectations	Meets Expectations	Revisit
Student identifies appropriate media to locate information.			
Student identifies criteria used to select media.			
Student provides reasoned explanations for media selections.			

**Lesson 3 Activity Page**

**BE RESOURCEFUL!**

Name \_\_\_\_\_

What media would you use to find information you need? What is the advantage of each medium?

Information needed	Check the medium you would use						Advantage of this resource
	Person	Newspaper	Magazine	Television	Radio	Internet	
Today's weather							
The time a movie starts at a local theater							
What to buy for a friend's birthday							
A discussion of Plato's philosophy							
A new law passed by the City Council							
Traffic conditions							
Score at a local sporting event							
Movies on television today							
An argument favoring a new local law							
Stock market prices							

## Lesson 4

### FIVE MEDIA PRINCIPLES I

#### Objectives

#### Students will:

1. Explain the five principles of media
2. Identify an example of each principle
3. Deconstruct a print medium message based on the principles.

**Related Lessons:** Unit B, Lessons 1, 11, 12, 13, 14, 15, 16, 24, 25; Unit C, Lessons 9, 11, 12, 21, 25, 26, 27, 29.

**Skills—Comprehension:** interpret; **Analysis:** analyze, distinguish; **Evaluate:** appraise, assess.

**Vocabulary:** *social reality, aesthetic, deconstruct.*

#### Background

In today's media-engulfed world, students may be exposed to hundreds of media messages each day. Many students are aware that media messages are designed to sell them something or send them a message about appropriate behavior, but they may not be sophisticated enough to see beneath the surface level of the messages. The five media principles introduced in this lesson will give students tools to analyze media messages and look at the deeper levels of each one. Note: The activity page with this lesson is to be used for Lessons 4 and 5. Students will do part of the activity page for Lesson 4 and the remainder for Lesson 5.

#### Media required

- Copies of the newspaper for each student
- A television commercial for a vehicle or fashion item
- A public service radio announcement
- A print ad from a niche/target magazine
- A newspaper editorial.

**Instructions**

1. Allow students several minutes to read newspapers at the beginning of class. Encourage them to think about the way different parts of the newspaper serve different purposes.
2. Review discussions of the past two classes. Have students restate topics and attitudes they discussed previously.
3. Explain to students that to be critical consumers of media messages, they must understand the *how* and *why* of messages. This will prepare them to make intelligent choices when they encounter media messages.
4. Put a transparency of the *Five Media Principles* handout on an overhead projector. Give students copies.
5. Briefly discuss each principle with the class. Ask students to share how they interpret each principle.
  - a. Messages are constructions. Someone thinks long and hard about any print or electronic message that is produced: what it will look like, say, what it will do.
  - b. Messages represent social reality. Each presents a picture of “a” world that may or may not match the world in which students live.
  - c. Messages have economic, social, political, historic and aesthetic purposes. There is a major reason for the message: to sell a product, persuade someone, establish information or entertain. Many have more than one purpose.
  - d. Different people respond differently. How each person responds to an ad depends on that person’s attitudes, life experiences, needs, knowledge and more.
  - e. Messages have unique forms, language, symbols and other features. The type of message determines the form, language, symbols and images used in it. For example, a history brochure is different from a television commercial for toothpaste.
6. Ask students to suggest a typical media message they have encountered in the past day. Have the class “deconstruct” the message using the five principles.

7. Stress with students that when they understand these principles, they can analyze and evaluate messages directed at them. They also can create effective messages.
8. Have students work in pairs or small groups to complete the first section of the *Deconstructing Media* activity page. Give each group a full page from a niche magazine. Use ads from different types of magazines such as those for men, fashion, sports, entertainment and news.
9. Explain to students that they will complete the activity in the next class meeting.

**Assessment**

- Exceeds Expectations—Student performance far exceeds minimal level of performance.
- Meets Expectations—Criterion is met at a minimal level.
- Revisit—Criterion is not met. Student responses are too weak or unfocused to be acceptable.

	Exceeds Expectations	Meets Expectations	Revisit
Student applies all five media principles to print example.			
Student provides thoughtful analysis of media principles as they relate to print example.			

**Lessons 4-5 Activity Page**

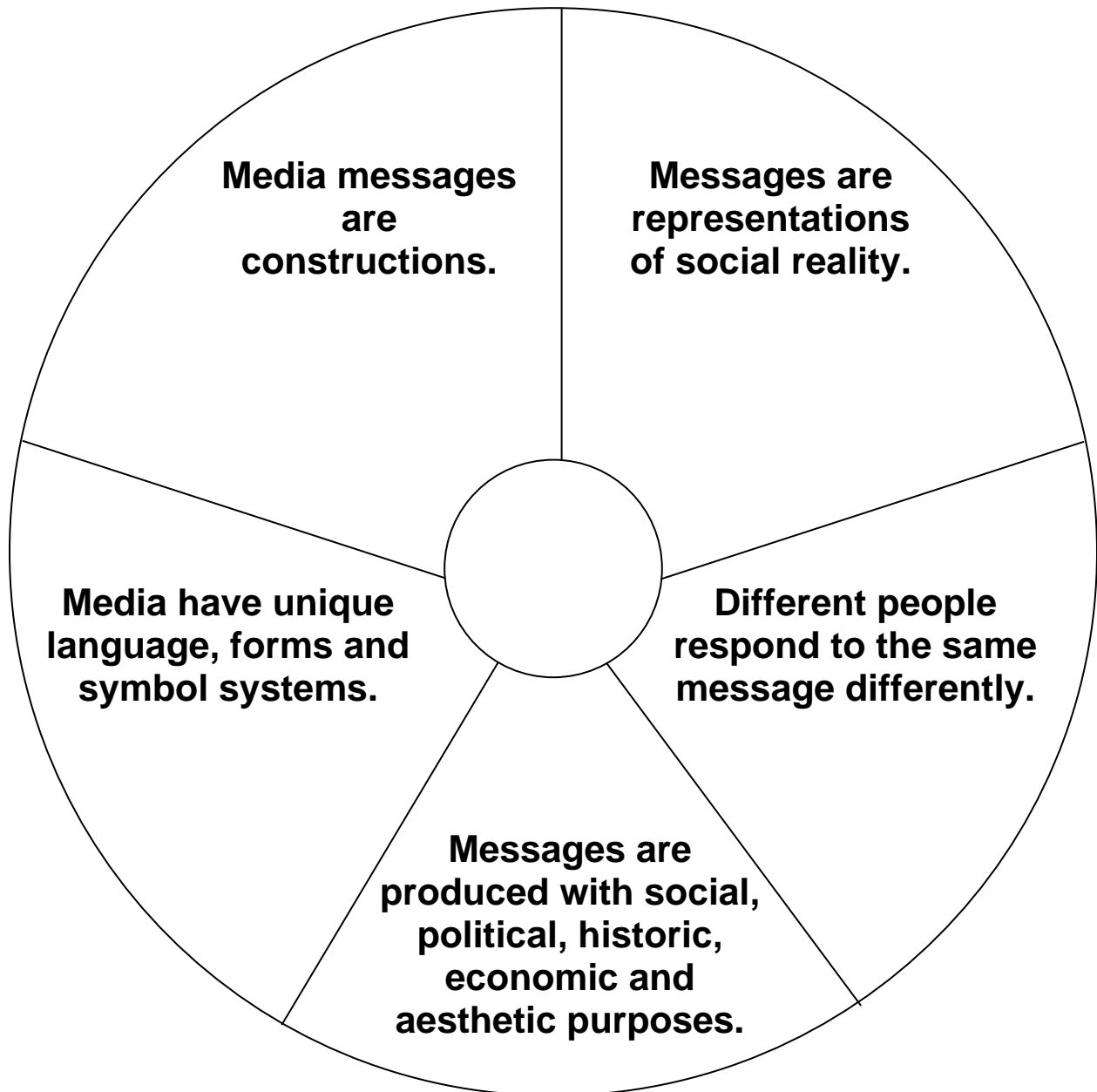
**DECONSTRUCTING MEDIA**

Name \_\_\_\_\_

Use the five media principles to analyze several media messages.

Message	Who constructed it?	What is the reality it represents?	What is its purpose?	What is your reaction?	What are its elements?
Magazine ad					
Video clip of a television commercial					
Video clip of a movie trailer					
Photograph from a story in a magazine					
Hard copy of an Internet pop-up ad					
Informational brochure for a tourist or historic site					

# Five Media Principles



## Four Media Process Skills

**A**ccess

Locate, identify and comprehend information as needed.

**A**nalyze

Interpret and understand the components that make up a media message.

**E**valuate

Make judgments about the truth, accuracy and relevance of media messages.

**C**reate

Use appropriate technologies to create and disseminate media messages.

## Lesson 5

### FIVE MEDIA PRINCIPLES II

#### Objectives

##### Students will:

1. Explain the five principles of media
2. Deconstruct print and electronic media messages.

**Related Lessons:** Unit B, Lesson 1; Unit C, Lessons 21, 25, 27, 29.

**Skills—Comprehension:** explain, interpret; **Analysis:** analyze, examine; **Evaluation:** justify, prioritize.

**Vocabulary:** *social reality, aesthetic, deconstruct, disseminate.*

#### Background

This lesson continues activities from the previous class. In that lesson, students were introduced to the five media principles. This reviews the principles and extends students' activities to additional media genres.

#### Media required

- Copies of the newspaper for each student
- Video clip of a television commercial
- Video clip of a movie trailer
- Informational brochure from an area historic or tourist site
- Photo from a news/feature story in a magazine
- Hard copy of an ad on an Internet site.

#### Instructions

1. Allow students several minutes to read newspapers at the beginning of class. Encourage them to think about the five media principles they discussed in the previous class as they read the newspaper.

2. Review the five media principles with students. Ask them to recall the principles.  
Write their responses on the board.
3. Provide prompts or answers if responses are incomplete.
4. Have each group share its magazine ad with the group and explain how the group answered the questions on the *Deconstructing Media* activity page.
5. Explain to students that they are going to view additional media genres.
6. Put the *Deconstructing Media* transparency on an overhead projector.
7. Show the class the different electronic media examples. Discuss each after showing it to the class. Complete sections on the activity page as students supply answers.
  - a. Commercial
  - b. Movie trailer
8. Have students return to their groups to complete the activity page for:
  - a. Photograph (show on the overhead)
  - b. Internet ad
  - c. Brochure

Note: At this point, students' answers may reflect basic elements of the messages. For example, they may say an ad has a picture, price and slogan. They may say a movie trailer has scenes from the movie, actors' names and the title. Basic responses are appropriate at this point in the unit.

**Assessment**

- Exceeds Expectations—Student performance far exceeds minimal level of performance.
- Meets Expectations—Criterion is met at a minimal level.
- Revisit—Criterion is not met. Student responses are too weak or unfocused to be acceptable.

	Exceeds Expectations	Meets Expectations	Revisit
Student applies all five media principles to various media.			
Student deconstructs media messages in ways appropriate to different media.			
Student provides thoughtful analysis of media principles.			

## Lesson 6

### MEDIA CONSTRUCTIONS

#### Objectives

#### Students will:

1. Deconstruct nonprint media messages by analyzing various elements used in the messages
2. Evaluate effectiveness of nonprint media messages.

**Related Lessons:** Unit B, Lessons 1, 2, 9; Unit C, Lessons 5, 9.

**Skills—Comprehension:** identify, describe; **Analysis:** analyze, contrast; **Synthesis:** invent, predict; **Evaluation:** debate, recommend.

**Vocabulary:** *marketing device, high impact.*

#### Background

In the next two lessons, students focus on elements used to construct media messages—words, images, structure and underlying motivation. Students begin with high-impact, nonprint media. Movie trailers, especially for action films, have strong visual images, loud sounds and music. In a similar way, television commercials are designed to make a strong impact and stay in the viewer’s memory.

On the second day, students use their skills to deconstruct audio and print messages. Finally, they will be asked to apply their knowledge to an authentic literature text you have taught in your classroom.

#### Media required

- Copies of the newspaper for each student
- Video clip of a movie trailer for an action/adventure film
- Video clip of television commercials—one with high-energy images and sound, one with soft images and sound, and one that uses humor.

**Instructions**

1. Allow students several minutes to read newspapers at the beginning of class.
2. Tell students you want them to pay attention to a video clip you are going to play.
3. Play a video clip from an action/adventure film. Turn off the monitor as soon as the clip ends.
4. Ask students to tell you about the first thing that comes into their heads. Write their responses on the board in columns labeled *Images*, *Sounds* and *Emotions*.
5. Discuss students' responses with them. Ask:
  - a. What do you remember most?
  - b. Why do you think that was the first thing that came to mind? Allow discussion.
6. Reshow the clip, directing students to pay attention to the images, sounds and structure of the clip.
  - a. Regarding the images: Why do you think the trailer producer selected those specific images? Allow discussion.
  - b. Regarding the sounds: What different sounds did the producer use? Did the producer choose action sound effects or music? What kind of music? Why did the producer select those sounds? What emotions do the sounds stir in students?
  - c. How long did the clip last? How many different scenes were shown? Why did the producer use several or many scenes instead of one extended scene? Allow discussion.
  - d. What reaction was the producer trying to elicit from the audience? Why?
  - e. Can students think of ways they would change the clip? How and why?
7. Show the clip a third time. Ask students to add additional insights or observations about it.
8. Explain to students that movie trailers are designed to make people want to see the film. The trailer is a marketing device.
9. Ask students where they can see hundreds of other marketing videos every day. (*Television commercials.*)

10. Ask students to describe a commercial they remember, even if they have seen it only a few times. Explain that companies spend considerable time and money hiring talented people to design commercials that will have high impact.
11. Give students the *Memorable Commercials* activity page. Let them work in pairs or small groups to complete the activity.
12. As time allows, show one, two or three commercials. Have students deconstruct elements of the commercials.
13. Have groups share responses with the class.

