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The Inclusion of Media Literacy in the English Curriculum

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Abstract

Today, the digital world is ever changing. Teenagers all over the world are hypnotized by their tech-savvy devices. Their free time is spent on their smartwatches, cell phones, computers, or in front of their televisions and video games. When they arrive at school, they are expected to have the devices stored away and not have contact at all during the time they are at school. These students have lost their desire and passion for learning. The students need to have new and engaging ways to learn in the classroom, especially in English. Students have become disinterested in the teacher's traditional ways of teaching literature. Educators need to be aware of this and adapt the 21st century skills of Media Literacy into the English curriculum in order to support success in the digital, modern, world. However, educators lack the knowledge about Media Literacy, where it should be implemented in the English curriculum and how to implement it in the classroom.

Chapter One: Introduction

Problem Statement: English teachers have a major issue in the year 2017: teaching needs to change to meet the 21st century challenges generated by the many forms of media. The curriculum needs to be reestablished with the inclusion of teaching media literacy in English Language Arts.

The issue in the current high school English classroom is the curriculum is not keeping pace with the needs of 21st century students who are encountering multitudes of media every day. In my experience with literature, I am impassioned with the novels and articles that have been presented to me by professors in my college experiences. However, I have never been less enthused and engaged with previous reading materials taught to me by my high school teachers and college professors. Movies and film are becoming more active and engaging. There are blogs, YouTube videos, and methods of communication through technology that are all continuing to grow. The English curriculum is calling for expansion. In order to broaden the curriculum, teachers need to bring in modern ways of teaching regarding technology and media. English teachers have a major issue in the year 2017: teaching needs to change to meet the 21st century challenges generated by the many forms of media. The curriculum needs to be reestablished with the inclusion of teaching media literacy in English Language Arts.

Significance of the Problem:

The most common answer one will receive from students regarding material they are learning about in the classroom will be: "boring." There is an absence of materials that capture the students' interests. Today's students need to become media literate to deal with the various forms of communication resulting from an explosion of 21st century media, something that did

not exist with those from earlier generations. Previous generations of students did not have the challenge of learning how to deal with a vast array of media offered to the youth of today.

Educators are having trouble keeping up to date with media. It seems students are more familiar with the diverse forms of media. It has been a struggle for me to keep up with the teenagers that are in high school, even with my best efforts. If teachers can not manage to become familiarized with different forms of media, how are they going to be able to effectively deliver the lesson? The public education system can't progress without harnessing the vast powers of the Internet. Teachers need to be more mindful with the technological advances, changes, and the emergence of new platforms and tools.

The traditional way of teaching has become out of reach with students. In teaching *Animal Farm* by George Orwell during student teaching, this issue came to the surface. As any English teacher would, I understand that *Animal Farm* is a mix of allegory and symbolism. Bringing about issues of social class, effects of political power and corruption, and is also seen as a satire. I get very enthusiastic and passionate about teaching novels. I was animated and eager to observe the students' perspectives and interpretations of the book. Unfortunately, the students did not reciprocate the excitement. The students shared a dislike of the novel in regards to the issues faced in the novel being parallel to the Russian Revolution. Because of the lack of understanding of the Russian Revolution, the students were not connecting the animals to certain characters and not grasping the relationship or symbolism the animals represented. I started to think if there was a different way to present the material to them in a way that would be encouraging and insightful. I considered if there were ways to make this application of control and the issue of races and classes apply to their own lives. I found that propaganda, political power, and corruption are still relatable to today's affairs and global issues. When I began to

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grasp the feeling of discouragement, that many of my students were experiencing, I realized it had to change. It was my role to take this on and present this material in an alternative way for them to understand.

A mixture of traditional texts and media would bring a multi-media approach to teaching the literary concepts and the historical perspective needed to understand and appreciate *Animal Farm.* The ELA curriculum needs to be updated and expanded to fit into the radical, technological world that includes more modern ways of teaching traditional texts and include the teaching of media literacy.

Purpose:

I feel my teaching preparation program came up short on providing me with a teaching experience in a variety of classrooms; my experience was limited to my student teaching. I have not gone through the process and stress of designing my own creative lesson plans and modifying lesson plans based on the knowledge, needs and learning profiles of a group of students that having your own classroom could provide. But, due to my passion for teaching and what I have learned through my experiences, in a more comprehensive definition of literature, and my personal philosophy of teaching, I wanted to explore this topic of including media literacy into the English curriculum and produce something of value for my own realities of having a classroom in the future.

My personal experience, having enrolled in a variety of non-traditional English courses such as The Bible and Young Adult Literature, has shown me that there are many ways to analyze texts and to base them on the age of students in the classroom. What I came across throughout my student teaching experience while teaching a unit on *Animal Farm* was something

that could change, impact, and expand the English curriculum: media literacy. Incorporating the teaching of media as part of *Animal Farm* can help teach media literacy. Media literacy deals with targeting different groups of people as audience members, values, different points of views, techniques, and how certain messages are constructed. It explores alternative and informational texts and is a format that allows for audio and visuals. The variety of media provides the opportunities to teach a subject and to teach media literacy. This could be familiar to anyone who has ever watched YouTube videos, saw ads on a billboard or commercial, or even films and movies. They deal with the same issues or themes, characters, and events that a traditional text deals with. A conceptual media literacy lesson or unit could deal with issues of power, injustice, and responsibility. A lesson on propaganda as a part of the unit on *Animal Farm* could include the art of persuasion in World War II posters, exploring satire in certain aspects of media such as on commercials or billboards and examining rhetorical strategies on propaganda techniques. These all offer higher level questioning, offer discussions or debates between the students, movement, and hands-on activities, or projects that connect what they are working on with the world around them. Novels such as *Animal Farm* are complex novels that explore real-world issues such as psychological manipulation, totalitarian control, physical control, control of information and history, technology or language as a mind control. When offered through a traditional text, students are not grasping the full learning potential. When having a different view, and ways they can relate to these themes on a personal level, students will be better able to understand the information at hand.

Media literacy, in this case, can be added to the English curriculum in various ways. The teacher does not have to teach an entire unit on media literacy but can teach media literacy as part of a unit. It can be combined with short stories, poetry, novels, or research. Teaching media

literacy can offer understanding and comprehension of certain ELA concepts, social studies concepts, and health concepts. The purpose of this project is to show a variety of ways to teach media literacy as part of a unit or a bridge for integrated studies. The unit I am going to design will demonstrate how media literacy can be an integral part of any topic in ELA.

Rationale:

The explosion of modern forms of media presents both challenges as well as opportunities. This means in schools we need to be teaching media literacy as part of the English language arts curriculum. It needs to be included and implemented in units of study. Students are no longer limited to the walls of a classroom. The world has become available to students even if they do not have the luxury of owning their own computer. Students need to be able to distinguish fake news from real and know the safety and precautions when exploring different social media outlets. It is important for these teenagers to understand the messages behind the content because a massive amount of information is taken from news sources and social media. The students need materials with depth, complexity, and vibrancy. They require materials that are engaging to the eye and make the format fun and interesting. It is essential to connect media literacy to students' lives and to the literature that is being read in the classrooms. An example of this is a unit on *Animal Farm* with a conceptual lesson on media literacy. The students are not going to comprehend the background of the novel and ties to the Russian Revolution until they understand the art of persuasion through rhetoric and language. The goal is to build a relationship between media literacy and the students. It is important to show them the relationship between media literacy to traditional forms of literature. The students are going to understand the media around them and how there are underlying messages through media to persuade others. They will

be able to recognize the relationship between media literacy and the text by also using media that they are surrounded by every day on commercials, ads, and billboards. This is a project about teaching students media literacy and providing a variety of ways to teach it.

Definition of Terms:

Media Literacy- a 21st century approach to education. It provides a framework to access, analyze, evaluate, create and participate with messages in a variety of forms- from print to video to the Internet. Media Literacy builds an understanding of the role of media in society as well as essential skills of inquiry and self-expression necessary for citizens of a democracy.

Digital- viewed electronically

Text- a book, movie, magazine, newspaper, and advertisement.

Chapter Two: Literature Review

Th*e Role of Including Media Literacy in The English Curriculum*

   The issue of including Media Literacy in the English classroom does not question if, but why and how? There are three main areas that are important to touch on when examining media literacy in the English classroom: first, what is media literacy; second, what is said about the current state of media literacy and its expansion in the 21st century'; and third, where and how media literacy fits into the English curriculum. These topics are essential to understanding media literacy and its importance in the English classroom and curriculum. In deciding to take on this topic, I was intrigued to find that many teachers are not taking strides to include media literacy in the classroom. In order to use Media Literacy as a tool, there needs to be a relationship between the community and the classroom. Students will be able to grasp similarities and differences to what they see within the media to what they are learning throughout the study of English literature. The issue remains not if it should be into the curriculum, but how to integrate it into the curriculum and where exactly it belongs. With that being said, it has not quite found its place in the English Language Arts classroom or curriculum. The teachers that have implemented media literacy into the English classroom and have had first-hand accounts of success and implementation are very valuable resources. I have decided to utilize their practices when creating this narrative.

What is Media Literacy?

   It would be beneficial to discuss media literacy as something of a literary merit. The need to include media literacy education is confusing and dismissed for both parents and teachers. One question seems to arise when discussing media literacy: "What is media literacy? Is it a

social media platform?" People cannot seem to shake the connection that media literacy is a form of social media. "Alberta Education defines literacy as *the ability, confidence and willingness to engage with language to acquire, construct and communicate meaning in all aspects of daily living"* (Literacy and Numeracy). Media literacy includes a wider range of reading and writing using a specific set of skills. "Within the domain of media education, the accepted definition of media literacy is the ability to access, analyze, evaluate, and produce media in a variety of forms" (Johnson 2). In order to understand the presentation of the media and its effect, we must understand the workings of the media. Media literacy is more than simply reading the media; it is the understanding of how to use specific skills to produce media. In order to expand the definition of literacy to include media, a variety of genres need to be included. "To create a classroom that encourages multiple literacies, Van Sluys (2005) suggests that we should include texts that: a) reflect linguistic and cultural diversity; b) represent a variety of genres, purposes, and authorial perspectives; and c) move beyond words and encourage many ways of knowing" (Lee 261). This is going to encourage more active participation from the students. It is just as essential as analyzing a play or novel as it is to analyze a billboard or commercial. TV commercials and newspaper ads should take on the same level of importance as analyzing the aesthetics in poems or short stories. However, some critics have a different viewpoint. It is put in the same negative heap of not deserving to be in the classroom.

> The primary concern of media literacy educators is not the transmission of information; though certainly there is a world of information worth sharing. Instead, the goal is to offer students practice in becoming critical readers of the world around them- of the ads on buses and in magazines; of the movies that they swarm to on weekends and that fill the shelves of their DVD libraries; of the music videos that play nonstop on their

televisions; of the advise of talk show hosts and gurus; of the newscasts and newspapers

sponsored and routinely censored by a handful of corporate giants (Hinchey 269).

This anecdote holds back media literacy as something ill fit for the English curriculum and the

classroom that have never given media literacy a concrete look at what it could teach students

about critical thinking and messages that are upon them every day. Mass media is already

educational.

Those who argue for media literacy in every curriculum insist that educators need to be

proactive in encouraging students to be more thoughtful about their media environment

and that educators need to understand that teaching media literacy means teaching critical

thinking and critical questioning- which is, after all, most often and in the best of

classrooms, central to any educational effort (Hinchey 269).

Hinchey provides an example of a teacher, Robin Kramer utilizing media literacy in the

classroom curricula. Robin Kramer describes her creative response to a plague of brand-name

clothing among students in her high school classroom. "Her lessons provide information and

pose thought-provoking questions about the concept of branding- advertisers efforts to make a

brand name synonymous with particular values and lifestyle preferences, selling consumers a

specific worldview along with their products" (270). Media literacy deserves the chance to

provide educators with a piece of curriculum that is interesting and engaging to the students

while providing a productive learning path.

The reading quality of media literacy stands in the curriculum as aiming students to

understand. Students can read and write about media that they witness in society, but that does

not necessarily convey that they comprehend the information. Hobbs writes, "In English

education, teachers aim to help students understand the process by which authors convey

meaning about the experience" (46). Hobbs continues and quotes Scholes, stating, "the point is to help them understanding mediation (the pouring of raw data through the sieve of any particular media) as a textual process that requires interpretation" (46). We are able to sense that media literacy in its literacy format is about analyzing, interpreting, and evaluating print, visual, audio, interactive, and digital texts. "The concept of literacy is being broadened to include multimedia forms of expression and communication" (Hobbs 47).

The Current State of Media Literacy and its Expansion in the 21ˢᵗ Century:

Secondly, I am going to mention a brief overview of media literacy then, and now. The merging of media and technology is changing the way we learn about the world and challenging the foundations of education. Children, youth, and adults need to learn and have the ability and skill sets to interpret and grapple with powerful images in a media culture.

> Since the beginning of recorded history, the concept of 'literacy' meant having the skill to interpret 'squiggles' on a piece of paper as letters which, when put together, formed words that conveyed meaning. Today, information about the world around us comes to us not only by words on a piece of paper but more and more through the powerful images and sounds of our multi-media culture (Thoman and Jolls 1).

These media images are coming from websites, movies, talk radio, magazines, email, video games, music, cell phones (text messages), social media applications, billboards, and more. In order to be successful in the 21ˢᵗ-century work and living environment, the challenge remains to know more than core subjects, how to use their knowledge and skills, applying knowledge to new situations and analyzing information as well as communicating, collaborating, and making

decisions independently. Today, it must have a greater understanding as a new kind of "literacy". It is a new way to teach, and a new way to learn.

In this kind of world, it is not about a specific media message and the content. It revolves around analyzing new information as it is received, evaluating it against one's knowledge and forming a response to it. A great deal of learning comes through media and technology. Take video games for example. Nowadays, video games are showing our children to be diligent at rapid problem solving, have a strong sense of competence, be comfortable taking measured risks, multitask well, and to think 'outside of the box'. Video games have a great deal to teach about how literacy and learning are changing throughout the world. Media literacy ensures and reinforces 21st-century learning skills. "Media literacy education expands the concept of 'text' to include not just written texts but any message form-verbal, aural, or visual- that is used to create and then pass ideas back an forth between human beings" (Thoman and Jolls 5). It allows for taking apart a message that already exists and write or discuss opinions and ideas with multi-media tools available to people growing up in a digital world.

This idea of expansion is that, ideally, there is more out there in the multi-media world than what just books offer to a curriculum. Material that is current, relevant and immediate to students' interests is essential. This includes media literacy. The teacher needs to stay current. It is important for the teacher to fight for material for the students and in order to do so, needs to stay current. It is this focus that led me to the research on media literacy in the first place. There is this idea that media literacy can teach students who learn in different ways such as visually, rather than what a traditional novel or text offers. It's vital that students learn in other ways besides a traditional text. Schwartz states, "the idea that traditional reading and writing, while essential, no longer suffice for today's students" (111). In the 21st century, it is important to go

above and beyond the traditional ways of reading and writing. Students need to have experience reading films, TV shows, magazines, and websites. While communicating needs have increased and are continuing to increase from person to person, is the teacher's responsibility to address these new technological advances. "Americans use video games, radios, CD players, cell phones, subscribe to newspapers and magazines, rent videos and attend movies. The mass media especially in the past century, have expanded notions of literacy and the way people learn" (Schwarz 112). The media influences how we talk, what we buy, for whom we vote, how we perceive others, and why we behave as we do. It is time to recognize the importance of critical thinking of media to become self-aware. Schwartz states, "just as traditional literacy has empowered people economically, politically, and culturally, media literacy can further empower today's American students" (Schwarz 112). As students, media literacy has the power to control thoughts, decisions and emotions. It is crucial for the students to understand that they have the power to make their own choices and ask questions based on what they see or read.

How does media literacy constitute a "text"? Media literacy expands on the term text in various ways:

Print texts are merely one form in a spectrum of multimedia texts literacy skills involve speaking, and listening; and understanding expands to include symbol systems in audio, visual, and interactive media. Likewise, in conjunction with critically reading both print and non-print texts, being able to communicate in a variety of modes and mediums- by creating blogs, podcasts, and videos, for example, is an essential component of 21st-century literacies (Moore and Redmond 11).

There needs to be a balance of students' popular culture and interests that are directly connected to the curriculum. The students are likely to participate in analysis and evaluation.

There are two definitive areas that need to be addressed in schools. First, the material and curriculum need to be of value to the student. If the student does not feel there is any value in what he or she is learning, they will not find it valuable or meaningful; thus will not learn from it. Schools and teachers need to offer more in the way of interesting, engaging and enticing material that is relevant to students today. Scharrer argues, "One perspective, a cultural studies approach, places great emphasis on students' own, often pleasurable, experiences with media" (355). If participation in media literacy curricula allows individuals to learn something new or something more about media messages, practices, processes, institutions, or influence, it shows important cognitive development. Media literacy is a crucial component for this. Second, traditional textbook learning may not be enough to meet the needs of all learners. Visual and kinesthetic learners may need more of a visual way to learn how to access, analyze, evaluate, create and communicate. Media literacy in the English curriculum engages all texts in the media environment. "Media literacy can help foster critical thinking and discussion of media-related issues, including how media messages are created, marketed and distributed as well as their potential influence (or how they are received)" (Scharrer 355). Media literacy provides a visual literacy that is predominant in today's society that cannot be learned through traditional text.

Where and how Media Literacy fits into the English Curriculum:

Lastly, I'd like to touch on how teachers are actually utilizing media literacy in the English curriculum. I have answered the question of why the curriculum should be expanded and should be a part of the literary spectrum. The most intriguing is the "how" to teach media literacy and include it into the English curriculum, which some teachers are still struggling to comprehend. How can media literacy become a part of the curriculum and how does it work in a

classroom? I have researched multiple educators that have put the idea of media literacy into practice in the classrooms and I will explore these ideas.

Guofang Wan and Dianne Gut discuss various ways to integrate media literacy into the English curriculum. "Aligning with the state standards in English Language Arts, media literacy may be integrated into teaching techniques of persuasion or practiced while dissecting the language of film. It can be incorporated into citizenship rights and responsibilities when teaching students to acquire, interpret and analyze information regarding national issues" (180). There is this idea of comparing and contrasting using a traditional paperback novel and comparing it to the film. Teaching techniques of persuasion can be dissected when teaching George Orwell's *Animal Farm* or *1984*. Wan and Gut continue, "And finally, in grades 5-8, visual arts students can create artwork (e.g., a satirical drawing, political cartoon, or advertising campaign) that expresses personal comment about a social environmental, or political issue" (180). A visual representation could assist the students who are visual learners and understand the unit of media literacy while remaining true to the literary conventions. This can be used to help struggling students learn in a different format. In discussing how media literacy education begins, Wan and Gut discuss Thoman's three stages. These three stages consist of making wise choices and managing time spent on media, developing specific skills of critical viewing and surfing, and lastly, posing questions like who produces the media, and for what purposes, to teach children to explore deeper issues of media making (182-283). The basis of this anecdote is that children need to learn to question images and pictures that they encounter.

Given the above three phases of how media literacy begins to be taught, how does a teacher fit media literacy into the curriculum or classroom? Where does it belong? A library media specialist, Lora Lee Cowell and a secondary English teacher, Jen Curwood, worked

together to integrate new literacies in the English curriculum. With Lora's knowledge of digital media, technology instruction, and multi-literacies and Jen's knowledge of poetry, literary devices, and literary analysis, together they were able to offer students a comprehensive curriculum that featured traditional forms of literature as well as digital media and new literary practices (Cowell and Curwood 111). This pushed media literacy into the desired place in the classroom: a theoretical framework. This idea of combining traditional texts with new digital modalities is a powerful idea. This will teach kids that although there is a difference, they are equal of value to be learned from. Using digital forms of text in a unit gives the material richness and worth, that would show students that alternative forms of literature could be just as good as traditional forms of literature. "Traditionally, poetry has been taught through two modes: written and oral language. By infusing new literacy practices into the poetry curriculum, students are able to experience poetry in multiple modalities. Classic literary devices, such as mood or imagery, can come alive through sound effects, visual images, and dynamic transitions" (Cowell and Curwood 112). In order for Cowell and Curwood to integrate this idea of creating presentations using digital tools to infuse additional meaning into their previously constructed poetry, they referred to the new project as "iPoetry" in reference to the iMovie software that their students used to complete their work (113). This idea was meant for the students to visualize their poetry and transfer their ideas from paper to digital format. "From gathering digital elements, to correctly creating project files, inserting images, embedding text and transitions, adding audio, and establishing timing, students were led through the technical aspects of creating digital poetry" (Cowell and Curwood 113). These educators offer a differentiated way of integrating media literacy into the curriculum of English language arts. They were able to utilize

prior knowledge and create poetry both a traditional way and a new digital way involving a new type of literacy: media.