**Assessment**

- Exceeds Expectations—Student performance far exceeds minimal level of performance.
- Meets Expectations—Criterion is met at a minimal level.
- Revisit—Criterion is not met. Student responses are too weak or unfocused to be acceptable.

	Exceeds Expectations	Meets Expectations	Revisit
Student identifies different elements in television commercials.			
Student provides appropriate explanation for effectiveness of each commercial element.			

**Lesson 6 Activity Page**

**MEMORABLE COMMERCIALS**

Name \_\_\_\_\_

View three different commercials. Describe elements in each one and explain why each element is effective.

Commercials	Elements	Why is it effective?
Product 1	Images	
	Sounds/music	
	Language/voiceover	
Product 2	Images	
	Sounds/music	
	Language/voiceover	
Product 3	Images	
	Sounds/music	
	Language/voiceover	

## Lesson 7

### MORE MEDIA DECONSTRUCTION

#### Objectives

#### Students will:

1. Deconstruct print and nonprint media messages by analyzing various elements used in the messages
2. Apply deconstruction skills to authentic literature used in the language arts classroom.

**Related Lesson:** Unit B, Lesson 9.

**Skills—Comprehension:** describe, explain; **Analysis:** analyze, examine; **Evaluation:** recommend, justify.

**Vocabulary:** *structure*.

#### Background

This is the second of two lessons on elements of a media message. In the previous lesson, students analyzed and evaluated effectiveness of nonprint movie trailers and television commercials. In this lesson, students will analyze and evaluate audio messages and print messages.

#### Media required

- Copies of the newspaper for each student
- Audio clip of a radio commercial
- Magazine ad
- Poster for a community event, perhaps an enlarged ad from the newspaper
- Photo of a billboard in the community
- Hard copy for a Web site ad.

**Instructions**

1. Allow students several minutes to read newspapers at the beginning of class.
2. Ask students to name types of media, other than movie trailers and television commercials, in which messages are carefully constructed. If they have difficulty, remind them of the media examples used in previous lessons. Write their responses on the board.
3. Have students identify elements producers used in the video/electronic messages (images, sound/music, language, structure). Ask which of these elements they will find in various media listed on the board. Emphasize again that careful thought goes into construction of any media message.
4. Have students listen to a radio commercial. Have them list examples of what they think are effective sounds, music or language. Have them note the commercial's structure—How does it begin? What happens in the middle? How does it end?
5. Replay the commercial so students can add information to their initial lists.
6. Discuss with students how each element is used and whether they think it is effective. Have them justify their responses.
7. Hand students the *Under Construction* activity page. Have students work in pairs or small groups to analyze various media. Give each group a different item:
  - a. Web site hard copy
  - b. Magazine ad
  - c. Poster
  - d. Billboard.
8. Have students complete the activity page. Have students share their media and evaluations with the class.

**Assessment**

- Exceeds Expectations—Student performance far exceeds minimal level of performance.
- Meets Expectations—Criterion is met at a minimal level.
- Revisit—Criterion is not met. Student responses are too weak or unfocused to be acceptable.

	Exceeds Expectations	Meets Expectations	Revisit
Student identifies appropriate media example.			
Student explains effectiveness of images and language in media example.			
Student describes interaction of media elements.			

**Lesson 7 Activity Page**

**UNDER CONSTRUCTION**

**Name** \_\_\_\_\_

Carefully examine the media example you have been given. Consider it in its entirety. Examine individual images and language used. Discuss effectiveness of the elements of the example.

1. What is your media example?
2. Briefly describe the example.
  
3. Explain why you think these elements are effective or not effective:
  - A. Images: What are they, and how effective are they?
  
  - B. Language: What words are used? How are the words presented (size, color, font)?
  
  - C. Structure: Do the individual elements create an effective whole? Why or why not?

## Lesson 8

### MEDIA VS. REALITY I

#### Objectives

#### Students will:

1. Identify social realities as reflected in nonprint and print media
2. Evaluate authenticity of images presented
3. Analyze discrepancies between personal realities and realities presented in media.

**Related Lesson:** Unit B, Lesson 9.

**Skills—Comprehension:** explain, describe; **Analysis:** compare, differentiate;

**Evaluation:** appraise, conclude, judge.

**Vocabulary:** *authentic, reality.*

#### Background

In this lesson, students are asked to analyze media to determine underlying social, political and economic values represented, implicitly and explicitly, in media messages. Your examples should start with adolescent-targeted ads that deliver messages about what is and is not acceptable dress, behavior and attitude. Additional examples include economic messages. A later lesson addresses social, political and economic purposes for media messages. This lesson allows students to begin exploring messages from personal and social perspectives. This is a potentially sensitive topic because adolescents are just developing their sense of self and feel a strong need to fit in with their peers.

You must be sensitive to students' popular cultural interests and fads. If you do not watch television shows they do, talk to a representative of their peer group—a student, a child of your own or a relative in the same age/peer group—to become familiar with the pop culture of teenagers.

#### Media required

- Copies of the newspaper for each student

- Video clip of a television show that presents adolescent characters. Nickelodeon and the Disney Channel have shows featuring middle-school students.

### **Instructions**

1. Allow students several minutes to read newspapers at the beginning of class. Encourage them to look for stories or ads that would interest readers in their age group.
2. Ask students what advice they would give a new student entering their school on how to be popular. Allow discussion. If students seem to focus on character qualities, such as being nice, friendly, etc., direct the discussion to physical appearance and clothing:
  - a. What do you think the person should wear?
  - b. What types of clothing? Any particular brands?
  - c. What about the way the person wears his/her hair? Makeup for girls?
  - d. What about jewelry and body ornamentation?

Note: If your school has a dress code and all students wear prescribed clothing, direct the discussion to what students wear outside school—at the mall, video game centers, movie theaters.

3. Ask students to think carefully about where they got the idea that certain clothing or a certain look is desirable. Answers will vary—music videos, teen celebrities, friends, etc.
4. Ask students to consider the degree to which they might be influenced by movies, television and commercials.
5. Show a video clip from a television show that features adolescent characters and is popular with students. (The specific show will vary depending on the age of students and the entertainment interests of the student community.)
6. Have students sit in small groups to discuss questions related to the video clip. Have them record their answers on the *True Life on TV* activity page.
7. Have groups share responses with the rest of the class. Student responses are only reactions that indicate whether students like or dislike the show.

**Assessment**

- Exceeds Expectations—Student performance far exceeds minimal level of performance.
- Meets Expectations—Criterion is met at a minimal level.
- Revisit—Criterion is not met. Student responses are too weak or unfocused to be acceptable.

	Exceeds Expectations	Meets Expectations	Revisit
Student identifies examples of teenage appearance and behavior.			
Student compares television representation of life with his/her situation and friends.			
Student compares racial/ethnic representations on television with racial/ethnic makeup of his/her community.			

## Lesson 8 Activity Page

### TRUE LIFE ON TV

Name \_\_\_\_\_

Watch a television program depicting lives of students your age. Does it present an authentic picture of life for teenagers? Discuss the questions below. Be prepared to share answers with the class.

1. What picture of teenagers is presented here? What do they wear? What hairstyles do they have?
2. How do teenagers behave in this program?
3. What about the setting for the show? Where does it take place? What kinds of homes are shown? What does the school look like?
4. Are characters from diverse racial or ethnic groups represented in the cast? What role do these characters play? Are they major participants in the action?
5. How closely does the “life” represented in the show match the lives of you and your friends?
6. Do you want to be like any of the characters in the show? Why or why not?
7. Do you wish your life were like that of characters in the show? Why or why not?
8. How would a television show about you and your friends differ from characters and situations portrayed in the show?

**Lesson 9****MEDIA VS. REALITY II****Objectives****Students will:**

1. Identify social realities as they are reflected in nonprint and print media
2. Evaluate authenticity of the images presented
3. Analyze discrepancies between their personal realities and reality as presented in media.

**Related Lessons:** Unit B, Lessons 1, 2; Unit C, Lessons 3, 5, 10, 20, 21, 25.

**Skills—Comprehension:** explain; **Analysis:** analyze, compare; **Evaluation:** discuss, assess.

**Vocabulary:** *reality*.

**Background**

Now that students have analyzed a television program targeting their age group, they will analyze commercials that target different audiences. The economic messages of commercials are obvious and easily understood. Students may not be as attuned to subtle messages that seek to influence their behavior, attitudes and values.

**Media required**

- Copies of the newspaper for each student
- Video clip of a television commercial targeting adolescents—fashion, food, or entertainment
- Video clip of a commercial targeting younger children
- Video clip of a commercial representing adults in “everyday” situations
- Print ads for teen fashion and personal care products.

**Instructions**

1. Allow students several minutes to read newspapers at the beginning of class.  
Encourage them to examine the way the newspaper represents their community.
2. Review with students the images and reality portrayed in the television show they discussed the previous day.
3. Explain that some companies see teenagers as a major market. Ask them to suggest commercials that might be targeted specifically at them. Write responses on the board. Ask whether they can remember anything about commercials that might have been used to attract their attention or persuade them to buy the product. Write these responses next to product names on the board.
4. Remind students that the purpose of these lessons is to make them view media messages carefully.
5. Distribute the *Critical Viewing* activity page. Have students record responses to the commercial in the first column.
6. Play a video clip of a commercial for a teen-specific entertainment, fashion or personal care product. Give students time to record responses.
7. Have students share responses.
8. Play a video clip of a commercial for a toy that targets younger children. Have students think about what the ad is doing to appeal to their younger brothers, sisters or cousins. Have them record responses in the second column of the activity page.
9. Allow a few minutes for students to share.
10. Repeat the same viewing process and instructions for an ad targeting adults—cell phone service, vehicles, beauty items or home repair products. Have students record responses in column three.
11. Allow a few minutes for students to share.
12. Tell students that the same issues about what is reality and what is not are found in print ads. Have students meet in small groups. Give each group a different ad to analyze and discuss.
13. Have students share responses with the class.

**Assessment**

- Exceeds Expectations—Student performance far exceeds minimal level of performance.
- Meets Expectations—Criterion is met at a minimal level.
- Revisit—Criterion is not met. Student responses are too weak or unfocused to be acceptable.

	Exceeds Expectations	Meets Expectations	Revisit
Student identifies elements that make a product seem desirable.			
Student compares representations made in the commercial with his/her reality.			
Student analyzes values represented in the commercial.			

**Lesson 9 Activity Page**

**CRITICAL VIEWING**

Name \_\_\_\_\_

Select three television ads and a magazine ad to analyze. Watch the television commercials carefully. Think about deconstructing messages they are sending viewers. Record your responses on the chart below. Analyze the magazine ad and record your responses on the chart. Be prepared to discuss your answers.

	Commercial 1	Commercial 2	Commercial 3	Magazine Ad
What is the product or service being promoted?				
What images are used?				
What words make this product or service seem desirable?				
Does this ad reflect the reality of your personal, school or daily life?				
What values are reflected in the ad? <ul style="list-style-type: none"> <li>▪ What should you look like?</li> <li>▪ How should you act?</li> <li>▪ What should you find desirable?</li> </ul>				
According to the ad, what will people think about you if you use this product or service?				
Think carefully: <ul style="list-style-type: none"> <li>▪ Do you want to be like people in the ad?</li> <li>▪ What would you have to do to be like those people?</li> <li>▪ Do people in the ad reflect your personal values?</li> </ul>				

## Lesson 10

### MEDIA'S PURPOSES I

#### Objectives

#### Students will:

1. Analyze media messages to determine their purposes—explicit and/or implicit
2. Evaluate benefits of specific media messages to their lives.

**Related Lessons:** Unit B, Lesson 10; Unit C, Lesson 2.

**Skills—Comprehension:** explain, distinguish; **Analysis:** compare, categorize;

**Evaluation:** judge, justify.

**Vocabulary:** *explicit, implicit, deep structure.*

#### Background

In previous lessons, students have looked at ways messages are constructed and how they represent reality. Students have had experience with surface elements (explicit purposes) and underlying themes and values (implicit purposes) of ads. With this lesson, they examine the deepest structure of all—why were media messages created?

Some media messages have a single purpose. For example, a television commercial's goal is to make the consumer purchase a product or service. Other messages have multiple purposes. A television program is designed to entertain viewers, but its other purpose is to build an audience so it can sell advertising and make money. Magazines provide information and may engage in advocacy for a subject or group, but they, too, must reach an audience large enough to support sufficient advertising to subsidize the cost of producing the magazine. A movie may be entertaining but also may contain a social or political message.

Critical consumers of media must be able to go beneath surface elements to determine the layers of messages. This lesson addresses non-newspaper media. A later lesson addresses the newspaper specifically.

**Media required**

- Copies of the newspaper for each student
- Video clip of a television commercial
- Video clip of an “issue-oriented” political ad or a television program in which issues are discussed (e.g., a political talk show)
- Video clip of a movie with a social or political message.

**Instructions**

1. Discuss with students that they have been looking at many different kinds of media. They have been analyzing how messages have been constructed and how they represent, or do not represent, real life. All skills students have developed have prepared them for the major task of analyzing why these messages were created.
2. Have students suggest reasons that people might create a media message. First, have them brainstorm different kinds of media messages—movie, commercial, television program, radio show, photograph, table or chart, magazine, newspaper. Write responses on the board. Add any they may have overlooked.
3. Have students go through the list and tell why they think each one was produced. Write the reason(s) next to the item on the list.
4. Organize student responses into categories—social, political, historic, economic, aesthetic. Point out that many media examples have multiple purposes. Ask them to give examples.
5. Tell them they will look at different media to analyze purposes behind the messages.
6. Distribute *The “Why” of Media—Electronic Media Messages* activity page.
7. Show students a video clip of a commercial. Commercials and ads are straightforward in terms of economic purpose. But ask students whether the commercial is trying to induce someone to try something brand-new or to exchange something they are using for another product.
8. Let students work in small groups for the next items.
9. Show several minutes of a television program or movie with an obvious social or political purpose. Have students discuss responses in groups.

10. Show an issue-oriented television ad or political talk show segment. Have students discuss in groups.
11. Have students share responses with the group. After each item, ask students to extend their thinking to see whether they can identify purposes they did not consider immediately. For example, a television ad that promotes ecology also might be saying that big corporations are bad. A social-issue political ad also might be suggesting that one political party is better than another.

**Assessment**

- Exceeds Expectations—Student performance far exceeds minimal level of performance.
- Meets Expectations—Criterion is met at a minimal level.
- Revisit—Criterion is not met. Student responses are too weak or unfocused to be acceptable.

	Exceeds Expectations	Meets Expectations	Revisit
Student identifies explicit purpose of ad.			
Student identifies implicit purpose of ad.			
Student analyzes effect of ad on different individuals.			

**Lesson 10 Activity Page****THE “WHY” OF MEDIA—ELECTRONIC MEDIA MESSAGES**

Name \_\_\_\_\_

Pay close attention to media messages you will view in this lesson. Analyze the purpose of each, looking for more than one reason for each. Record your responses on the chart below. Be prepared to share answers with the class.

	Video Clip 1	Video Clip 2	Video Clip 3
What is the subject of the message?			
Who is responsible for creation and transmission of this message?			
Who benefits from this message?			
Who could be hurt by this message?			
What economic and/or political interests are reflected in this message?			
What do you see as the explicit purpose of the message?			
What do you see as the implicit purpose of the message?			
How could this message influence you?			
Will this message influence you? Why?			

## Lesson 11

### MEDIA'S PURPOSES II

#### Objectives

#### Students will:

1. Identify reasons behind media messages
2. Analyze media messages to determine their purposes, explicit and/or implicit
3. Evaluate benefits of specific media messages in their own lives.

**Related Lesson:** Unit B, Lesson 24

**Skills—Comprehension:** explain, interpret; **Analysis:** analyze, distinguish; **Evaluation:** debate, assess.

**Vocabulary:** *font, serif.*

#### Background

In this lesson, a continuation of the previous activity, students will examine print ads. These ads lack the motion and sound of television and movies but can be just as dramatic and effective. In print ads, have students pay equal attention to images and language. Images, such as the American flag, suggest a value even though the flag may never be mentioned. Politicians often include patriotic images and colors in ads. The colors can convey subtle messages. Ads supporting the environment might include positive green and blue images or negative brown and gray scenes. The type font offers subtle messages. A bold serif font may suggest strength; a flowing script font can suggest gentleness or elegance. Help students look at and beyond visual elements of the message.

#### Media required

- Copies of the newspaper for each student
- Print ad for a vehicle
- Print ad supporting a social cause or issue
- Print ad, perhaps a campaign flier or brochure, supporting a candidate.

### Instructions

1. Allow students several minutes to read newspapers at the beginning of class.  
Encourage them to look at display ads throughout the newspaper.
2. Explain to students that they now have some experience looking at explicit and implicit messages of non-print media. Today, they will use the same skills to evaluate print media.
3. Remind students that they are to look beyond the obvious purpose of the message for any underlying purposes.
4. Project a print ad for a vehicle on the overhead projector. Walk students through layers of meaning in the ad.
5. Hand students *The “Why” of Media—Print Media Messages* activity page. Have them work in small groups to evaluate three other print messages.
6. Provide one message that is the same for all students. You may want to give different examples of other ads to different groups.
7. Have students share responses in class.

### Assessment

- Exceeds Expectations—Student performance far exceeds minimal level of performance.
- Meets Expectations—Criterion is met at a minimal level.
- Revisit—Criterion is not met. Student responses are too weak or unfocused to be acceptable.

	Exceeds Expectations	Meets Expectations	Revisit
Student identifies explicit purpose of ad.			
Student identifies implicit purpose of ad.			
Student analyzes effect of ad on different individuals.			

**Lesson 11 Activity Page****THE “WHY” OF MEDIA—PRINT MEDIA MESSAGES**

Name \_\_\_\_\_

Pay close attention to media messages you will examine in this lesson. Analyze the purpose of each, looking for more than one reason for each. Record responses on the chart below. Be prepared to share answers with the class.

	Print Ad 1	Print Ad 2	Print Ad 3
What is the subject of the message?			
Who is responsible for creation and transmission of this message?			
Who benefits from this message?			
Who could be hurt by this message?			
What economic and/or political interests are reflected in this message?			
What do you see as the explicit purpose of the message?			
What do you see as implicit purposes of the message?			
How could this message influence you?			
Will this message influence you? Why?			

**Lessons 12 and 13****POLITICAL ISSUES I AND II****Objectives****Students will:**

1. Identify a political issue or political race
2. Analyze coverage of the issue or race across various media.

**Related Lessons:** Unit B, Lessons 18, 25; Unit C, Lessons 2, 10.

**Skills—Comprehension:** interpret, outline; **Analysis:** compare, contrast, analyze;

**Evaluation:** judge, debate, assess.

**Vocabulary:** *partisan, campaign.*

**Background**

Analysis of political issues and candidates used to be limited to periods when we were preparing for an election. Political observers have noted, however, that we are now in a perpetual campaign. Many politicians and news reporters have characterized this as an extremely partisan time. Every issue seems to elicit predictable Democrat-Republican points of view. Few issues are being addressed on a nonpartisan basis. This situation may be exacerbated by the 24/7 news cycle made possible by cable television and the Internet. Obtaining video clips for this lesson will not be difficult. You can count on coverage of an issue in the news on CNN, Fox and MSNBC. Each news network will have a field of individuals who representing different points of view. Political language can be very heated, and it is not unusual to see politicians attack opponents' patriotism.

This lesson must be approached carefully. Many teenagers have not thought deeply about political topics or points of view and often reflect language and attitudes they hear from their parents. They have opinions but may not take time to explore sources that will inform those opinions. If a spirited campaign about candidates or issues is taking place in your community, you may want to follow that discussion.

This topic is covered in two lessons. You may want to introduce the topic and have students deconstruct news stories and print ads one day. You would then examine electronic media ads and television news segments on the second day.

### **Media required**

- Copies of the newspaper for each student
- Newspaper story about a political issue or political race
- Video clip of a televised political talk show program dealing with the issue or race
- Video clips of television ads or talk show segments reflecting opposing points of view on the issue or race.

### **Instructions**

1. Allow students several minutes to read newspapers at the beginning of class. Encourage them to find stories, columns or letters-to-the-editor about a major issue.
2. Ask students to suggest political topics or campaigns they hear about in the news or family discussions. Write suggestions on the board. If students have no ideas, list current topics on the board and ask them to identify two or three they think are most important.
3. Explain that their media deconstruction skills are very important regarding political issues and campaigns because they will be responsible for electing people who will govern the country. A president can lead a country to war. Congress can increase taxes. The state can determine high school graduation requirements. Being informed is a vital part of being a citizen.
4. Distribute copies of a newspaper story dealing with a political issue or campaign. Have students complete the *Politics in the News* activity page in small groups.
5. Have students share responses with the class.
6. Tell students they will be viewing and deconstructing media messages representing specific points of view. Distribute the *Politics as Usual* activity pages.

7. Play two opposing ads for students. Have them fill in the first two columns of their chart.
8. Play a video clip of a political talk show featuring two individuals who represent opposing points of view on the issue. Have students fill in the last two columns of their chart.
9. Have students share responses in small groups. Have groups report to the class on their discussion.

**Assessment**

- Exceeds Expectations—Student performance far exceeds minimal level of performance.
- Meets Expectations—Criterion is met at a minimal level.
- Revisit—Criterion is not met. Student responses are too weak or unfocused to be acceptable.

	Exceeds Expectations	Meets Expectations	Revisit
Student identifies basic facts about a newspaper story.			
Student identifies emotional images or language in ads and commentary.			
Student analyzes point of view presented in ads and commentary.			
Student provides reasoned explanation for his/her reaction to political messages.			

**Lesson 12 Activity Page**

**POLITICS IN THE NEWS**

Name \_\_\_\_\_

Identify basic facts in your newspaper story. Determine whether any particular point of view is evident.

<b>Topic</b>	<b>Your response</b>
Headline:	
Who is the story about?	
What is the story about?	
When did the event take place?	
Where did the event take place?	
Why/how is this story important?	
Why should readers know about this issue/event?	
Who will benefit from this story?	
Is there evidence of the writer's position on this issue in the story? If so, how can you tell?	
Why did the editor put this story in the newspaper?	

**Lesson 13 Activity Page**

**POLITICS AS USUAL**

**Name** \_\_\_\_\_

View television ads and commentary about your political issue. Analyze language and images carefully. Look for emotional arguments. Note facts or evidence provided to support different points of view.

	Political Ad 1	Political Ad 2	Political representative 1	Political representative 2
What is the topic addressed in the message?				
What emotional words are used in the message?				
How are emotional images used in the message?				
What is the position of the message creator?				
What factual information is presented in the message?				
What is your reaction to the message? Explain your reaction.				

## Lesson 14

### MEDIA AND YOU

#### Objectives

#### Students will:

1. Identify the nature and cause of individual reactions to media messages
2. Interpret media messages from another individual's point of view.

**Related Lesson:** Unit B, Lesson 5.

**Skills—Comprehension:** explain, generalize; **Analysis:** compare, contrast, distinguish;

**Evaluation:** assess, recommend.

**Vocabulary:** *personal connection, individual reaction.*

#### Background

This lesson asks students to reflect on their individual reactions to various media. How do they connect media to their own lives? What are their emotional reactions to media? How do they use media in their lives? The next step of the lesson is to understand how other individuals might see the same media messages in a different light because of prior knowledge and experiences.

In this lesson, try to find examples of video clips that would be familiar to students and some that would be unfamiliar. You might use a clip from a television program that includes teenage characters and a clip from a documentary program about life in a very different situation—one set in a Nordic country, sub-Saharan Africa or Iraq, for example. Use a print ad for fashion, an electronic device or a personal care product from a magazine that targets teenagers and one for senior citizens or infants.

#### Media required

- Copies of the newspaper for each student
- Video clip of a television program that reflects the lives of students

- Video clip of a television program that reflects experiences that would be unfamiliar to students
- Print ad for a product popular with teenagers
- Print ad for a product that would not be used by teenagers.

### **Instructions**

1. Allow students several minutes to read newspapers at the beginning of class. Encourage them to find stories that reflect their lives at home or in school.
2. Ask students to name a television program or a movie they have seen recently and really enjoyed. Write responses on the board.
3. Ask students to verbalize why they like these shows. Answers will be personal and individual. Ask whether anyone is not interested in a show or movie listed on the board and have him or her verbalize why. Have students speculate about why they have different preferences. Help students recognize that the way we interpret and react to media messages is strongly related to prior knowledge and experiences.
4. Show students the video clip that reflects their lives. Ask them to explain the way they can connect their lives to characters in the show/movie—same age, similar locations, similar family situations, etc. List responses on the board.
5. Show the video clip of people in a completely different environment. Ask students to discuss the extent to which they can identify with and understand life in that situation. Have them put themselves in another character's place. How would they be different in that situation? List responses on the board. Have students compare the two lists they have generated.
6. Give students copies of the two print ads and the *Is It I?* activity page to examine how ads might influence them. Have them work in small groups to complete the task and share responses with the class.
7. Give students the *Media and Me* activity page. Have them take it home and use it to reflect on media that engage them—television programs, commercials, movies, music videos, magazines, etc. Have students share responses in small groups the next day.