Elizabeth Thoman also has some suggestions for delving into the curriculum with media literacy. She gives ideas in regards to television, or gender studies. Thoman suggests, "Thematic Curriculum Units such as violence on television, gender issues in the media, advertising and the consumer culture, and the role of propaganda in the Gulf war. Exploring media genres is still another approach. In the past decades, classic and contemporary film has been a natural way for English teachers to put their toe in media literacy's waters" (36-37). In this broad appeal Thoman explores different ways to integrate media literacy into the classroom, she argues that instead of exploring film as a literary text with plot, character, or dialogue, it should be taught as a visual experience that it is (Thoman 37). The value of studying the visual format with others is thematically the ideal way to intrigue students about media literacy. When they are able to see the connections between alternative texts and traditional texts they have already read, they are able to create a complete image of literacy. Frank Baker also had the idea of exploring film. He created a film study for his students. Utilizing student interest and recognizing that students are avid film fans who spend many hours taking in motion picture films, he decided to adopt this idea into his curriculum. He created a website that had a film study guide to the classic 1963 *To Kill a Mockingbird*.

> I am utilizing the film on DVD, which allows the teacher to seamlessly move from one scene to another, or to pause in order to study the composition of a frame. The novel and film are rope for exploring symbolism…by simply using the opening credits from the film we can ask students to choose one of the objects and to write an essay to include a description of the scene in which the symbol is found and what it represents (Baker 15).

Baker utilizes literary elements such as symbolism and integrates it using media literacy. It is a very authentic way to teach media literacy in the classroom. Baker also suggests having students write a movie review, or create an advertisement. Both involve reading and writing, studying the techniques of persuasion. It is a way to get students excited about what is to come in the classroom revolving media literacy. Asking students to create a project puts them much closer to the top of understanding media literacy than the standard traditional way of evaluating a student through an essay or test.

Along with Baker's insight to integrate media literacy into the English classroom, Donna Lund offers great examples as well.

> Students with access to camcorders have enjoyed creating and producing their own modernized versions of assigned readings, acting out Macbeth in someone's basement or videotaping the murder of Caesar with ketchup for blood and white sheets as togas. Some schools are building television studios or at least purchasing video cameras for educational uses, English teachers can be involved in teaching video production processes as well as products (78).

Acting out a scene is helping those who might not learn from a traditional textbook. It gets the body moving and assists the bodily-kinesthetic learners by putting themselves in place of the character. "The students utilize a storyboard, a graphic organizer that aligns words of the script and/or sound effects with a simple drawing of what each scene will encompass. The storyboard is a great way of making things visible and could also be used in a regular English class to help students plot the flow of the story or essay they may be writing or reading" (Lund 79). This provides the students with experience in using the same device as a writer would: demonstrating characters, developing the setting and mood, and using music and sound to enhance the effects.

If a script is involved, this is the writing portion of the project. The students are able to keep logs of activities that worked or did not work, the regulations of video producing, and could work on themselves as writers or producers. They are going to learn to carry out tasks and work as a group. This type of project offers a wide range of motivation and engagement in the classroom.

Marion Mayer writes about different ways that media literacy was adapted into the English curriculum in the state of Florida. This is a language arts class that provides an interdisciplinary media literacy education to secondary students by combining state standards in English language arts, theatre, visual arts, and music. Mayer's goal is to develop a process for recognizing the parallels that exist between print and multimodal texts. The students were to recognize societal differences vital to the study of literature. Mayer utilized movie trailers to demonstrate how easy it is to become aware of instances of societal traits that have changed and those that have remained the same. "When the screenings end, students list differences other than (the obvious) black and white versus color…class discussions suggested possible rationales for those differences and whether or not ones era's audience was "better" than another" (Garland and Mayer 209). Mayer showed three different versions of *King Kong*- 1933, 1976, and 2005. After airing the trailers, they would validate the differences or similarities. The students looked at the heroines and discussed female strengths or weaknesses. They reflected what audiences consisted of "realism" (Garland and Mayer 209). This could also be a form of literature. Students are able to study the differences of literary text to a film in the study of media literacy.

In addition with how to bring media literacy into the English curriculum in the classrooms, there is a warning for teachers that are doing so. The challenge remains that there is a gap between traditional teaching with all various students listening, reading, speaking and writing skills and communicative teaching in the digital world. "In order to meet the challenge,

teachers should have a well-planned balanced curriculum motivating students by meaningful and relevant activities" (Dvorghets and Shaturnaya 193). Teachers need to be aware that not all students have the same vocabulary, reading, writing, or communication skills. "Students may face difficulties in their efforts to discuss mass media because they have mastered neither the vocabulary nor proper speaking skills" (Dvorghets and Shaturnaya 193). The integration of media literacy needs to have scaffolding to support these students so they are able to access, analyze, and evaluate a variety of media.

Within this project, I have discussed how to implement media literacy into the English curriculum and how students will think and read critically, but I have not put much emphasis where writing fits in with media literacy. With media literacy, small writing assignments could be advantageous. Peter Elbow suggests, "process writing" or "movies of the mind". These are two strategies that are useful when teaching media literacy to the students. *Movies of the Mind* is valuable when having the students view a media event. Process writing are used more of when describing how someone felt in relation to experiencing a movie. Elbow states, "We will often ask students to do some quick process writing about the sequence of thoughts and feelings they had while watching an MEF clip. This is an ideal activity before having a discussion" (32). The discussion afterward, prompts students to share out and receive a somewhat "coaching" method from the teacher on what could be improved or how it could be changed in any way. Elbow suggests another writing assignment: "Media Journals" (34). Media journals are when he asks his students to make a couple of entries every week about the encounters they experience with the media and popular culture. This could trigger any connections or reactions that they immediately had following the encounter. This could be an interesting way to get to know the students on a personal level and learn more about what kind of media speaks to them, their values or culture.

Lastly, students can create an advertisement or script. This could be the most powerful way to study genre: by creating their own. Peter Elbow states, "This could open the door to parody and humor; which could unleash their creative instincts and teach a great deal. Such assignments bring out verbal and creative skills in many students who do not shine at standard academic work" (36). These are all ways that students could receive authentic practice in media literacy, but also staying on top of trends and 21st century learning and teaching. Students are allowed to explore their own world outside of school premises and also utilize that as a guide to how they learn.

In order to use Media Literacy as a tool, there needs to be a relationship between the community and the classroom. Students will be able to grasp similarities and differences to what they see within the media to what they are learning throughout the study of English literature. "Through media literacy education, students learn to ask important questions about all media texts- questions about authorship, purpose, point of view, and key omissions that are all part of the media creation process. By better understanding the media that surrounds them and making media of their own, students simultaneously develop important critical thinking skills that are essential to communication in the 21st-century" (Moore and Bonilla 6). The students will learn to read and write using digital media. Media literacy has expanded language, literacy, and the way that individuals learn. This is a part of the English curriculum that is relevant to all learners.

Chapter Three: Application

Solution to Developing Media Literacy Instruction into the English Curriculum:

Lesson #1:

Grade: 10
Subject/ Content Area: English
Unit of Study: Media Literacy
Lesson Title: Introducing Media Literacy
This lesson draws from media literacy examples found online at:
https://sites.google.com/site/mrshansonskelvinclassroom/Home/grade-9-media-literacy/unit-1-intro-to-media-literacy

https://www.americanpressinstitute.org/wp-content/uploads/2013/10/Introductory-News-Literacy-curriculum.pdf

https://www.americanpressinstitute.org/wp-content/uploads/2013/09/highfiveunitA.pdf

Elbow, Peter. *Teaching Writing, Teaching Media*. Media Education Foundation,
www.mediaed.org/discussion-guides/Writing-with-Peter-Elbow-Discussion-Guide.pdf.

Central Focus:
To begin to introduce media literacy to the students, it is important that they know the key concepts of media literacy and recognize the role of media literacy around them. For this lesson, students are going to be starting off with a survey about media in their own lives and experiences. They are going to focus on print advertisements and TV commercials. Students are going to be exploring the influences that advertisements have on a person (this will also be explored more throughout other lessons). It is essential that students begin to learn the basics of media literacy: deconstructing and creative techniques used in print advertisements as well as electronic advertisements. "We have to 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" (Elbow, 27). All these skills are essential. In this unit, the emphasis is on accessing, analyzing and evaluating media, and production of their own media. In this lesson, students will be analyzing the 5 media principles at a deeper level.

Content Standards:
CCSS.ELA.Literacy.RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.⌷

CCSS.ELA.Literacy.RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA.Literacy.RL.9-10.11: Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.

CCSS.ELA.Literacy.WS.9-10.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CCSS.ELA.Literacy.SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CCSS.ELA.Literacy.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Learning Objectives:
Students will:
1. Define media literacy
2. Examine and describe the five principles of media
3. Identify an example of each principle
4. Use the method of deconstructing on print and electronic media messages based on the 5 principles.

Instructional Strategies and Learning Tasks:
1. Students will come into the room to the warm-up which asks them a series of questions relating to their own experiences with media in the form of a survey. (Attachment #1)
2. Students will then be asked what websites such as Amazon, Google, eBay, and Craigslist are used for. I am going to ask them to brainstorm at least 3 reasons with a partner sitting next to them. (Think, Pair, Share)
3. After about 6 minutes, we will discuss the different types of media that people their age are exposed to every day. I will then ask students to give specific examples and record the answers on the board. Students will most likely share: face-book, Snap-chat, Instagram, Magazines, etc.
4. I will explain that it is so important to understand the media messages and what they are trying to persuade consumers, how, and why. It is essential for them to make smarter choices when encountering these everyday messages.
5. The *Five Media Principles* will then be shared with students. (Attachment #2)
6. I will briefly discuss each principle with the class. As we go through discussing the principles, I will encourage students to share out some examples of each and record them on their paper to have it to refer back to for future purposes. If they are having trouble or

hesitating, I will model for the students and ask higher-level questions to provide some thinking of examples.

7. I will then ask students to share out how they personally understand each principle. What does it mean to them? Why? The purpose of this is to allow them to analyze messages, and also to create their own.

8. I will show a video clip of a commercial advertisement. (Attachment #3). Students should complete the Deconstructing Media activity. (Attachment #4). During this time, students will share out their answers and also be editing their papers with new ideas as other peers share out loud.

9. Students will be working in small groups of 5. There will be 5 groups of 5. I will have students count off by 1's. Each student will be paired with their similar number. (Example: all 1's will be together). They will be assigned a specific ad. When finished, I will then re-shuffle the groups. The groups will have 1 person from every other group with them. This purpose is to ensure that the students get all of the information needed to fill out the graphic organizer completely and to encourage communication and sharing between groups.
   a. Magazine ad (Attachment #5)
   b. Newspaper ad (Attachment #6)
   c. Photograph (Attachment #7)
   d. Internet ad (Attachment #8)
   e. Brochure (Attachment #9)

10. As students are sharing out, I will be doing a formal assessment. I will be assessing the students using a rubric. (Attachment #10)

11. Students will complete a closure activity (Attachment #11)

Types of Student Assessments:
- Performance assessment will be taken as a formative assessment to see where the students stand in terms of knowing the 5 concepts of media literacy.
- Closure activity will be taken as a formal assessment on what and how much the students learned in terms of the 5 media principles and what/how they are represented in the media.

Attachment #1: Media Profile Survey (Warm-up) (Students will not have to provide their names- as this is an anonymous survey).

Directions: Please answer the following questions in complete sentences.

1. How much time do you spend on any type of media daily?

2. Do you think this is this too much time? Too little? Why? Explain.

3. If you had to choose only one type of media to have access to, what would it be and why? (TV, movies, magazines, video games, internet, email etc),

4. Think about your favorite TV show. Why exactly is it your favorite?

5. Please tell me:
   your favorite movie:

   your favorite band/singer OR song:

   your favorite place to shop online:

   your favorite cartoon show:

6. If any celebrity or professional athlete got to spend the day with you, who would it be? Why? What exactly do you admire about this person?

7. a) How much time do you spend on a computer?

   b) Why are you most likely on the computer? (For example: school assignment, shopping, email, Facebook, Internet games, etc)?

   c) Write your feelings about how your life would be if you did not have access to a computer.

8. How does the media influence you? (Positively, negatively, or it doesn't) Explain.

Attachment #2:
("Media Literacy and Newspapers" 9-12)

Media Literacy and 5 Media Principles

Media Literacy: the ability to access, analyze, evaluate and create media in a variety of forms; provides a framework to access, analyze, evaluate, create and participate with messages in a variety of forms — from print to video to the Internet. Media literacy builds an understanding of the role of media in society as well as essential skills of inquiry and self-expression necessary for citizens of a democracy.

Principle #1: 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, for example, 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.

Principle #2: 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 news media 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.

Principle #3: 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 non-print 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 you see an ad that attacks a political candidate, you should recognize that its language has been crafted to make that candidate look bad and that, although perhaps 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. You must be able to identify and understand the many layers of purpose in media messages.

A 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 news reports 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. News elements, such as photos, photo illustrations and artistically designed section fronts, serve aesthetic purposes.

Principle #4: Different people interpret the same message differently.

Teenagers are trying to determine their identities and their place in the world. Acceptance by your 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. You are used to being able to construct meaning based on past experiences, prior knowledge, culture and value system. You 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 each other understand how they can learn from the experiences of others.

People interpret news 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.

Principle #5: Messages have their own language, forms and symbol systems

You 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. It is important to 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 you separate the informational content of a message from the emotional content of the message. Many different genres and text structures are found in news. Most 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.

Attachment #3:

https://youtu.be/J6-8DQALGt4

Attachment #4:
("Media Literacy and Newspapers" 39)

Name: _____

DECONSTRUCTING MEDIA

Directions: Use the five media principles to analyze several media messages.

Message	Who constructed it?	What kind of reality does it show?	What is its purpose?	What is your reaction?	What are its elements?
Whole Class: video of television commercial					
Group 1: magazine ad					
Group 2: Newspaper ad					
Group 3: photograph from a magazine or newspaper					

Group 4: Hard copy of an internet ad					
Group 5: Informational brochure for a tourist					

Attachment #5:
Just Do It. Nike, www.pinterest.com/pin/594475219534478353/?lp=true

Attachment #6:
Advertisement for Carson Nissan, 5000 Cash Back, No Payment for 90 Days." *72 Advertising*,
     Paul Thompson, www.72advertising.com/newspaper-ads.html

Attachment #7:
Shumilova, Elena. "Little Girl Petting a Big Dog on Its Nose." *Mother Photographs Her Kids and Animals In Beautiful Russian Countryside*, Bored Panda, www.demilked.com/animal-children-photography-elena-shumilova/

Attachment #8:

Netflix Pop up Ad. www.google.com/search?q=netflix pop up
     ad&source=lnms&tbm=isch&sa=X&ved=0ahUKEwiwitC1r9PbAhWDxFkKHU5tDsUQ
     _AUICigB&biw=1280&bih=671#imgrc=i8VkUb9evHDtuM

Attachment #9:
Travel Brochure Examplar." *SlideShare*, 30 Oct. 2011, www.slideshare.net/krobinson-ucn/travel-brochure-examplar

Riviera Maya

La Riviera Maya, is located in the north-east cost of the Yucatan Peninsula in the state of Quintana Roo, México. All year round you can expect sun and warm weather with an average temperature high of 30°C or 86 °F. the highest temperatures are registered on May and September when temperatures can reach 32°C, 90 °F.. There are also two rainy seasons during October to January and April to July; however they can be a great refresher during the heat of the day.

At the center of the Riviera Maya, you will discover the small town of Playa del Carmen. The once sleepy village is vibrant and offers plenty to see and do, including miles of sandy, palm lined beaches. Playa also boasts fine dining, great nightlife and shopping.

Here you will find a host of over 250 resorts and hotels to suit every taste and budget, allowing you to enjoy marvellous beaches by day and great nightlife in the evening.

See and Do

The Riviera Maya is an outdoor playground for adventure lovers! There is plenty to see and do for all ages and travellers.

Activities Include:
- Snorkelling
- Deep sea fishing
- Swim with dolphins
- Visiting local ruins
- Zip-lining
- ATV adventures
- Golfing

The low tropical jungle of Riviera Maya and many natural cenotes, combined with breathtaking Caribbean coastline, make the Riviera Maya the perfect place to explore, discover and relax.

In addition to endless activities available to do, several tours and excursions provide travellers with once in a lifetime experience and a memorable vacation.

ENJOY THE EXPERIENCES

Top Tours

Authentic eco-adventures await you in Riviera Maya! Known as the gateway to the Mayan world, this region offers amazing excursions, making it the top tourist destination in Mexico!

XCARET Ecological Theme Park
Swim in underground rivers, or with dolphins, watch the "Mexico Spectacular" Show, see flora & fauna; A place where exhibitions, nature and culture come together. Visit: www.xcaret.com

Chichen Itza Tour
One of the new 7 Wonders of the World and the UNESCO World Heritage Site, Chichen Itza is the most famous & frequently visited archaeological Mayan site in the Riviera. Visit: http://www.chichenitza-tour.com/

Xel-Ha Ecological Park
Xel-Ha is home to the most beautiful natural aquarium in the world and is playground for nature lovers. Explore mangroves, snorkel or swim in the natural cenotes. Xel-Ha is a natural wonder of Mexico. Visit: www.xelha.com

Coba Tour
Coba is a Mayan site located in the jungle. Walk among the archaeological temples and discover the ancient Mayan civilizations.
Visit: http://mayasites.com/coba.html

Attachment #10:
(Media Literacy and Newspapers" 45)

Student Assessment Rubric:

• 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.			

Attachment #12:

Name: _____

Date: _____

Closure Activity

Directions: Please answer the question in complete sentences.

1. What is one thing you learned about media?

2. Provide an example of messages being a 'representation of reality'.

Lesson #2:

Grade: 10
Subject/ Content Area: English
Unit of Study: Animal Farm
Lesson Title: Propaganda

Central Focus:
The central focus of this learning segment is for the students to understand that language can be manipulated as a sense of control through multiple media approaches. They will demonstrate their knowledge by studying propaganda in different advertisements and commercials. They will be able to apply their knowledge to create their own advertisement using one of the propaganda techniques we are focusing on. This is demonstrating a deeper understanding of media literacy by including daily exposure to advertisements that they witness and see everyday around the community or on television. This lesson is going to supply students with the knowledge to become media literate. It is essential for students to build their comprehension skills through

reading, writing and interpreting through various aspects of media and multiple texts. Students will also be able to understand how media, through language, shapes the publics' opinion through language. In learning media literacy, students will evaluate propaganda materials created by advertisement agencies in order to ascertain the effectiveness of the intended message.

Content Standards:
CCSS.ELA-Literacy.RL.9-10.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.RL.9-10.2
Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CCSS.ELA-Literacy.RL.9-10.3
Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CCSS.ELA-Literacy.RI.9-10.4
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
CCSS.ELA-Literacy.RI.9-10.6
Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
CCSS.ELA-Literacy.L.9-10.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCSS.ELA.Literacy.SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CCSS.ELA.Literacy.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Learning Objectives:
- Demonstrate understanding of key terms: media, propaganda, persuasion, rhetoric.
- Build their reading comprehension and textual analysis skills through reading, discussing, and interpreting
- Increase their understanding of how the mass media works as a tool for shaping public opinion
- Analyze propaganda in terms of its rhetorical components (e.g. ethos, pathos, and logos)

-Students will be able to analyze and identify how Propaganda is used in today's society and be able to list some examples.
-Students will be able to analyze and identify how propaganda is used in the novel Animal Farm.
-Students will be able to relate the novel back to real-life examples.