**Assessment**

- Exceeds Expectations—Student performance far exceeds minimal level of performance.
- Meets Expectations—Criterion is met at a minimal level.
- Revisit—Criterion is not met. Student responses are too weak or unfocused to be acceptable.

	Exceeds Expectations	Meets Expectations	Revisit
Student analyzes his/her personal reactions to products in print ads.			
Student analyzes impact of print ads.			
Student analyzes elements in different media messages.			
Student analyzes his/her reactions to different media messages.			
Student identifies target audiences of various media messages.			

**Lesson 14 Activity Page A****IS IT I?**

Name \_\_\_\_\_

Examine the two ads you have been given. Analyze your connection to each.

	Ad 1	Ad 2
What is the product in this ad?		
Who is most likely to use this product?		
In what way can you make a personal connection to the ad based on your experiences?		
What images or words in the ads have a positive effect on you? Why?		
What images or words in the ads have a negative effect on you? Why?		
Can you name another person who might be interested in this product? Why would that person respond to the ad?		
In what way would you have to be different in order to respond more personally to this ad?		

**Lesson 14 Activity Page B****MEDIA AND ME**

Name \_\_\_\_\_

Use this form to record your reactions to at least three different media messages. Analyze your reactions to the message and connections you make to the content of the message. Include at least one print message.

	Message 1	Message 2	Message 3
What is the form of the message? (TV program, magazine story/ad, etc.)			
What is the topic of the message?			
What in the message is similar to you?			
What in the message is different from you?			
What in the message do you find desirable (something you would like to be or have)?			
What do you know now that you did not know before the message?			
To what extent has the message helped you grow as an individual?			
Who else do you know who would find this message appealing?			

## Lesson 15

### MEDIA MAKEUP—VISUAL MEDIA

#### Objectives

#### Students will:

1. Identify structural elements of a medium
2. Analyze effectiveness of structural elements of a medium.

**Related Lessons:** Unit B, Lessons 4, 6; Unit C, Lessons 2, 9.

**Skills—Comprehension:** describe, interpret; **Analysis:** analyze, categorize, examine;

**Evaluation:** select, assess, recommend.

**Vocabulary:** *media package, cause, product.*

#### Background

In preparation for an end-of-unit project that students will create, the next several lessons focus on structural elements of different media. Explain to students that they will be using all their knowledge of media to create media packages. They will identify an imaginary product or adopt a political or social issue. The project will require them to create at least one print, one nonprint and one newspaper media message to promote their product or cause.

#### Media required

- Copies of the newspaper for each student
- Photographs from magazines and newspapers but not ads. Select magazine covers, photos that accompany major stories, photos from section fronts of newspapers, etc.
- Video clip from a movie trailer.

#### Instructions

1. Allow students several minutes to read newspapers at the beginning of class.  
Encourage them to pay attention to the design and content.

2. Explain to students that they have been studying media from many different angles over the last few weeks. Now they are going to use their knowledge to create media messages for a product or a political or social issue. To prepare for that final project, they will spend a few days analyzing the structure and rules that govern different types of media. Today, they will concentrate on visual media.
3. Have students form small groups. Give students the *Photo Techniques* activity page, and review the characteristics with them. Give each group a different photo to analyze. Have students share responses with the class.
4. Give students the *Moviemaking Techniques: Visual Impact* and *Moviemaking Techniques: Sound/Music Impact* activity pages. Review the characteristics with them. Show the video clip. Have students complete the first table. Show the video clip a second time so students have more time to analyze images and sounds. Have them complete the second table and share responses.

### Assessment

- Exceeds Expectations—Student performance far exceeds minimal level of performance.
- Meets Expectations—Criterion is met at a minimal level.
- Revisit—Criterion is not met. Student responses are too weak or unfocused to be acceptable.

	Exceeds Expectations	Meets Expectations	Revisit
Student analyzes visual elements in print photograph.			
Student analyzes visual elements in movie or video clip.			
Student analyzes sound elements in movie or video clip.			

**Lesson 15 Activity Page A****PHOTO TECHNIQUES**

Name \_\_\_\_\_

Carefully examine the photo you have been given. Analyze it for elements that make it an effective visual message. Explain why you think the elements are effective in terms of visual impact and content.

<b>Element</b>	<b>Analysis</b>
Briefly describe the photo.	
Discuss placement of subjects and objects in the photo—relationship to the viewer and to each other.	
Discuss camera angle.	
Discuss use of color.	
Discuss emotion suggested by facial expressions.	
Discuss special effects—distortions due to camera angle, blurring of part of photo, etc.	
Other?	

How would you describe the visual impact of the photo? Why does it have impact?

**Lesson 15 Activity Page B****MOVIEMAKING TECHNIQUES: VISUAL IMPACT**

Name \_\_\_\_\_

Carefully examine the movie trailer in terms of visual and audio elements used to affect the viewer. Analyze visual and sound elements separately and how they work together.

<b>Element</b>	<b>Analysis</b>
Briefly describe the trailer.	
How would you classify this film based on the trailer—action/adventure, comedy, drama, romance? Why?	
How many different scenes are shown in the trailer? What are they?	
How does editing of the scenes convey a sense of the movie?	
What different camera angles are used in the scenes? How do they convey a message?	
What camera techniques are used—quick cuts, pans, zooms, close-ups, etc.? How do they convey a message?	
Summarize what you know about the story of the movie based on the trailer.	
How do sounds and music enhance video effects?	
Does this trailer make you want to see the movie? Why or why not?	

**Lesson 15 Activity Page C****MOVIEMAKING TECHNIQUES: SOUND/MUSIC IMPACT**

Name \_\_\_\_\_

Listen carefully to sounds and music accompanying visual elements of the movie trailer. What is the effect of sounds—dialogue from actors, noises from equipment, animals and nature? What is the effect of music—type, volume, etc.?

Element	Analysis
Briefly describe the trailer.	
What is the nature of dialogue in the trailer? What emotions are reflected in the dialogue?	
What sounds from the natural world are used — thunder, animals growling, water rushing?	
What sounds from human-made items are used—car engines, explosions?	
What music genres are used—classical, pop, heavy metal, rap?	
How does the music enhance the visuals?	
How is volume used to engage the viewer? Does the sound level vary?	
How did sounds and music used in the trailer affect you?	

## Lessons 16 and 17

### WHAT'S IN THE AD?

#### Objectives

#### Students will:

1. Analyze components of print and nonprint ads
2. Evaluate print and nonprint ads components for effectiveness.

**Related Lessons:** Unit B, Lessons 4, 5, 6, 24, 25, 26; Unit C, Lesson 2.

**Skills—Comprehension:** interpret, explain; **Analysis:** analyze, discuss; **Evaluation:** assess, debate.

**Vocabulary:** *AIDA, evocative.*

#### Background

Commercials and ads have a very specific goal: Get people to pay money for specific products. Many ads follow a basic formula nicknamed AIDA: attract *Attention*, provide *Information* and generate interest, create a *Desire* to own the product and encourage immediate *Action* from the potential buyer. Students can identify the elements in television and print ads. You may want to help students understand a difference between magazine and newspaper ads. Newspapers are date-specific, and their ads often refer to sales or special prices valid for a given time period. Magazines may sit on a coffee table or desk for months, and their ads are often more evocative in nature.

This activity will take two days. Use the photos and video clips the first day. Follow with AIDA lessons the second day.

#### Media required

- Copies of the newspaper for each student
- Video clips of several commercials—one that targets teens, one for an automobile and one for a child's toy
- Magazine ads that target different audiences.

## **Instructions**

### Day One

1. Allow students several minutes to read newspapers at the beginning of class. Encourage them to look at the ads throughout the newspaper.
2. Review with students how visuals and sound are used to engage viewers. Discuss how many of the same elements may be found in television commercials and print ads.
3. Give students the AIDA handout and discuss various steps in the advertising process. Explain to students that they will use this formula to analyze commercials and print ads.
4. Tell students that you will show them a series of television commercials and that they should be prepared to use the same analytical skills they used for photos and movie trailers in addition to the AIDA formula.
5. Show the first commercial. Have students discuss it first in terms of the AIDA elements and then ask how filmmaking techniques were used in the commercial. Have students discuss whether they consider this an effective commercial. Why or why not?
6. Assign students to small groups. Give them the *AIDA and Commercials* activity page. Show the second commercial and have them discuss it.
7. Introduce the third commercial by noting that the target audience consists of young children. How susceptible do they think young children are to sophisticated media messages? Tell them to view the commercial through a young child's eyes but to analyze it as a media-savvy teenager. Show the commercial and have students discuss it in small groups.
8. Have students share responses to the commercials.

### Day Two

1. Explain to students that print ads also follow the AIDA format. Give students the *AIDA and Print Ads* activity page. Have them work in small groups.
2. Give each group a different magazine ad. Have each group select its own ad from the newspaper.
3. Have students share responses with the class.

**Assessment**

- Exceeds Expectations—Student performance far exceeds minimal level of performance.
- Meets Expectations—Criterion is met at a minimal level.
- Revisit—Criterion is not met. Student responses are too weak or unfocused to be acceptable.

	Exceeds Expectations	Meets Expectations	Revisit
Student identifies AIDA elements in print ads and commercials.			
Student analyzes effectiveness of AIDA elements in specific ads.			
Student compares print and nonprint ads.			

## The *AIDA* Formula for Advertising

### **A**      **Attention**

Something is used to attract the reader's or viewer's **attention**. In a print ad, it might be a photograph or illustration, bold type, white space around the art and words of the ad, or the ad's size. In a commercial, it might be images, sounds and voiceovers on the screen.

### **I**      **Interest**

Some information, such as details, price or availability, is provided to create **interest** in the product being advertised.

### **D**      **Desire**

Something is used to make you **desire** the product. A celebrity may appear in the ad/commercial. The images and language of the ad/commercial may suggest that you will benefit from the product.

### **A**      **Action**

Something is done to urge you to **act** now. There may be a time limit on a sale price or a limited supply of the product.

**Lessons 16-17 Activity Page A****AIDA AND COMMERCIALS**

Name \_\_\_\_\_

Analyze commercials using the AIDA formula. Explain how filmmaking techniques have been used as well.

Element	Commercial 1	Commercial 2	Commercial 3
What is the product being advertised?			
How does the commercial attract your attention?			
What details are provided to create interest in the product?			
How does the commercial make the product desirable?			
What language is used to urge you to buy the product <i>soon</i> ?			
What visual techniques are used to engage the viewer?			
How is sound/music used to engage the viewer?			
Would this commercial influence you to buy the product? Why or why not?			

**Lessons 16-17 Activity Page B****AIDA AND PRINT ADS**

Name \_\_\_\_\_

Analyze print ads using the AIDA formula. Describe differences between magazine and newspaper ads.

Elements	Magazine Ad	Newspaper Ad
What is the product in the ad?		
What is used to attract your attention to the ad?		
What details are provided to create interest in the product?		
What visuals or language are used to make the product desirable?		
What language is used to urge you to buy the product <i>soon</i> ?		
Would you be tempted to purchase the product based on this ad? Why or why not?		

Which ad uses images to make you identify with an individual in the ad?

Which ad has more detailed information?

Which ad do you find most effective? Why?

# **Newspapers and Media Literacy**

## **Lessons 18-27**

## Lesson 18

### MEDIA PRINCIPLES AND THE NEWSPAPER

#### Objectives

##### Students will:

1. Apply the five media principles to the newspaper
2. Identify different parts of the newspaper
3. Explain the purposes of different parts of the newspaper.

**Related Lessons:** Unit B, Lessons 28, 30.

**Skills—Knowledge:** locate, name; **Comprehension:** interpret, discuss; **Analysis:** analyze, compare, contrast; **Evaluation:** assess, justify.

**Vocabulary:** *column, medium, deconstruct.*

#### Background

In this lesson, students look at one specific medium: the newspaper. They will apply the five media principles to the newspaper generally and then to specific sections. You can begin with a newspaper scavenger hunt. Provide an incentive such as points, food items or prizes so teams will compete to win. Some students will have favorite sections of the newspaper, perhaps comics or sports, but may not know much about other sections. Many may not be familiar with the newspaper. The purpose is to familiarize students with different parts of the newspaper and help them recognize its elements as a communication medium.

#### Media required

- Copies of the newspaper for each student

#### Instructions

1. Allow students several minutes to read newspapers at the beginning of class.  
Encourage them to pay attention to all sections, even those they do not normally read.

2. Tell students they are going to have a media competition. Give them three minutes to page through the newspaper to become familiar with it.
3. Divide the class into teams. Distribute copies of the newspaper scavenger hunt. Tell students the first team to complete the hunt *correctly* wins a prize.
4. Call time after the first two teams say they are finished. Have the first team read its answers, including page and column numbers, while the rest of the class checks the answers. If the first team has an incorrect answer, have the second team read its answers.
5. After the winner has been determined, have other teams report on any of their answers that differ from the winning team’s answers. This allows each team to be involved in the activity.
6. Ask students: Now that you are familiar with the newspaper, how would you deconstruct it as a medium?
7. Put the *Deconstructing the Newspaper* transparency on an overhead projector. Give students handouts with information in the transparency so they can take notes. Have students respond to the prompts. Allow them to discuss and justify answers.