Instructional Resources and Materials:
-Writing Prompt (handout)
-Cornell Notes (handout)
-Piece of paper
-Pen/Pencil
-Novel (Animal Farm)
-Advertisements (multi-media/magazine ads)
-Advertisement worksheet (handout)
-Create your own (handout)

Instructional Strategies and Learning Tasks:

1. The students then are going to be looking at the Animal Farm: Graphic Organizer Tool. (Day 1)

2. We are going to go over the directions, the graphic organizer (going through and labeling how many body paragraphs there are going to be) including the prompt or task. I tell them this is not even going to be started until next Monday but in case they have to catch up on reading, they should get to it because now they know where they are headed. (Day 1)

3. I then ask them to look at their Cornell Notes worksheet. (Day 1)

4. The students are going to watch the propaganda PowerPoint that I created. (Day 1)

5. As we go through the power point, we are reviewing pathos, logos and ethos. (Day 1)

6. We discuss that rhetoric language (Logos) could change the way someone feels (Pathos), and that Reputation (Ethos) creates different feelings (Pathos) and could change over time. (Day 1)

7. There are 5 different types of propaganda techniques in this power point that the students are going to be focusing on: 1.Bandwagon, 2. Name Calling, 3. Appeal to fear, 4. Repetition, and 5. Card Stacking. We discuss them, and discuss some examples. (Day 1)

8. Next in the power point are some ads. We went through each picture as a class and the students were able to define which ad went with which propaganda technique. This provided them to see and recognize different propaganda techniques in today's world. (Day 1)

9. The students then did a close read of a short passage on p. 16 as a class of Squealer and his propaganda. As a class we discussed what type of propaganda Squealer was demonstrating and

said why. (Day 1)

10. I explained their homework: A Quick Write of another close read passage in Animal Farm of propaganda on p. 35 at the end of chapter 3. They must include a quote to support the answer of: "How does Squealer demonstrate propaganda on p. 35 at the end of chapter 3? What specific propaganda technique that we discussed in class is Squealer demonstrating? How do you know?" They are to bring this as they enter the door of the next class. (Day 1)

Day 2:
1. Students are going to come in to a "Do Now" on the smart board: to take out Cornell notes, propaganda techniques worksheet, and the graphic organizer (Day 2)

2. The students are going to review Bandwagon, Name Calling, Repetition, Card Stacking, and Appeal to fear and some examples of each. (Day 2)

3. I will be going over the agenda-giving them information on where they are headed for the remainder of the class. (Day 2)

4. I will then give directions: they are to form a group of 3-4 and get together at where there is a paper labeled 1,2,3, 4 and 5. (Day 2)

5. I explain that each number represents a station and contains an advertisement. I tell them that they are going to have 6 minutes to review the advertisement. The advertisement is going to be one of the 5 propaganda techniques that we have been focusing on. Some advertisements might display more than one technique. I explain to the students that this is okay. I tell them to get started. (Day 2)

6. They rotate five times and make it to each of the stations. (Day 2)

7. When completed, we review what all of the articles/ads represent and why. (Day 2)

8. Next, I tell them that they are going to be given the chance to create their own ad manipulating me to do something and I will give an example such as: persuading me to get a twitter account, or to extend your grade, or to not give homework. I will encourage them to be creative. I tell them they could work with a partner but each individual must have their own ad. (Day 2)

9. The requirements of the ad's need to contain any 3 vocabulary words from their word wall, and it needs to be appropriate for school. (Day 2)

10. They have the remainder of the class to work on this and this is due at the end of the period. (Day 2)

Language Function students will develop:
> -Evaluating and interpreting purpose
> -Use of language choice, mood, and tone.

-Comparing ideas between different texts.
-Making sense of vocabulary through pictures.
Language Supports:
-Diction, Syntax.

Type of Students assessments:
-Informal assessments: observing students during our PowerPoint, if they are grasping the idea of propaganda, and the techniques that support it.

-Formal Assessments: I will be grading students on their quick write. They must integrate a quote and transition word in their response as evidence to support their claim.

Attachment #2:
Animal Farm. *Mack's
        Mets*,macksmets.blogspot.com/2017/
        03/reese-kaplan-animal-farm-mets-
        edition.html.

Animal Farm: Graphic Organizer Tool

Directions: This is going to be a FIVE Paragraph essay. Using the central idea "Abuse of Power: Find one character who demonstrates each of the following: 1. Blind loyalty, 2. Apathy and, 3. Manipulation of Language. Then find three quotes that display how the characters demonstrate these three qualities. (Yu can choose any character that we have discussed in class).

Abuse of Power is shown through……	Evidence:	Evidence:
Evidence:		
Analysis:	Analysis:	Analysis:

Blind Loyalty is shown through…. Character: Evidence: Analysis:	Evidence: Analysis:	Evidence: Analysis:
Apathy is shown through…. Character: Evidence: Analysis:	Evidence: Analysis:	Evidence: Analysis:

Manipulation of Language is shown through…. Character: Evidence: Analysis:	Evidence: Analysis:	Evidence: Analysis:

Conclusion:

Attachment #3:

Attachment #4:
Propaganda Techniques Powerpoint, Cedar Hill ISD,
www.chisd.net/cms/lib5/TX01917715/Centricity/.../propaganda powerpoint.ppt

What do all these pictures have in common?

Persuasive Techniques

(Otherwise known as: PROPAGANDA)

PROPAGANDA: techniques used to influence opinions, emotions, attitudes or behavior.
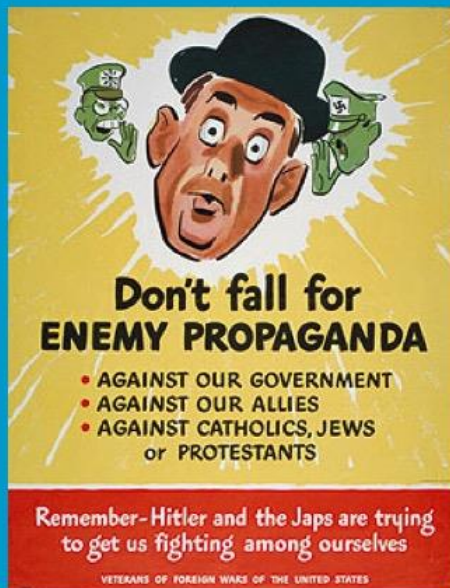
What is persuasion?

- Generally an appeal to emotion, not intellect.

- An attempt to change your behavior

- It attempts to "guide your choice"

Who uses propaganda?

- Military
- Media
- Advertisers
- Politicians
- You and I!!!

She's glad he's there. Are you?

Freedom Matters

Propaganda Techniques

- **Bandwagon Technique**
- **Card Stacking**
- **Name calling or stereotyping**
- **Appeal to Fear**
- **Repetition**

Bandwagon Technique

- **Everyone is doing it! You should too!!!**

Appeal to Fear

The disaster will follow if the audience does not follow a certain course or action

If you don't do this we all die!!!

"It was a year ago that I had a heart attack and died."

Name Calling or stereotyping

- Smears or damages an opponent
- Often used by politicians

PERSONAL ATTACK FALLACY

Can we let a shrimp like this run our great country?
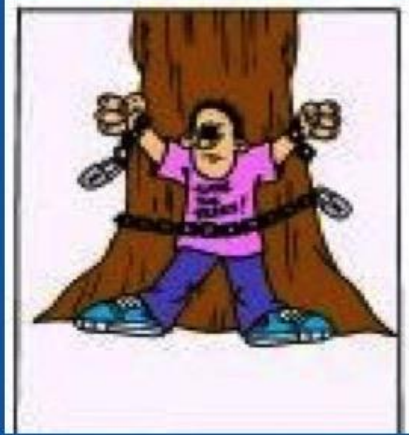
In a campaign speech to a logging company, the Congressman referred to his environmentally conscious opponent as a "tree hugger."

Card Stacking (Semantic Slanting)

On this cereal box, Frosted Flakes claims to be a good source of vitamin D, but if you read the label, you might be surprised.

Repetition

- A technique that is repeated to the extend that it becomes a truth. It could be a slogan that is repeated over and over

---

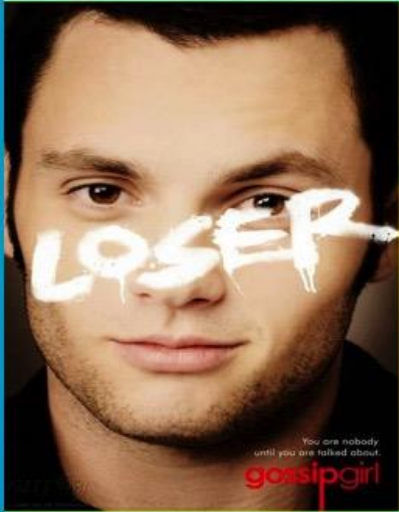## What type of propaganda technique is used in the following ad?

A. Bandwagon
B. Name-Calling
C. Repetition
D. Card Stacking
E. Appeal to Fear

B. Name Calling

Attachment #5:

Attachment #6:

Name: _____

Animal Farm

Quick Write: Propaganda

Directions: Answer the following question in one paragraph. You must integrate one quote as "evidence" to support your claim.

"Comrades!" he cried. "You do not imagine, I hope, that we pigs are doing this in a spirit of selfishness and privilege? Many of us actually dislike milk and apples. I dislike them myself! Our sole object in taking these things is to preserve our health. Milk and apples (and this has been proved by Science, comrades) contain substances absolutely necessary to the well-being of a pig. We pigs are brain-workers. The whole management and organization of this farm depend on us. Day and night we are watching over your welfare. It is for your sake that we drink that milk and eat those apples. Do you know what would happen if we pigs failed in our duty? Jones would come back! Yes, Jones would come back! Surely, comrades," cried Squealer almost pleadingly, skipping from side to side and whisking his tail, "surely there is no one among you who wants to see Jones come back?"

How does Squealer demonstrate propaganda on page 35, at the end of Chapter 3?
*Hint: you may have to read the last page or so to help you.

Attachment #7
Name: _____

Directions: Answer the following questions with your group at each station, and be prepared to share with the class.

Station #: _____

Based on your advertisement:

1. What is being advertised? What are they selling?

2. Who is the intended audience?

3. What propaganda techniques are being displayed and why?

4. Any slogans? (Ex: Sex appeal, money, etc.)

5. Any visual images or colors?

6. Is it honest or manipulative?

7. Is it effective in persuading you? Why/Why not?

Station #1:
"Campbells Soup." *Ferlie Yrumo*, Word Press, 2015,
      ferlieyruma.wordpress.com/2015/05/01/739/

Station #2:
"Pam." *Hangar 12*, www.hangar-12.com/work/gallery-4#.

Station #3:
"Aflac." *Issuu*, issuu.com/ineootat88/docs/people_magazine_-_september_15__201

Station #4:
"Maybelline Mascara." *Propaganda Bonanza*, sites.google.com/a/asij.ac.jp/propaganda-bonan/commercial-example

Station #5:

https://youtu.be/mrX3Ql31URA

Attachment #8:

CREATE YOUR OWN!

Directions: With a partner, you are going to utilize propaganda techniques we have discussed, (Bandwagon, Repetition, Card Stacking, Name Calling, and Appeal to Fear) and write or design your own ad manipulating me, using language. There should be strong diction choices within this piece. How would you use bandwagon, Repetition, Card Stacking, Name Calling and Appeal to Fear to sell something or manipulate someone? BE CREATIVE & HAVE FUN with this! I want to see some amazing ideas! You can use the space provided below if you'd like, poster paper, a power-point presentation, etc. There is ONE CATCH ☺

Example: You are going to try to manipulate me to give you a better grade, or you are going to manipulate me to get a twitter account. It could also be negative: Convince me not to text and drive.
REQUIREMENT: you MUST use ANY THREE vocabulary words from the word wall in your advertisement.

Lesson 3:

Grade: 9
Subject/ Content Area: English
Unit of Study: Media Literacy
Lesson Title: Consumerism in the Media

Central Focus:
Consumerism is greatly influenced by mass media. With the advancements in the media, the availability of consumer goods greatly increased and for the first-time consumers could choose to purchase goods because they wanted to rather than out of need. The advertising industry linked mass produce goods to desires. Automobiles, television sets, clothing, and household appliances became widely used to express cultural values and began to take on meaning and shape lifestyles. Students add up the effect of images and persuasive language to analyze the art and words in advertisements. This lesson is going to teach the students that certain products are aimed towards a certain audience. Students are going to understand how media shape a consumer's ideas and opinions through both persuasive language and images.

Content Standards:
CCSS.ELA.Literacy.CCRA.9-10: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA.Literacy.SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics*, *texts*, *and issues*, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA.Literacy.CCSL.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ꜱᴇᴘ

CCSS.ELA.Literacy.CCWX.8: Gather relevant information from multiple print and digital sources assess the credibility and accuracy of each source and integrate the information while avoiding plagiarism.

CCSS.ELA.Literacy.CCSL.9-10.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Learning Objectives:
> -Students will build their reading comprehension and textual analysis skills
> through speaking, listening, discussing, and interpreting.
> -Students will increase their understanding of how the mass media works as a tool
> for shaping public opinion.
> - Students will engage and analyze a series of images.
> - Students will reflect utilizing a writing prompt to demonstrate the understanding of the
video they watched.

Instructional Resources and Materials:
- Warm-up worksheet
- Pen/Pencil
- Piece of paper
- Poster Paper
- Marker
- Video (https://www.globalonenessproject.org/library/films/what-would-it-look)
- Writing prompt

Instructional Strategies & Learning Tasks
1. Students will enter the classroom and grab their notebooks out of the bin. Students will be introduced to the concept with a warm-up on the board. Students will answer the following questions in their notebook:
   -What does it mean to be a consumer?
   -What about a product might make you want to buy it?
   -Would an ad or commercial influence your decision to buy a product? Give an example to explain your answer. (Attachment #1)
2. -The bridge will help student's transition to the mini lesson of the day. Based on the bridge, I will have students create a spider web with the word "Consumerism" in the middle. The students will have 5 minutes to build ideas off of the word on what constitutes as consumerism. What does it mean? What influences a decision to actually purchase something? These are some guiding questions that will assist them in making this web. (Attachment #1)
   -After 5 minutes, we will share out, and I will draw a spider web on the board and combine the ideas of the students that will be used as a visual aid in the classroom throughout this entire unit. (I will share with them the actual definition: a person who purchases goods and services for personal use. We then will discuss some synonyms such as a purchaser, buyer, customer or shopper. As they start to grasp that definition I will introduce the definition of consumerism: the protection or promotion of the interests of consumers).

3. I will explain to students that we are going to be watching a film that explores the role of movements and campaigns that protect the role of buyers when purchasing a product. I will ask students to pay attention to the images in the film that represent this idea of protection while purchasing. While watching the film, I am going to ask students to write a list of 10 of these images. We will later discuss which ones the students think mean the most and why. (Attachment #2)

4. Students will view the 25-minute film:
   https://www.globalonenessproject.org/library/films/what-would-it-look
5. After viewing the film, students will get into small groups. I will provide them with a marker and a piece of poster paper. They are going to be instructed to record their top 5 images that they came up with as a group. (They have to share with each other and converse). In addition, they will also have to answer the following questions on their poster: What words come to your mind when viewing this image? Do these images have an impact? If so, what? If not, why? What is the relationship between the image and the message it is relaying?

6. The groups then will share out with the class and present their posters.
7. After answering the question as a class, I will have students complete the worksheet. (Attachment #3). They will answer a series of questions directly related to the film.

- Choose two items out of the list that you created while watching the film. Would you be willing to give up either of these items for a day or a week? Why/Why not? What would you gain or lose from the entire experience of not having the items?
- When purchasing products, what constitutes the difference between a need and a want? How do you decide?
- What makes a consumer a "consumer"? What influences a person to purchase more products? Does advertising have an effect? What about people you surround yourself with? Why/Why not?
- Was there any special language used to influence you? Would this have been different without the celebrity images?
- Choose two images that stood out to you from your list. Think about what the image is really showing. What would you caption the image? What language would you use to persuade/manipulate someone
- How do you think behavior affects being a consumer?
- How could unemployment affect being a consumer? What do you think happens to the products being sold if unemployment increases?

8. As a closure/ticket out the door, students will answer the following question: Following watching the short film and today's activity questions, what has changed about your view of consumerism? How does it affect your decision-making? If not, explain why. (Attachment #4)

Type of Student assessment:
Informal Assessment: Observing students as they are watching the film, recording the images down that speak the most to them.
Formal Assessment: Students will complete their writing prompt individually and be graded on a rubric as a media analysis paragraph; Task: This writing assignment is to be completed individually. Please complete a one-page response to the following questions: If you were creating an advertisement for selling/advertising a certain product (billboard, commercial, magazine article, newspaper article, etc.) how would you go about trying to "sell" your product? Who would you target? What age group? What could you do to make it personal, memorable, or persuasive? (for example: using a celebrity, or a tune/song) Think of an advertisement/commercial that always gets your attention/that you like/enjoy. Why do you think it succeeded? You must share at least ONE propaganda technique that we have discussed in class. You will be sharing these with the class when you come in tomorrow morning! BE CREATIVE. The one-page response will be out of 16 points. (Attachment #5) (Rubric-Attachment #6)

Attachment #1:

Name: _____

Date: _____
Warm-Up Activity

Directions: Please answer the questions in your notebook.
-What does it mean to be a consumer?
-What about a product might make you want to buy it?
-Would an ad or commercial influence your decision to buy a product? Give an example to explain your answer.

When you are finished, please fill in the spider web with what you think constitutes "consumerism". What does it mean? Can you associate any other words with it? What influences a person to purchase something?
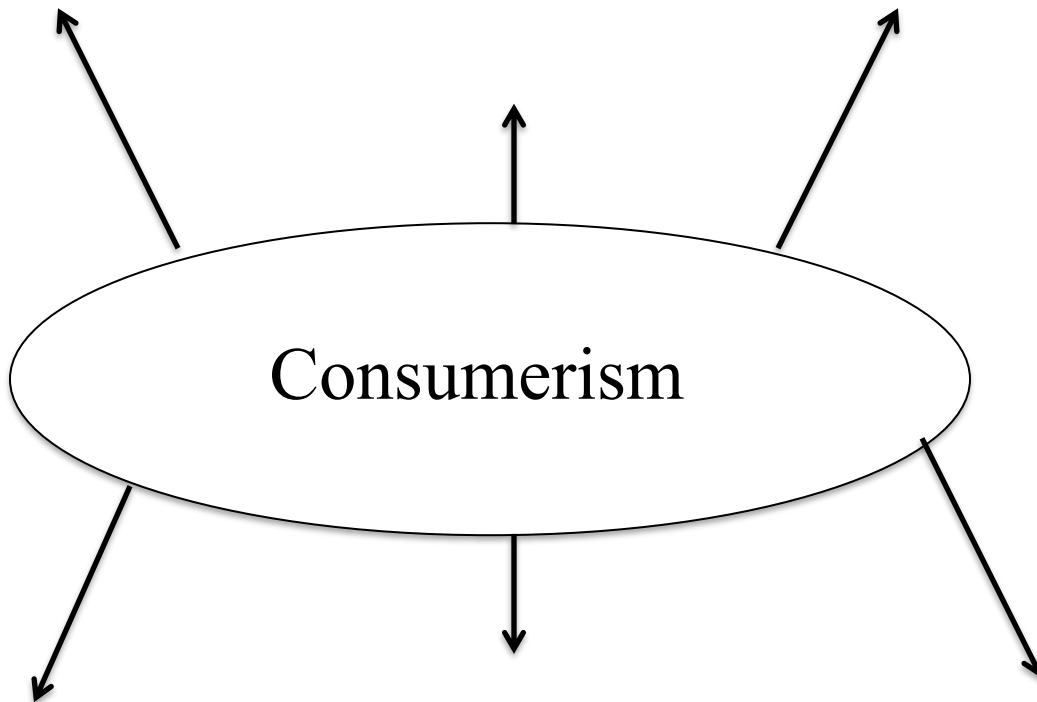
Consumerism

Definition of <u>Consumerism</u>:

Attachment #2:

Name: _____

Date: _____

Video Clip Worksheet

Directions: We will be watching a film that explores the role of movements and campaigns that protect the role of buyers when purchasing a product. Please pay attention to the images in the film that *represent this idea of protection while purchasing*. While watching the film, write a list of 10 of these images.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

What impact do these images have on you as the viewer? What makes them appealing or unappealing?