**Assessment**

- Exceeds Expectations—Student performance far exceeds minimal level of performance.
- Meets Expectations—Criterion is met at a minimal level.
- Revisit—Criterion is not met. Student responses are too weak or unfocused to be acceptable.

	Exceeds Expectations	Meets Expectations	Revisit
Student locates specific information in the newspaper.			
Student identifies different parts of the newspaper.			
Student deconstructs the newspaper as a medium.			

**Lesson 18 Activity Page****NEWSPAPER SCAVENGER HUNT**

**Name** \_\_\_\_\_

Work with your team to locate the following information in the newspaper. Be sure to record the page number and column where you found the information. Newspaper columns are not numbered. Count the columns, starting at the left side of the page.

Target Item	Newspaper Item	Page Number	Column Number
Price of a used car			
A movie playing at a local theater			
A local citizen's opinion on a current issue			
Price of an article of clothing			
High temperature today			
Name of a national politician			
A comic-strip mother			
Elected leader of a country outside the United States			
Sports score with a point difference larger than 10			
A television program that begins at 8:30 p.m.			

**Lesson 18 Resource**

Name \_\_\_\_\_

# Deconstructing the Newspaper

---

Who put it together? Who “constructed” it?

---

What social reality does it present? Is it like your reality?

---

What is the purpose?

---

How would different people react to it?

---

What special features does it have that make it a newspaper?

---

## Lesson 19

### NEWSPAPER CONSTRUCTION

[Note: This lesson could be taught by a Newspaper In Education professional from the local newspaper, appearing as a guest speaker.]

#### Objectives

##### Students will:

1. Identify essential elements of a newspaper front page
2. Analyze essential elements of a newspaper page
3. Analyze structure of the newspaper
4. Evaluate importance of newspaper content as determined by section and page placement
5. Evaluate effectiveness of newspaper page components.

**Related Lessons:** Unit B, Lessons 8, 27; Unit C, Lessons 2, 28.

**Skills—Knowledge:** locate, find; **Comprehension:** distinguish, describe; **Analysis:** analyze, outline, characterize; **Evaluation:** appraise, justify.

**Vocabulary:** *above the fold, lay out, anchored.*

#### Background

This lesson familiarizes students with basic structure of the newspaper in terms of format, layout and story placement. Students will analyze the newspaper for structural elements that aid access to information—index on Page One, skyboxes, section heads and cover pages, folio lines and anchored positions. Students will analyze the front and inside pages to determine elements that indicate the importance of newspaper content—size and boldness of headlines; placement of a story in a section and on a page.

The newspaper editor makes most decisions about which stories will run and where they will be placed. Hard-news stories—international, national, state and local—are under direction of the editor and news editors. Other sections such as sports, business, entertainment and lifestyle often have their own editors who determine story coverage

and placement. Many newspapers have one or more artists who help to design special sections.

### **Media required**

- Copies of the newspaper for each student
- Several days' editions of your local newspaper or newspapers from other cities and states.

### **Instructions**

1. Allow students several minutes to read newspapers at the beginning of class. Encourage them to pay attention to format and content.
2. Ask students to identify a very important story in the newspaper. They will probably identify a major story on Page One.
3. Ask students to explain how they determined that story was important—major headline, large photo, location “above the fold.”
4. Explain that the most important stories are found on Page One. Those above the (horizontal) fold of the newspaper are considered more important than those below.
5. Ask students who they think decides which stories go on Page One, which have photos and which have large headlines. Allow discussion.
6. Explain that the editor, often in consultation with news editors, decides how Page One should be laid out and where international, national and local news stories should be placed in the newspaper.
7. Ask students to look at the sports section. What is the big story? Who decided where to put stories in the section? Explain that the section editor usually decides where to place stories. Explain that other section editors—business, entertainment, features and special sections such as science, technology, etc.—also decide about stories and placement.

8. Give students a few minutes to find a story they would like to read. Have them share responses. Ask each student:
  - a. Where is your story located?
  - b. What does the location tell you about the story? (The section can be local news, national news, sports, etc. Placement of the story in the section and on the page may indicate its importance.)
9. Ask students to explain how they find a particular section. Write responses on the board. Here are possibilities:
  - a. Look in an index on Page One
  - b. Look at section heads for section contents
  - c. Leaf through the newspaper until they find what they want
  - d. Turn directly to a specific part of the paper because the item they want is always in the same location.
10. Discuss with students the efficiency of using the index and section heads to locate information. Explain that a particular part, such as the editorial page or the weather map, may always be in the same place, “anchored” there so readers can find it quickly.
11. Hand students the *Putting It Together* activity page. Let them work in pairs or small groups to complete the sheet.
12. Have students share responses with the class.

**Assessment**

- Exceeds Expectations—Student performance far exceeds minimal level of performance.
- Meets Expectations—Criterion is met at a minimal level.
- Revisit—Criterion is not met. Student responses are too weak or unfocused to be acceptable.

	Exceeds Expectations	Meets Expectations	Revisit
Student identifies newspaper sections.			
Student identifies elements on newspaper pages.			
Student locates information in newspaper efficiently.			

**Lesson 19 Activity Page**

**PUTTING IT TOGETHER**

Name \_\_\_\_\_

Take a good look at your copy of the newspaper. Analyze the way it is constructed and answer the questions on this sheet.

1. What is the name of the newspaper?
  
2. What is the date of the newspaper?
  
3. How does the newspaper designate different sections?
  
4. How many pages are in each section?
  
5. What is the total number of pages in the newspaper?
  
6. How many distinct section heads are in the newspaper? List them.
  
  
  
  
  
  
  
  
  
  
7. What information on section fronts helps you know what is in that section?

## Lesson 20

### TEXT STRUCTURES IN THE NEWSPAPER

[Note: You may want to invite a newspaper reporter or editor to your class to discuss this topic. This lesson also could be taught by a Newspaper In Education professional, appearing as a guest speaker.]

#### Objectives

##### Students will:

1. Identify different types of writing in the newspaper
2. Analyze text elements in different newspaper genres.

**Related Lessons:** Unit B, Lessons 12, 14, 16, 18, 22; Unit C, Lessons 15, 16, 17, 18, 19, 20.

**Skills—Knowledge:** name, locate; **Comprehension:** distinguish, interpret; **Analysis:** analyze, compare; **Evaluation:** assess, judge.

**Vocabulary:** *text structure, feature, editorial.*

#### Background

The previous lesson emphasized the physical format and structure of the newspaper. This lesson focuses on different text structures in the newspaper. Text structure refers to the way information is organized in a piece of writing and is an important element in construction of a news or feature story. Each element can be analyzed using these questions:

1. Who created the message?
2. What words are specific or important to the message?
3. What images are used?
4. What is the structure of the writing?
5. What were the creator's motives in this message?

Identifying different text structures is a valuable skill for readers. Familiarity with a text structure makes that structure easier to comprehend. You may want to make copies of the

*Text Structures in the Newspaper* handout for students. A more detailed look at the structure, style and content of different newspaper genres is addressed in the next unit. At this point, students should be able to recognize differences among news stories, feature stories, columns, comics, weather pages, etc.

### **Media required**

- Copies of the newspaper for each student

### **Instructions**

1. Allow students several minutes to read newspapers at the beginning of class. Have them find something in the newspaper they would like to read or would find easy to read.
2. When students are finished, have them share what they have found. Write responses on the board. Anything students select is acceptable—a news story, comic strip, weather map, sports box score, etc.
3. Have students share why their selection is appealing or easy. Encourage them to discuss their “easy” choices. Ask them why those selections were easy. Answers will vary.
4. Discuss with students how it is easier to read and understand something familiar—a story about something we already understand or a format we have read previously.
5. Explain to students that stories or features in the newspaper have a particular structure, or format. Hard-news stories are different from feature stories. Editorials and opinion columns are different from entertainment news. Newspaper genres can be analyzed using deconstruction skills.
6. Show the *Newspaper Structures: An Overview* transparency on an overhead projector. Discuss the structures with students to provide support as they examine their item.
7. Have students work in small groups and hand them the *Constructing Content* activity page. Assign each group a specific task and tell groups to check one box atop the handout indicating their assignment. Have them complete the activity page for their part of the newspaper.

8. After students have finished, have them share work with the class. Have students show an example of their newspaper section as they are telling the rest of the class about it.

**Assessment**

- Exceeds Expectations—Student performance far exceeds minimal level of performance.
- Meets Expectations—Criterion is met at a minimal level.
- Revisit—Criterion is not met. Student responses are too weak or unfocused to be acceptable.

	Exceeds Expectations	Meets Expectations	Revisit
Student identifies elements in newspaper example.			
Student describes benefits of elements in newspaper example.			
Student describes format or structure of newspaper example.			

**Lesson 20 Resource****Newspaper Structures: An Overview**

Here are basic characteristics of various newspaper stories or features:

**Hard-news story**

- Answers the newspaper “five Ws and H”—*who, what, when, where, why, how*—in the first or second paragraph
- Places the most important information in the *lead* paragraphs atop the story. Less important information follows in remaining paragraphs
- Uses a formal style of writing with a lot of information in each sentence
- Often includes direct quotes from relevant people in the story
- Meets several news criteria about the event reported, including importance, timeliness, prominence, proximity, uniqueness, conflict, suspense, emotions and progress.

**Feature story**

- Uses an attention-getting lead, or “hook”
- Answers the five Ws and the H in the first part of the story but not necessarily in the first one or two paragraphs, and sometimes emphasizes *why* and *how*
- Uses a more informal style of writing.
- Uses descriptive language
- Often includes direct quotes
- Makes a direct connection between topic and reader.

**Editorial**

- Introduces a major topic in the news
- Presents a specific point of view or position
- Uses facts and examples to support the position
- Often presents opposing points of view and challenges them
- Often ends with an appeal to the reader to support the editorial’s position

**Sports story**

- Uses an attention-getting lead
- Includes information about important people and events
- Uses expressive words to describe people and actions
- Uses informal language
- Includes sentences that are short and use catchy language
- Presents information in a carefully sequenced way.

**Lesson 20 Activity Page**

**CONSTRUCTING CONTENT**

Name \_\_\_\_\_

Examine one or more examples of the type of newspaper content your group has been assigned. Analyze your part of the newspaper and explain how elements of the text contribute to information the reader wants to know.

Check which part of the newspaper you have been assigned:

<input type="checkbox"/>	National or international news story	<input type="checkbox"/>	Editorial or opinion column
<input type="checkbox"/>	Local news story	<input type="checkbox"/>	Comics
<input type="checkbox"/>	Lifestyle story	<input type="checkbox"/>	Weather page/section
<input type="checkbox"/>	Sports story	<input type="checkbox"/>	Advice or how-to column

Record your analysis on the chart below:

Who created this item?

What was the creator's possible motive?

Deconstruction question	Response	How does this benefit the reader? How is it effective?
What images are used?		
What language is used?		
What is the format or structure?		

**Lesson 21****THE NEWSPAPER AND REALITY****Objectives****Students will:**

1. Analyze reality as reflected in newspaper news stories and features
2. Analyze reality as reflected in newspaper ads.

**Related Lessons:** Unit B, Lesson 28; Unit C, Lesson 2.

**Skills—Comprehension:** explain, describe; **Application:** apply; **Analysis:** analyze, compare, examine; **Evaluation:** judge, assess.

**Vocabulary:** *reality, deep meaning.*

**Background**

In this lesson, students will apply to the newspaper skills developed in the two previous lessons. Do stories and photos reflect the reality they know? Do they see people like them in the newspaper? The lesson also addresses newspaper ads. Students will compare them to television and print ads they analyzed in previous lessons.

**Media required**

- Copies of the newspaper for each student. You may want to provide editions of the newspaper from two different days.

**Instructions**

1. Allow students several minutes to read newspapers at the beginning of class. Encourage them to think about how closely the newspaper represents their community.
2. Remind students that they have looked at surface elements of media messages (images and language) and deep meanings (values presented) in different media. Today, they will apply analytical skills to the local newspaper.

3. Distribute newspapers to students. Review with them surface elements of the newspaper that they have already examined—various sections, topics reflected in specific sections, organization of information, use of graphics, etc.
4. Tell them that you want them to look at the way the newspaper may reflect the reality of their lives.
5. Distribute the *Newspaper Realities: News and Features* activity page. Put students in small groups and assign each group a section of the newspaper to examine. Have students complete the activity page.
6. Have students share responses with the group.
7. Have students complete the *Newspaper Realities: Ads* activity page, discuss responses in small groups and report to the class.
8. After students have reported their analyses, discuss these questions with them:
  - a. What does the newspaper use for the content of its news and feature stories? (Real things that happen.)
  - b. How is the news content of newspapers different from that of television programs and commercials?
  - c. What differences did you see between newspaper ads and magazine ads? (Generally, newspaper ads have specific information about products—sizes, quantities, price.)