Attachment #3:

Name: _____
Date: _____
Comprehension Questions

Directions: After viewing the video, please answer the following questions. Please make sure you answer them in complete sentences.

1. Choose two items out of the list that you created while watching the film. Would you be willing to give up either of these items for a day or a week? Why/Why not? What would you gain or lose from the entire experience of not having the items?

2. When purchasing products, what constitutes the difference between a need and a want? How do you decide?

3. What makes a consumer a "consumer"? What influences a person to purchase more products? Does advertising have an effect? What about people you surround yourself with? Why/Why not?

4. Was there any special language used to influence you? Would this have been different without the celebrity images? Why/Why not?

5. Choose two images that stood out to you from your list. Think about what the image is really showing. What would you caption the image? What language would you use to persuade/manipulate someone?

6. How could unemployment affect being a consumerism? What do you think happens to the products being sold if unemployment increases?

Attachment #4:

Name: _____
Date: _____
Closure Activity

Directions: Please answer the following closure question in complete sentences. BE SPECIFIC!

Think about the definition of consumerism we reviewed in the beginning of the class. Following watching the short film and today's activity questions, what has changed about your view of consumerism? How does it affect your decision-making? If not, explain why.

_____

_____

_____

_____

_____

_____

_____

Attachment #5:

Name: _____

Date: _____

Writing Prompt Homework

Directions: This writing assignment is to be completed individually.. Please complete a one-page response to the following questions:
• If you were creating an advertisement for selling/advertising a certain product (billboard, commercial, magazine article, newspaper article, etc.) how would you go about trying to "sell" your product? What is the purpose of selling this product?
• Who would you target? What age group?
• What could you do to make it personal, memorable, or persuasive? (for example: using a celebrity, or a tune/song)
• Think of an advertisement/commercial that always gets your attention/that you like/enjoy. Why do you think it succeeded?
• You must share at least ONE propaganda technique that we have discussed in class
You will be sharing these with the class when you come in tomorrow morning! BE CREATIVE.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Attachment #6: Rubric

"IRubric: Media Rubric: TV Commercial Analysis." *IRubric: Student Participation/Cooperation Group Assessment Rubric - TXA6A54: RCampus*, www.rcampus.com/rubricshowc.cfm?code=F583AW.

Media: Media Analysis Response

Students are going to create their own advertisement of their choice (with being appropriate for school). This can be a commercial, billboard, magazine article, newspaper article, etc.) In doing so, they are going to create a one-page response demonstrating their critical thinking and writing skills. Students are going to be assessed on their target audience, using appropriate and formal language. Identifying the purpose of their choice of the media piece, conventions and organization skills.

	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Audience ___ / 4	Student is unable to clearly identify the target audience.	Student is able to somewhat identify the target audience.	Student is able to sufficiently identify the target audience.	Student is able to clearly identify the target audience.
	Student does not use formal language.	Student uses some formal language and there are lapses in doing so correctly.	Student uses formal language but there may be minor lapses in doing so correctly.	Student uses formal language clearly and coherently in a correct way.

65

Purpose and Analysis ___ / 4	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
	Student is unable to clearly identify and explain the purpose of the media piece. Student is limited in demonstrating critical thinking skills.	Student has somewhat identified and explained the purpose of the media piece. Student has demonstrated some critical thinking skills.	Student has clearly identified and effectively explained the purpose of the media piece. Student has effectively demonstrated critical thinking skills.	Student has thoroughly identified and effectively explained the purpose of the media piece. Student has demonstrated critical thinking skills with a high degree of effectiveness.

Language Conventions ___ / 5	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
	Student has limited use of language and tone displayed throughout the paragraph. There is a limited application of language conventions and errors interfere with comprehension.	Student has some use of language and tone displayed throughout the paragraph. There is a moderate application of language conventions and errors somewhat interfere with comprehension.	Student has considerable use of language and tone displayed throughout the paragraph. There is considerable application of language conventions and errors do not interfere with comprehension.	Student has a thorough use of language and tone displayed throughout the paragraph. There is an impressive application of language conventions and any errors do not interfere with comprehension.

Organization ___ / 4	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
	Limited evidence of planning ideas to form a well-constructed paragraph. Paragraph does not have sentence variety and lacks logical sequence. Errors are obscure or detract from the clarity and coherency of the paragraph.	Adequate evidence of planning ideas to form a well-constructed paragraph. Paragraph has little sentence variety and has a somewhat logical sequence. Some errors may be obscure or detract from the clarity and coherency of the paragraph.	Appropriate evidence of planning ideas to form a well-constructed paragraph. Paragraph has some sentence variety and has mostly a logical sequence. Errors do not detract from the clarity and coherency of the paragraph.	Thorough evidence of planning ideas to form a well-constructed paragraph. Paragraph has excellent sentence variety and has a logical sequence. Only minor errors; there is clarity and coherency in the paragraph.

Lesson 4:

Grade: 10
Subject/ Content Area: English
Unit of Study: Media Literacy
Lesson Title: Relationships and Sexuality in the Media

This lesson draws from media literacy examples found at:
Johnson, Matthew. "Relationships and Sexuality in the Media." *Media Smarts,*
      mediasmarts.ca/sites/mediasmarts/files/lesson-
      plans/lesson_relationships_sexuality_media.pdf.

Central Focus:
In this lesson, students learn to question media representations of gender, relationships, and sexuality. The students will be analyzing the messages about gender, sex, and relationships, communicated by beer and alcohol ads. "Students are analyzing these messages communicated by their favorite media types, and comparing it with their own experiences" (Johnson). Students are going to be working with the idea that all media are constructed and with that idea they have to consider the differences between media and genres. Gender roles are important for the students to know because society chooses to accept them; however, the media perpetuates them. Students need to be aware of what is being presented to them and also be aware of what they should not participate or should participate in. Gender roles are being pushed through the media. Television, film, music, and the Internet are all becoming increasingly sexually explicit and it is important that students know the media is going to promote this sexualized content. Students need to learn to analyze these advertisements that contain messages regarding gender, sex, and relationships on a deeper, sophisticated level.

Content Standards:
CCSS.ELA.Literacy.RL.9-10.7: Analyze the representation of a subject or a key scene in two different artistic mediums, including, what is emphasized or absent in each treatment ⌞SEP⌟.

CCSS.ELA.Literacy.RL.9-10.11: Develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.

CCSS.ELA.Literacy.RI.9-10.1a: Develop factual, interpretive, and evaluative questions for further exploration of the topic(s).

CCSS.ELA.Literacy.SL.9-10.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA.Literacy.SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Learning Objectives:
- Students will understand that the media contains social insinuations.
- Students will analyze various media types in terms of the messages the ad is communicating regarding relationships and sexuality.
- Students will create a presentation or product of their own that represent or show a myth about relationships and sex

Instructional Resources and Materials:
- True or False? Relationships, Sexuality, and Media
- Media, Sexuality and Relationships Handout
- YouTube: Media are constructions (https://youtu.be/baftkjc5gKs)
- Piece of paper (notebook)

Instructional Strategies and Learning Tasks:
1. I will start by distributing the handout 'True or False?' Relationships, Sexuality, and Media.

Johnson, Matthew. "Relationships and Sexuality in the Media." *Media Smarts*, mediasmarts.ca/sites/mediasmarts/files/lesson-plans/lesson_relationships_sexuality_media.pdf.

'True or False?' Relationships, Sexuality, and Media

Name: _____

Date: _____

Warm Up Activity

Directions: For each of the following questions, circle what you think is the right answer.

1. How many adolescents your age do you think have been in a relationship with a boyfriend or girlfriend?
a. 25%
b. 50%
c. 75%
d. 100%

2. Compared to decades ago, teenagers today, engage in sexual activity at a younger age.
a. True
b. False

3. By which way are teenagers and adolescents exposed to sex and relationships?
a. The Web
b. Different genres of music
c. Movies
d. Video games
e. TV

4. How many teenagers do you think have sent someone a "sext" (a nude, semi-nude or sexualized photo)?
a. 5%
b. 10%
c. 25%
d. 50%
e. 75%
f. 100%

5. Movies that include sexualized content make more money.
a. True
b. False

6. Ads that include sexualized content make more money.
a. True
b. False

7. Based on the media and what is portrayed, teens think their friends and peers are engaged in sexual activity even though they really might not be.
a. True
b. False

2. I will ask students, "what influences people regarding sex and relationships?" (Friend groups, and school, possibly parents might come up in the discussion but I will make sure that media is a factor whether it be video games or dating sites that they may have come across when being online). (7 minutes)
3. To introduce that media is constructed, I will ask the students to list 3 of their favorite TV shows, commercials, and movies. This should trigger a reminder that all media is constructed from lesson #1 (Introduction to Media Literacy) within this unit. This should be a little of a review for the students and activate prior knowledge. The conversation should begin to turn to the fact that all media is edited. If the students are not grasping the concept I will show a short video on media being constructions:

.We will then look back at the list on the board of the different types of TV shows, commercials and movies that we made. I will bring up to the students how reality is demonstrated differently within each type of media. I then will ask: how does the media influence different types of relationships? Think about movies such as *Fifty Shades of Grey* or *The Notebook.* These movies promote sexualized content. How does the media influence the idea of sex? Does the media come off as positively or negatively for these subjects? (10 minutes)

4. I will then put up the following 3 statements on the board:

a. Media can influence people's thoughts and feelings.

b. Media can influence people's thoughts and feelings by showing if something is welcomed or if it brought consequences.

c. Media can influence people's thoughts and feelings by showing how specific groups of people are supposed to act and conduct themselves.