**Assessment**

- Exceeds Expectations—Student performance far exceeds minimal level of performance.
- Meets Expectations—Criterion is met at a minimal level.
- Revisit—Criterion is not met. Student responses are too weak or unfocused to be acceptable.

	Exceeds Expectations	Meets Expectations	Revisit
Student compares representations of reality in newspaper with his/her personal life.			
Student describes how newspaper information may affect his/her life.			
Student compares newspaper and magazine ads.			

**Lesson 21 Activity Page A****NEWSPAPER REALITIES—NEWS AND FEATURES**

Name \_\_\_\_\_

Examine one or more examples of the type of newspaper item your group has been assigned. Analyze your newspaper item and explain how it reflects the real world.

Check the newspaper item you have been assigned:

<input type="checkbox"/>	National or international news story	<input type="checkbox"/>	Editorial or opinion column
<input type="checkbox"/>	Local news story	<input type="checkbox"/>	Comics
<input type="checkbox"/>	Lifestyle story	<input type="checkbox"/>	Other
<input type="checkbox"/>	Sports story	<input type="checkbox"/>	

Analyze your item by answering these questions:

1. Does the content in this item reflect something that has happened in the real world?
2. Do you have personal experience with people or events reported in the item?
3. Do you know anyone else who has had personal experience with people or events reported in the item?
4. How, if at all, will events reported in the item affect your life?
5. How does content of the item help you understand your world?

**Lesson 21 Activity Page B****NEWSPAPER REALITIES—ADS**

**Name** \_\_\_\_\_

Examine and analyze three display ads in the newspaper, then complete the chart below.

	Ad 1	Ad 2	Ad 3
1. What is the product or service being promoted?			
2. What images are used?			
3. What words make this product or service seem desirable?			
4. Does this ad reflect the reality of your personal, school or daily life?			
5. What values are reflected in the ad? What should you look like? How should you act? What should you find desirable?			
6. According to the ad, what will people think about you if you use this product or service?			
7. Think about this carefully: Do you want to be like the people in the ad? What would you have to do to be like those people? Do the people in the ad reflect your values?			

**Lesson 22****THE NEWSPAPER AND SOCIAL ISSUES****Objectives****Students will:**

1. Identify a current social issue
2. Analyze coverage of that issue across several media.

**Related Lessons:** Unit B, Lesson 1; Unit C, Lessons 1, 5, 26, 27.

**Skills—Comprehension:** explain, interpret; **Analysis:** compare, contrast, distinguish;

**Evaluation:** assess, justify.

**Vocabulary:** *advocacy, bias, logic.*

**Background**

Strong emotions surround social issues, such as the environment, gender bias and drug use. Media messages about these topics often are based more on emotion than logic. Not meant to be objective, the messages have a definite point of view. Because the topics often elicit emotional responses, they are difficult to deconstruct. However, because the messages often possess more flash than substance, students must be able to view them analytically.

This lesson must be approached carefully. You must judge what is appropriate for your classroom and community. Some messages, such as anti-drug messages, may be safer in your community than messages about the environment.

**Media required**

- Copies of the newspaper for each student
- Video clip of a social issue ad or public service announcement
- Video clip of a television news segment dealing with the issue
- Newspaper story about the issue.

## Instructions

1. Allow students several minutes to read newspapers at the beginning of class. Encourage them to find stories with topics about which some people may disagree.
2. Select a newspaper story about a social issue to discuss with your class.
3. Begin by having students brainstorm about what they know about the issue. Write responses on the board.
4. Distribute copies of the newspaper story. Give students the *What Are the Facts?* activity page. Have them read the story and complete the activity page. Discuss answers.
5. Ask students why this is an important story. Why do they think editors put it in the newspaper? How will this information help readers?
6. Ask students to suggest different points of view that people could hold about the issue. Allow discussion.
7. Give students the *What Do Others Think?* activity page. Explain to them that they are going to look at other media messages about the same topic.
8. Play video clips of the ad and television news segments. Have students complete the activity page. If time allows, have students research Web sites that advocate for and against the issue.
9. Have students compare responses in small groups. Have each group identify facts it has learned about the issue from the various media messages. How has information supported various positions?
10. Have students discuss the various media messages. How was the newspaper story different from the advocacy/position ads? Where would they find accurate and objective information about this issue?

**Assessment**

- Exceeds Expectations—Student performance far exceeds minimal level of performance.
- Meets Expectations—Criterion is met at a minimal level.
- Revisit—Criterion is not met. Student responses are too weak or unfocused to be acceptable.

	Exceeds Expectations	Meets Expectations	Revisit
Student identifies basic facts of story.			
Student identifies groups affected by story.			
Student identifies emotional images and language of story.			
Student analyzes creator’s purposes for creating story.			

**Lesson 22 Activity Page A**

**WHAT ARE THE FACTS?**

Name \_\_\_\_\_

Analyze your newspaper story. Identify basic facts of the story. Record findings in the chart below.

Issue: \_\_\_\_\_

---

**Facts**

---

Headline of the story

---

Who is the story about?

---

What is the story about?

---

Where did the story take place?

---

When did the story take place?

---

Why is the story important?

---

Why do you think the editor decided to put the story in your newspaper?

---

Who in your community would be interested in the story?

---

Why would that group be interested in the story?

---

**Lesson 22 Activity Page B**

**WHAT DO OTHERS THINK?**

Name \_\_\_\_\_

Analyze media messages about the topic addressed in your newspaper story. Deconstruct the message to determine its purpose.

Issue: \_\_\_\_\_

	Video Clip 1	Video Clip 2
What facts are presented in the message?		
What emotional words are used in the message?		
What emotional images are used in the message?		
What is the position of the message's creator?		
What does the message creator want you to think about the issue?		
What factual information is presented in the message?		

**Lesson 23****THE PUBLIC’S WATCHDOG****Objectives****Students will:**

1. Identify stories that illustrate the “public watchdog” role of the press
2. Analyze purposes for publishing news stories.

**Related Lessons:** Unit B, Lessons 18, 30; Unit C, Lesson 3.

**Skills—Comprehension:** explain, describe; **Application:** show, illustrate; **Analysis:** analyze, debate; **Evaluation:** recommend, appraise, justify.

**Vocabulary:** *watchdog, freedom of the press.*

**Background**

The Founding Fathers were concerned that the government might use its power to take advantage of private citizens. They wanted to be sure that voters knew what the government was doing so they could make better decisions about what to vote for and which leaders to elect or re-elect. The press is independent of the government. In this country, the government cannot shut down newspapers. Television and radio stations use public airways, so government regulates them. Theoretically, the government could take away a station’s license to use public airways.

This lesson provides students with a broad overview of the role of the press in keeping citizens informed. It is important to help students see that while they might not be interested in a particular story about government, decisions of local, state or national government may directly affect other people.

**Media required**

- Copies of the newspaper for each student

**Instructions**

1. Allow students several minutes to read newspapers at the beginning of class. Encourage them to skim the entire contents.
2. Have students identify stories related to local, state or national government. Write the topics on the board. Have students raise hands to indicate which stories directly affect them or their family members.
3. Explain to students that the newspaper has a special role in our system. The Founding Fathers guaranteed freedom of the press so the press could report freely on activities of government officials.
4. Give students *The Public's Watchdog* activity page. Have them complete the activity in small groups.
5. Have students share responses in class.

**Assessment**

- Exceeds Expectations—Student performance far exceeds minimal level of performance.
- Meets Expectations—Criterion is met at a minimal level.
- Revisit—Criterion is not met. Student responses are too weak or unfocused to be acceptable.

	Exceeds Expectations	Meets Expectations	Revisit
Student identifies news stories about government activity.			
Student analyzes impact of news on citizens.			
Student explains importance of news stories.			

**Lesson 23 Activity Page**

Name \_\_\_\_\_

Find examples of newspaper coverage for each of the following individuals or groups. Explain why citizens should know about news reported in the stories.

<b>Individual/Group</b>	<b>What is the news?</b>	<b>Why should citizens know this information?</b>
National official (President, senator, secretary of defense, etc.)		
State official (Governor, secretary of education, etc.)		
Local official (Mayor, county commissioner)		
Members of U.S. Senate or U.S. House of Representatives		
Local government body (city council, county supervisors, etc.)		
Regulatory agency (Environmental Protection Agency, etc.)		
Lobbying group (National Rifle Association, AARP, etc.)		

**Lesson 24****MARKETPLACE OF IDEAS****Objectives****Students will:**

1. Identify newspaper items characterized by specific points of view
2. Analyze editorials, opinion columns and letters to the editor for fact and opinion.

**Related Lessons:** Unit B, Lesson 18; Unit C, Lessons 10, 13.

**Skills—Comprehension:** explain, interpret; **Application:** illustrate; **Analysis:** analyze, explain; **Evaluation:** judge, justify.

**Vocabulary:** *marketplace of ideas, community access.*

**Background**

The editorial page of the newspaper is designed to be a marketplace of ideas. One reason the U.S. Constitution guarantees freedom of the press is so information will flow freely to citizens. Editorial pages and opinion sections of the newspaper provide many different voices on topics of importance to readers. Newspapers also give citizens the opportunity to share views with the community in letters to the editor. By providing a “marketplace of ideas,” the newspaper helps readers gather information needed to be effective citizens.

It is important in this activity that students read and analyze positions from all sides of an issue, especially positions with which they may disagree. At the end of the lesson, you may want to have students discuss how citizens can share opinions with the community via electronic media. Many local television news programs ask viewers to call or e-mail the station in response to a news story. Some comments are aired, usually at the end of the program. Many communities have community-access television stations on which local citizens can present views. Talk radio is a popular medium, often with local programming and syndicated national shows. Many talk radio programs invite listeners to call.

### **Media required**

- Copies of the newspaper for each student

### **Instructions**

1. Allow students several minutes to read newspapers at the beginning of class. Encourage them to read the editorial/commentary pages.
2. Ask students to name political topics in the news. Write responses on the board. Add topics to the list.
3. Ask students how they can access different viewpoints on these topics. Encourage them to think beyond just asking people they know.
4. Have students turn to the editorial page and identify topics reflected in headlines on the page.
5. Point out the editorial(s) on the page. Explain to students that editorials reflect the newspaper's position on the topic. Editorials may be written by the editor of the newspaper, the editor of the editorial page or a writer designated to do so. Explain that some newspapers, particularly large ones, separate editorial and newsroom functions, with a newsroom reporting to the editor and the editorial page editor reporting to the publisher. The editorial section is the only place where the newspaper may state its opinion on a topic of interest.
6. Point out columns. Columnists are writing to express points of view and persuade readers to agree with them. Some columnists are local; others are national columnists whose writing appears in many newspapers nationwide.
7. Point out letters to the editor. Explain that readers may write letters to state positions on issues. The newspaper is not required to print all letters; the editor generally selects a variety of them so different viewpoints are represented.
8. Explain to students that opinion writers give more than their opinion. They must support and strengthen their positions with facts, statistics and logical reasoning.
9. Give students the *Take My Word* activity page. Have them work in small groups to complete the activity. Tell them that their task is to deconstruct opinion writing by separating facts from opinions.
10. Have students share responses with the class.

**Assessment**

- Exceeds Expectations—Student performance far exceeds minimal level of performance.
- Meets Expectations—Criterion is met at a minimal level.
- Revisit—Criterion is not met. Student responses are too weak or unfocused to be acceptable.

	Exceeds Expectations	Meets Expectations	Revisit
Student identifies facts and examples provided in opinion writing.			
Student analyzes the opinion writer’s position on a specific topic.			
Student evaluates effectiveness of opinion writing.			

**Lesson 24 Activity Page****TAKE MY WORD**

Name \_\_\_\_\_

Read the editorial page of the newspaper carefully. Select an editorial, an opinion column and a letter to the editor to analyze. Try to find examples of each on the same topic, if possible.

	Editorial	Opinion Column	Letter to the Editor
What is the topic?			
What is the writer's position?			
What facts are presented?			
What examples are provided?			
What opinions are expressed?			
What words indicate the writer's opinion?			

Which example of opinion writing did you find the most effective? Why?

Did any of the pieces cause you to think more about your own opinion on the topic? Why?

**Lesson 25****NEWSPAPERS AND ME****Objectives****Students will:**

1. Identify parts of the newspaper that connect to their individual lives
2. Identify parts of the newspaper that would connect to another individual
3. Analyze how parts of the newspaper affect and change them.

**Related Lessons:** Unit C, Lessons 10, 13, 27.

**Skills—Comprehension:** interpret, distinguish; **Application:** illustrate, use; **Analysis:** analyze, discriminate; **Evaluation:** judge, assess, rate.

**Vocabulary:** *lifestyle, feature.*

**Background**

In this lesson, students find themselves reflected in their newspaper choices. The newspaper provides information students can use in their daily lives, and this activity requires students to see how that knowledge changes them. Students are encouraged to make connections between experiences and knowledge. Encourage students to see how using their knowledge of media can help them make more efficient use of information they find in the newspaper.

**Media required**

- Copies of the newspaper for each student

**Instructions**

1. Allow students several minutes to read newspapers at the beginning of class.  
Encourage them to skim the entire newspaper.
2. Review with students their media reflection activities from the previous lesson.  
Encourage them to discuss connections they made between their lives and media.

3. Distribute newspapers and give students colored markers. Have them look through the newspaper and, with one colored marker, circle any article, ad or feature they find interesting. Instruct them to be thoughtful. They will have time to read anything they like. Encourage them to look at all sections—comics, ads, sports and the weather page. Allow time to read stories. This may take 30 minutes.
4. Ask students to share one thing they read. Allow many to share. Write responses on the board and have other students raise hands to indicate whether they read any of the same items. Discuss why their choices varied.
5. Give students the *Newspapers Make a Difference* activity page. Have them complete the activities individually and share responses in small groups.

**Assessment**

- Exceeds Expectations—Student performance far exceeds minimal level of performance.
- Meets Expectations—Criterion is met at a minimal level.
- Revisit—Criterion is not met. Student responses are too weak or unfocused to be acceptable.

	Exceeds Expectations	Meets Expectations	Revisit
Student identifies a variety of stories in the newspaper.			
Student analyzes his/her personal reaction to stories.			
Student explains how he/she is different as a result of reading stories.			

**Lesson 25 Activity Page**

**NEWSPAPERS MAKE A DIFFERENCE**

Name \_\_\_\_\_

Review items you circled and/or read in the newspaper. Explain your choices and how they have affected you. Select at least one item from newspaper sections listed below.

<b>Newspaper section</b>	<b>What did you select?</b>	<b>Why?</b>	<b>How are you different now in terms of knowledge or attitude?</b>
National news			
State or regional news			
Local news			
Editorial pages			
Lifestyle or feature section			
Sports section			
Business news			
Entertainment section			
Advice column			
Weather section			
Comics page			
Display ads			
Classified ads			
Other			

**Lesson 26****NEWS PLUS!****Objectives****Students will:**

1. Identify opportunities for additional information in the print newspaper
2. Compare news stories in print newspapers and online editions.

**Related Lessons:** Unit B, Lesson 29; Unit C, Lessons 23, 24.

**Skills—Knowledge:** locate, identify; **Comprehension:** explain, interpret; **Application:** choose, select; **Analysis:** analyze, compare, contrast; **Evaluation:** appraise, assess, rate.

**Vocabulary:** *link, e-edition.*

**Background**

Two major advantages of online newspapers over print counterparts is the ability to update news and provide links to additional information. In this activity, students will begin with the print newspaper and identify stories they think might be updated since the newspaper was printed. They also will identify content in the news stories that they think would be clearer if additional information or previous news could be accessed.

**Media required**

- Copies of the newspaper for each student
- Access to the online edition of the same newspaper. (A projector could be used to show the online edition to the entire class.)

**Instructions**

1. Allow students several minutes to read newspapers at the beginning of class. Encourage them to pay attention to current international, national, state and local news stories.
2. Ask students to identify one major news story about events that may be developing after the newspaper was printed. Have students discuss where they might learn

about the developing news. They will probably suggest television or radio newscasts. Encourage them to consider online newspaper stories, too. Ask whether they think the online version of the newspaper on their desks has updated the story and how often stories might be updated on the online site.

3. Ask students to discuss other differences they find in a story posted on the newspaper’s Web site. Suggestions might include different photos or more (or less) information. Ask students to discuss any time they have encountered links to other Web sites in the online story.
4. Give students the *News Plus!* activity page. Have them work in pairs or small groups to complete the page and have groups share findings with the class.
5. Optional: If classroom access to computers is limited, have students complete the print newspaper part of the lesson and finish by projecting the online site on a screen and looking at the online newspaper as a group.

**Assessment**

- Exceeds Expectations—Student performance far exceeds minimal level of performance.
- Meets Expectations—Criterion is met at a minimal level.
- Revisit—Criterion is not met. Student responses are too weak or unfocused to be acceptable.

	Exceeds Expectations	Meets Expectations	Revisit
Student can locate newspaper stories in each edition (print and online).			
Student can identify a need for additional information in the print newspaper.			
Student can compare and contrast the same stories in each edition.			

**Lesson 26 Activity Page****NEWS PLUS!**

Name \_\_\_\_\_

Locate three different news stories in your newspaper. Include at least one national and one local story. Predict whether or not you think the story will have breaking news after the newspaper was printed. Read the story carefully. Think about how it would appear in the online edition of the paper. Select parts of the story that you think should include links to sites that might give you more information about the story.

Story Headline	Should it be updated? Why?	What kind of links should be provided?
1		
2		
3		

Check your responses with the same stories on your newspaper's Web site. Have the stories been updated? Do they have the kind of links you think should be included?

**Lesson 27****WHAT MAKES IT A NEWSPAPER?****Objectives****Students will:**

1. Identify distinctive characteristics of a newspaper
2. Design a newspaper section for a specific target audience.

**Related Lessons:** Unit B, Lesson 1; Unit C, Lessons 3, 9, 25, 26, 27.

**Skills—Application:** construct, classify; **Analysis:** analyze, categorize; **Synthesis:** create, design, plan; **Evaluation:** select, recommend.

**Vocabulary:** *niche, market.*

**Background**

In this lesson, students will review what they know about newspapers and identify characteristics specific to newspapers. They will try to apply all those characteristics to a special-topic newspaper they design.

Encourage students to think about a special niche market with which they are very familiar—skateboarders, surfers, athletes, drama enthusiasts, etc. You want them to select an area in which they have a good deal of prior knowledge.

**Media required**

- Copies of the newspaper for each student.

**Instructions**

1. Allow students several minutes to read newspapers at the beginning of class. Encourage them to skim the entire newspaper.
2. Ask students to suggest characteristics of a newspaper. What makes a newspaper a newspaper? Write student responses on the board. Add information you think they have overlooked.

3. Tell students that their task is to define a market and develop a newspaper specifically for that market.
4. Assign students to small groups and have each group identify a market. Have the group brainstorm a list of newspaper elements to be used in its section—news stories, interviews, feature stories, columns, photos, comics, advertising, etc.
5. Give each group several large sheets of blank paper and have each design a newspaper. Groups do not have to write all of the content but must lay out their newspapers, write headlines for each written piece, draw “photos” and design ads.
6. Have students share their niche newspapers with the class.

**Assessment**

- Exceeds Expectations—Student performance far exceeds minimal level of performance.
- Meets Expectations—Criterion is met at a minimal level.
- Revisit—Criterion is not met. Student responses are too weak or unfocused to be acceptable.

	Exceeds Expectations	Meets Expectations	Revisit
Student identifies elements of the newspaper.			
Student identifies a specific market for the newspaper.			
Student designs a newspaper that includes key elements of the regular newspaper.			

# **Putting It All Together**

## **Lessons 28-30**

**Lesson 28****PUTTING IT TOGETHER****Objectives****Students will:**

1. Create a media plan for a self-selected topic or issue
2. Analyze components of a media plan as they relate to the five principles of media.

**Related Lesson:** Unit C, Lesson 23.

**Skills—Application:** illustrate, complete; **Analysis:** analyze, categorize; **Synthesis:** design, formulate, construct; **Evaluation:** recommend, prioritize.

**Vocabulary:** *media plan, social issue.*

**Background**

For the next two days, students will have class time to map out and prepare materials for a group media plan. Students may develop a plan for a new or imaginary product or select a social issue to promote. You have final approval on products or issues. If students want to be very creative, encourage them to “invent” a product that many people would want. Their first step would be to design and name the product. If students want to take on a social issue, they must agree on the position they will take. Remind students that their media plans must contain factual information regardless of product or issue.

If your school has access to video production equipment and/or computer graphic capabilities, encourage students to create a commercial or television program.

**Media required**

- Copies of the newspaper for each student
- Examples of media used in previous lessons for students to review as needed
- Individual copies of the newspaper.

## Instructions

1. Allow students several minutes to read newspapers at the beginning of class. As they read, encourage them to think about all the principles they have learned about media.
2. Put the *Four Media Process Skills* transparency from Lesson 4 on the overhead projector. Point out the four processes. Explain that students have been accessing, analyzing and evaluating media messages to this point. Now they must create their own media messages.
3. Review the five principles on the transparency. Have students discuss how each principle might apply to their project.
4. Assign students to media groups. Give students 20 minutes to identify a product or issue.
5. Have students decide on at least three media they want to use for their project. They must include a newspaper component and may select the others.
6. Give students the *Media Project Planning Sheet*. Have them use it to monitor work on the project.
7. Provide students with access to media production equipment as appropriate.

**Assessment**

- Exceeds Expectations—Student performance far exceeds minimal level of performance.
- Meets Expectations—Criterion is met at a minimal level.
- Revisit—Criterion is not met. Student responses are too weak or unfocused to be acceptable.

	Exceeds Expectations	Meets Expectations	Revisit
Student identifies media principles.			
Student identifies media process skills.			
Student applies media principles to project planning.			
Student evaluates media project using media principles.			

**Lesson 28 Activity Page****MEDIA PROJECT PLANNING SHEET**

Name \_\_\_\_\_

Use this checklist as a guide in preparing your project.

What is the subject of your project?	
What different media will you use?	
Who will be responsible for each media message?	
What elements will you consider in construction of your media messages?	
Are you reflecting a social reality that matches the world in which you and your classmates live?	
What is the purpose of your message?	
What will you do to build connections between the content of your messages and the experiences and knowledge of your audience?	
Do your messages reflect effective characteristics of the media you are using?	
Have you been honest and accurate in your media messages?	

## Lesson 29

### MEDIA EXHIBITS

#### Objectives

##### Students will:

1. Present a media plan for a product or an issue
2. Evaluate media plans of other students.

**Related Lessons:** Unit B, Lesson 29; Unit C, Lesson 29.

**Skills—Application:** produce, show; **Analysis:** analyze, examine; **Synthesis:** perform, produce; **Evaluation:** appraise, choose, rate.

**Vocabulary:** *media plan, media principles.*

#### Background

Each group will present its media plan. The other students will evaluate the plans using the five media principles.

#### Media required

- Copies of the newspaper for each student
- Student media presentations.

#### Instructions

1. Allow students several minutes to read newspapers at the beginning of class. Encourage them to look at the design and content.
2. Give all students the *Media Plan Evaluation Form*. Have groups take turns presenting media plans. They must identify their product or issue and show and describe media messages they have created.
3. Have students complete their *Media Plan Evaluation Forms* for the other groups.

**Assessment**

- Exceeds Expectations—Student performance far exceeds minimal level of performance.
- Meets Expectations—Criterion is met at a minimal level.
- Revisit—Criterion is not met. Student responses are too weak or unfocused to be acceptable.

	Exceeds Expectations	Meets Expectations	Revisit
Student makes an organized presentation of a media project			
Student demonstrates application of media principles to a media project.			
Student makes effective oral presentation of the project to the class.			

**Lesson 29 Activity Page**

**MEDIA PROJECT EVALUATION FORM**

Name \_\_\_\_\_

Evaluate each media presentation by assigning a number between 1 and 5 to each component of the presentation—1 is “not evident,” 2 is “present but not noteworthy,” 3 is “adequate,” 4 is “very good” and 5 is “excellent.”

Element	Presentation 1	Presentation 2	Presentation 3
1. The product or issue presented is clearly identified.			
2. All elements of message construction worked together effectively.			
3. The social reality, or worldview, used in messages was recognizable and appropriate.			
4. The messages’ purpose was clear and identifiable.			
5. The media messages made connections to the audience so everyone could understand them.			
6. Messages used the potential of each medium effectively.			
7. You responded in a favorable way to the messages.			
8. What is your personal reaction to the messages presented?			

## Lesson 30

### WHERE ARE WE NOW?

#### Objectives

#### Students will:

1. Analyze their growth in understanding media messages
2. Create a Media Consumers' Bill of Rights.

**Related lessons:** Unit B, Lessons 5, 8, 27, 28; Unit C, Lessons 9, 14, 24.

**Skills—Application:** show, produce; **Analysis:** analyze, discriminate; **Synthesis:** design, perform; **Evaluation:** appraise, judge, rate.

**Vocabulary:** *critical consumers*.

#### Background

On the last day of this unit, you want students to reflect about what they have learned and what they can do with their new knowledge. Many people, especially students, are not critical consumers of media. The Media Consumers' Bill of Rights will help students think about responsibilities of media message creators.

#### Media required

- Copies of the newspaper for each student.

#### Instructions

1. Allow students several minutes to read newspapers at the beginning of class. Encourage them to reflect on media principles as they read.
2. Have students review the five media principles. Ask them to think about what they have learned in discussions and activities. Give them 20 minutes in class to write a reflective piece on how they have become better media consumers. They may want to organize their thoughts around the five principles.

3. Have students work in small groups to generate a 10-point Media Consumers' Bill of Rights. Have them discuss the responsibility of media creators toward their audiences.
4. Have students share responses with the class. Use suggestions from different groups to generate a class Media Consumers' Bill of Rights.

### Assessment

- Exceeds Expectations—Student performance far exceeds minimal level of performance.
- Meets Expectations—Criterion is met at a minimal level.
- Revisit—Criterion is not met. Student responses are too weak or unfocused to be acceptable.

	Exceeds Expectations	Meets Expectations	Revisit
Student generates a well-written reflection on media knowledge.			
Student participates in group discussion about media.			
Student creates an appropriate Media Consumers' Bill of Rights.			

## Media Literacy and Newspapers Glossary

### Media Terms

**Audience**—Group of media consumers for whom a message is constructed. In a broader sense, audience refers to anyone who views, reads or listens to a media message.

**Construct**—To shape and give meaning to a media message. Construction of a media message involves deciding about content, structure, visual elements and language.

**Critical media consumer**—Individual who analyzes media messages for meaning, bias and values.

**Deconstruct**—To analyze and break down a media message into component parts to understand how and why it was created.

**Genre**—Category of media text characterized by a particular content, style or form.

**Intertextuality**—Relationships between one or more texts, especially when one text refers to another that appears to be separate and unique.

**Mass media**—Media messages intended to address a large segment of the population.

**Media**—All technological forms of communication combined.

**Media literacy**—Ability to access, analyze, evaluate and create media messages, especially in relation to the five media principles.

**Media principles**—Underlying assumptions of media messages:

1. Messages are constructions.
2. Messages are representations of reality.

3. Messages are created for different purposes: social, political, economic, historic, aesthetic.
4. Different people interpret the same message differently.
5. Messages have their own language, forms and symbol systems.

**Medium**—Singular form of media, such as newspaper, television and radio.

**Text**—Results of media production: a newspaper, magazine, movie, television episode or book.

### **Newspaper Terms**

**Advertising**—Activity of attracting public attention to a product or business, i.e., paid announcements in print or on air.

**Advice column**—Advice written for readers on different topics, such as investing, interpersonal issues and so on.

**Banner or flag**—Name of the newspaper, typically placed in large letters atop the page.

**Beat writer**—Writer who covers a “beat,” or a specific topic, place or team.

**Broadsheet**—Traditional size of most newspapers, about 14 to 15 inches wide and 20 to 22 inches long.

**Budget meeting**—Daily gathering in which newsroom staff members discuss the story schedule for the next day.

**Byline**—Writer’s name at the beginning of the article.

**Circulation**—Total number of people who subscribe to the newspaper or buy it at a newsstand or other outlet.

**Circulation department**—Responsible for sale and distribution.

**Classified ad** (or “want ad”)—People-to-people advertisements for items that individuals or businesses are seeking or want to buy or sell, i.e., a job, vehicle or house. Called “classified” because ads are classified by category.

**Clip art**—Collection of usually free artwork, cartoons and images available on software and the Internet. Used in a variety of publications.

**Columnist**—Writer of a column that appears regularly. Columnists frequently offer opinions on current events.

**Copy edit**—Review text for accuracy in grammar, usage, punctuation and facts.

**Crop**—To adjust a photo or image to fit a specific space.

**Cutline**—Caption accompanying a photo.

**Dateline**—Line at the beginning of a story that gives place and date of the story’s origin.

**Death notice**—Paid ad announcing a death, often including funeral arrangements and sometimes biographical information [see Obituary].

**Display ad**—Larger ad that often includes photography or art and text. Display ads can run anywhere.

**Dummy**—Practice layout of a page showing shape, format and general content of text, headlines and art.

**Edit**—To revise, proofread, write a headline or approve a story for publication.

**Edition**—One of a number of versions of a newspaper issued in one day.

**Editorial**—Article located on the editorial pages, stating the opinion of the newspaper, its management, readers or other people.

**Firsthand information**—Information gathered about an event through direct experience.

**Feature story**—One in which the basic purpose is something other than news.

**Flag** (or banner)—Name of the newspaper on Page One, set in a particular style of type for easy recognition.

**Folio**—Line atop of each newspaper page that contains the name of the newspaper, the date and the page number.

**Foreign correspondent**—A journalist who gathers news outside the United States.

**Full color**—Ability to use all four printing colors: black, cyan (blue), magenta (red) and yellow.

**Icon**—Small picture on a computer display suggesting purpose of an available function.

**Import**—To bring an item, such as text or an image, from one software application to another.

**Index**—A listing, usually on the first or second page, referring readers to stories and sections throughout the newspaper.

**Infographic**—Graphic representation of information.

**Journalist**—Newsroom staff member engaged in gathering and processing information for publication.

**Kill**—To remove a story or ad.

**Layout**—Plan or sketch of each page indicating where photos, articles, ads and headlines will be placed.

**Lead** [pronounced LEED, sometimes spelled lede]—First paragraph of a story, designed to give readers the most important information and “lead” them to continue reading.

**Leading** [pronounced LEDDing]—Amount of space between lines of type.

**Masthead**—Box of information, usually on the editorial page, containing the name of the newspaper, its ownership and management.

**Modular design**—Rectangular units of text and images.

**News hole**—Amount of space in a newspaper for news after ads have been placed.

**News story**—Article including important details about a newsworthy event.

**Newsworthy**—Events and information that readers want and need to know immediately; information that might have an impact on people’s lives.

**Obituary**—News story about a death, distinguished from a death notice [see listing] because it is produced in the newsroom, not the advertising department.

**Op-ed page**—Page opposite the editorial page containing letters to the editor, editorial cartoons and columns written by staff members and guest writers.

**Pagination**—Process of designing and producing a full page on a computer.

**Photo credit**—Byline crediting the photographer for a photo.

**Photo illustration**—Photograph altered electronically, usually for an artistic effect. Newspapers use this term to differentiate an altered photograph from one not altered.

**Point**—Unit of print used to measure sizes of type and rule lines.

**Publisher**—Person responsible for overall operation.

**Pull quote**—Quote from a story that is often boxed and printed in type larger than the story text.

**Put to bed**—Complete pre-press production.

**Rack**—Vending machine containing newspapers.

**Refer** [pronounced REEfer]—Lines of type and sometimes art referring readers to stories inside the newspaper.

**Review**—Critic’s report of a book, movie, television show, performance or restaurant.

**Rule line**—Line of varied point size or thickness used to separate stories or surround text or images.

**Scoop**—Exclusive story that no other newspaper has.

**Spot color**—Use of one of the three colored inks (cyan, magenta, yellow).

**Staff writer**—One employed by the newspaper.

**Syndicate**—News service that sells columns, comics and specialty features to newspapers nationwide.

**Teaser**—Short headline and phrase on a front page to lure readers to inside pages.

**Tip**—Information from a source outside the newspaper leading to a news story.

**Tombstone**—Placing two headlines near each other on the same horizontal line.

**Typography**—Style, point size and leading of type.

**White space**—Empty space sometimes used on a page as a design element to break up text.

**Wire service**—Company or cooperative that sells stories and photos and sends them via satellite or computer to member newspapers.

## Educational Standards for Units A, B and C

<b>Standards cited in the curriculum</b>	Unit A	Unit B	Unit C
<b><u>Standards for English Language Arts</u></b> <i>National Council of Teachers of English and International Reading Association</i>			
<b>Reading for perspective</b> Students read wide range of print and nonprint texts to build understanding of texts, themselves and cultures of the United States and world; to acquire new information; to respond to needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.	1-30	1-30	1-25, 27-30
<b>Evaluation strategies</b> Students apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts. They draw on prior experience, interactions with other readers and writers, knowledge of word meaning and other texts, word identification strategies and understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).	1-30	1-30	2-5, 7-10, 13-20, 22-30
<b>Communication skills</b> Students adjust use of spoken, written and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.	26-30	9, 11, 13, 15, 17, 19, 21, 23, 30	4-5, 6-20, 22, 25-30
<b>Communication strategies</b> Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.	26-30	9, 11, 13, 15, 17, 19, 21, 23, 30	1, 4-5, 7, 9, 11, 15-21, 25, 28-30
<b>Applying knowledge</b> Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language and genre to create, critique and discuss print and nonprint texts.	1-30	1-30	1-5, 7, 13-25, 28-30
<b>Evaluating data</b> Students conduct research on issues and interests by generating ideas and questions and posing problems. They gather, evaluate and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate discoveries in ways that suit their purpose and audience.		5, 7, 8, 9, 11, 13, 15, 17, 19, 21, 23, 29, 30	5, 7, 8, 13, 1-27
<b>Developing research skills</b> Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.	1-2, 26-30	29	1, 3-6, 11-19, 23-25
<b>Participating in society</b> Students participate as knowledgeable, reflective, creative and critical members of a variety of literacy communities.	1-30	1-30	1-11, 14-30

<b>Applying language skills</b> Students use spoken, written and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion and exchange of information).	26-30	9, 11, 13, 15, 17, 19, 21, 23, 30	2, 4-5, 8-9, 14-22, 25-30
<b><u>National Standards for Civics and Government</u></b> <i>Center for Civic Education</i>			
<b>Civic Life, Politics and Government</b>			
What is civic life? What is politics? What is government? Why are government and politics necessary? What purposes should government serve?	14-21, 29-30	5,	
What are essential characteristics of limited and unlimited government?		5	
What is the American idea of constitutional government?	17-21, 29-30	5, 7, 18, 19	
What are distinctive characteristics of American society?	10, 14-21, 29-30	18-29	28
What is American political culture?	16-21, 29-30	18,19	18-19, 28-30
What values and principles are basic to American constitutional democracy?	16-21, 29-30	5, 7, 8, 10, 18-19	
<b><u>Principles of Democracy</u></b>			
How are power and responsibility distributed, shared and limited in the government established by the Constitution?		5	
What does the national government do?	16-20	5, 6	
How are state and local governments organized, and what do they do?	16-20	5, 6	
Who represents you in local, state and national governments?	16-20	5, 6	
What is the place of law in the American constitutional system?	14-15, 18-20	6, 8	
How does the American political system provide for choice and opportunities for participation?	16-20, 29-30	4, 5, 10	
<b><u>Economics Standards</u></b> <i>National Council on Economic Education</i>			
<b>Allocation of Goods and Services</b> Different methods can be used to allocate goods and services. People acting individually or collectively through government must choose which methods to use to allocate different kinds of goods and services.		4, 25	13-14
People in all economies must address three questions: What goods and services will be produced? How will these goods and services be produced? Who will consume them?	3-4, 12, 14-15, 24, 26-30	4	
As consumers, people use resources in different ways to satisfy different wants. Productive resources can be used in different ways to produce different goods and services.	3-7, 11-15, 24, 26-30	4, 25	14
<b>Role of Incentives</b> People respond predictably to positive and negative incentives.	24, 26-30	4, 25	14

<b>Role of Incentives</b> Markets exist when buyers and sellers interact. This interaction determines market prices and thereby allocates scarce goods and services.	12-15, 24, 26-30	25	
<b><u>Technology Standards</u></b> <b><i>International Society for Technology in Education</i></b>			
Students demonstrate sound understanding of nature and operation of technology systems.		29	1, 4-6, 10-12, 14-23, 25, 29-30
Students understand ethical, cultural and societal issues related to technology.	4-30	29	11-27, 29-30
Students practice responsible use of technology systems, information and software.	16-30		4-6, 11-12, 14-15
Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits and productivity.	1-30	29	12, 15-24, 29-30
Students use technology tools to enhance learning, increase productivity and promote creativity.	16-30	29	12, 15-24, 29-30
Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications and produce other creative works.	26-30		
Students use technology to locate, evaluate and collect information from a variety of sources.	1-10, 12-30	12-23, 29	
Students use technology resources for solving problems and making informed decisions.		12-15	
Students employ technology in development of strategies for solving problems in the real world.		12-15	
<b><u>Media Literacy Standards</u></b>			
<b><i>Mid-continent Research for Education and Learning</i></b>			
Knows characteristics of wide range of media (e.g., television news favors messages that are immediate and visual; news photographs favor messages with an emotional component).	1-30	1-2, 4-30	1-2, 4-5, 16-30
Understands different purposes of various media (e.g., to provide entertainment or information, persuade, transmit culture, focus attention on an issue).	1-30	1-2, 4-30	1-5, 7-9, 13-30
Understands how type of media affects coverage of events or issues (e.g., how radio, television and newspapers cover the same event; how each medium shapes facts into a particular point of view; how limitations and advantages of various media affect coverage of events).	1-30	1, 4-30	1-9, 13-20
Understands various elements that recur across media (e.g., common features in print and broadcast advertising; layout of magazines and newspapers, including headlines, photographs, regular columns, feature articles and editorials).	1-30	1-30	1-10, 12-30

Understands aspects of media production and distribution (e.g., different steps and choices involved in planning and producing various media; various professionals who produce media, such as news writers, photographers, camera operators, film directors, graphic artists, political cartoonists).	1, 3-30	1-2, 4-30	1-30
Understands ways in which image-makers carefully construct meaning (e.g., idea and word choice by authors; images created by photographers; television programs created by groups of people; photos or cutlines chosen in newspapers).	1, 3-30	1-2, 4-8, 10-30	1-30
Understands influences on construction of media messages and images (e.g., historical period or place in which they were made; laws that govern mass media, such as truth in advertising; sociocultural background of target audience; financial factors such as sponsorship; cause-and-effect relationships between mass media coverage and public opinion trends).	1, 3-30	1-2, 4-30	1-30