Students are going to move to the right side of the room if they believe the statement to be true, and to the left if false. I will keep a poster and tally mark the responses so the students can refer back to it throughout the unit. We will discuss the statements.

5. I will then pass out their handout 'Media, Sexuality and Relationships' and we will go over the directions. The students will get into groups of 4.

Name: _____

Date: _____

Media, Sexuality and Relationships

Directions: Please answer the following questions in your group in complete sentences.

Think about different media companies. List at least 4.

1.

2.

3.

4.

Out of the 4 answers you provide above, which of these promotes sexuality and relationships? (It may be more than one- that is OK).

In your groups, you are going to be completing stations. There are SIX stations. At each station you are going to be asked to observe and analyze the advertisement and answer the following six questions:
1. What is being sold in the ad?
2. Does this ad have a different impact on men than it does women? Explain.
3. Does this ad capture attention well? Why or Why not?
4. What is the message being portrayed regarding sexuality? About relationships?
5. Is the message positive or negative? Explain and defend your answer.
6. What does the ad imply that could happen if the product is bought?
The purpose of doing this is to examine the advertising industry and the messages it is giving off to adolescents and teenagers of your age group. As you go through the stations, please answer the questions below regarding each advertisement.

6. The students will be in groups to complete the stations (Stations #1-6). They will be addressing the idea that the media is influencing sex and relationships and promoting certain messages through advertisements. While in each station, they will be answering questions regarding each advertisement.

7. We then will be going over the homework for the night. Students will be responsible for coming into class with their own advertisement.

Types of Student Assessments:
Media and Reality

Formal Assessment: Students will bring in an advertisement (print or electronic) that promotes sexuality and relationships. They then will answer the following questions based on their own advertisement that they find.

Name: _____
Date: _____
Homework: Sexuality and Relationships

Task: You will bring in an advertisement (print or electronic) or a song, or a script of a TV show; anything that is a type of media that promotes sexuality and relationships. You then will answer the following questions based on your own type of media that you find.

1. What is being sold in the ad?

2. Does this ad have a different impact on men than it does women? Explain.

3. Does this ad capture attention well? Why or Why not?

4. What is the message being portrayed regarding sexuality? About relationships?

5. Is the message positive or negative? Explain and defend your answer.

6. What does the ad imply that could happen if the product is bought?

Station #1:
"Jose Quervo." *Jessie Sue*, blogs.longwood.edu/jessicasue/2011/06/17/life-is-but-a-dream/.
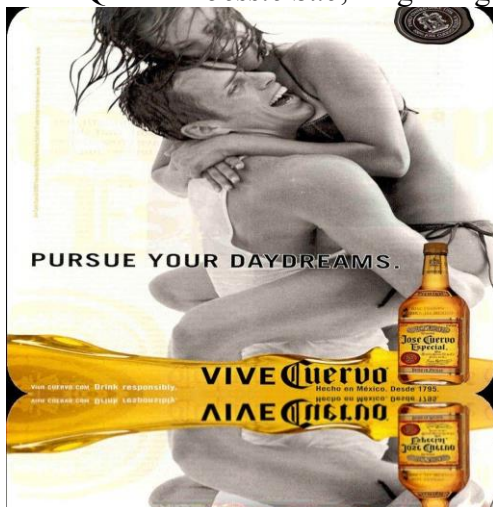
1. What is being sold in the ad?

2. Does this ad have a different impact on men than it does women? Explain.

3. Does this ad capture attention well? Why or Why not?

4. What is the message being portrayed regarding sexuality? About relationships?

5. Is the message positive or negative? Explain and defend your answer.

6. What does the ad imply that could happen if the product is bought?

Station #2:
"Labatt Blue Light." *New York Post*, nypost.com/2015/10/23/drinking-beer-makes-guys-better-
   at-sex-best-study-ever-says/.

1. What is being sold in the ad?

2. Does this ad have a different impact on men than it does women? Explain.

3. Does this ad capture attention well? Why or Why not?

4. What is the message being portrayed regarding sexuality? About relationships?

5. Is the message positive or negative? Explain and defend your answer.

6. What does the ad imply that could happen if the product is bought?

Station #3:
"Bud Light." *IRISVINCENT*, irisvincent.wordpress.com/2013/10/21/bud-be-weiser-a-
    deconstruction-of-beer-advertisements/.

Station #3:

1. What is being sold in the ad?

2. Does this ad have a different impact on men than it does women? Explain.

3. Does this ad capture attention well? Why or Why not?

4. What is the message being portrayed regarding sexuality? About relationships?

5. Is the message positive or negative? Explain and defend your answer.

6. What does the ad imply that could happen if the product is bought?

Station #4:
Johnson, Matthew. "Relationships and Sexuality in the Media." *Media Smarts*,
      mediasmarts.ca/sites/mediasmarts/files/lesson-
      plans/lesson_relationships_sexuality_media.pdf.

1. What is being sold in the ad?

2. Does this ad have a different impact on men than it does women? Explain.

3. Does this ad capture attention well? Why or Why not?

4. What is the message being portrayed regarding sexuality? About relationships?

5. Is the message positive or negative? Explain and defend your answer.

6.   What does the ad imply that could happen if the product is bought?

Station #5:
"Coors Light." *Pinterest*, www.pinterest.com/pin/332844228683730143/?lp=true.

1. What is being sold in the ad?

2. Does this ad have a different impact on men than it does women? Explain.

3. Does this ad capture attention well? Why or Why not?

4. What is the message being portrayed regarding sexuality? About relationships?

5. Is the message positive or negative? Explain and defend your answer.

6. What does the ad imply that could happen if the product is bought?

Station #6:

"Coca Cola." *Coca Cola Journey- Taste the Feeling*, www.coca-colacompany.com/_taste-the-feeling-out-of-home-ads.

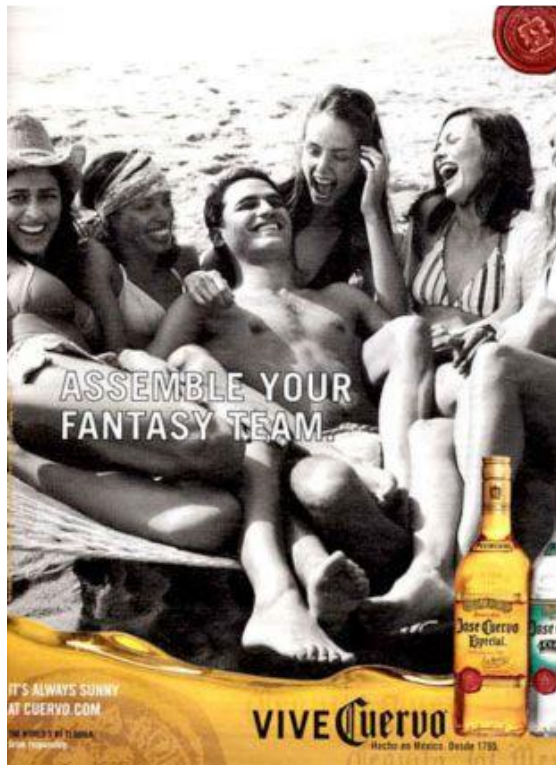1. What is being sold in the ad?

2. Does this ad have a different impact on men than it does women? Explain.

3. Does this ad capture attention well? Why or Why not?

4. What is the message being portrayed regarding sexuality? About relationships?

5. Is the message positive or negative? Explain and defend your answer.

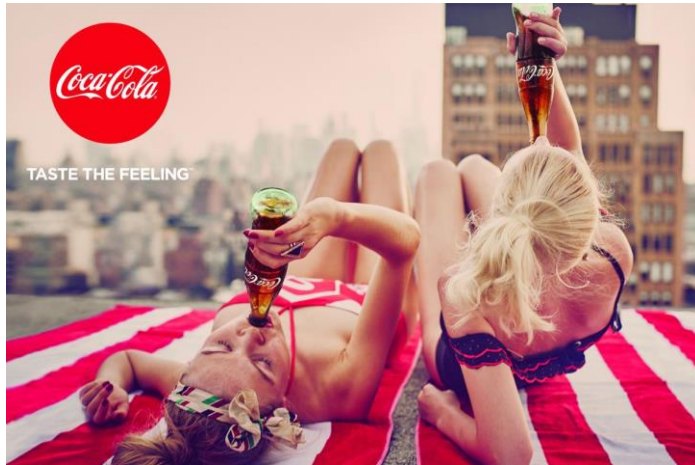6. What does the ad imply that could happen if the product is bought?

Lesson 5:

Grade: 9
Subject/ Content Area: English
Unit of Study: Media Literacy
Lesson Title: Exploring Femininity in Media Messages

This lesson draws from media literacy examples found at:
http://www.pbs.org/pov/girlmodel/lesson-plan/

http://www.pbs.org/inthemix/educators/lessons/selfimage1/#summary

Elbow, Peter. *Teaching Writing, Teaching Media*. Media Education Foundation,
www.mediaed.org/discussion-guides/Writing-with-Peter-Elbow-Discussion-Guide.pdf.

Central Focus:
Students are going to explore articles, images, and ads in magazines targeted to teen girls to explore messages about women and girls and the effect of those messages on young women. "The media emphasizes bodies that are very thin, beautiful, and highly sexualized. It brings inadequate feelings to real women. The average weight of women in the media has decreased. There is a specific connection building that young women desire to be thinner due to what they see in the world to the number of teenage girls developing eating disorders due to these unrealistic expectations the media is portraying". Students need to understand that media and advertising could affect their own personal self-image. Students need to be aware that these expectations of the media and the impact could affect the body images of consumers. "It is important for students to realize that media messages of female beauty influence everyone. They influence how men look at the real women in their lives and women about how they feel about themselves". (Elbow, 100)

Content Standards:
CCSS.ELA.Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 9-10 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA.Literacy.SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CCSS.ELA.Literacy.SL9-10.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

[CCSS.ELA.Literacy.W.9-10.2](#) Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization, and analysis of content.

[CCSS.ELA.Literacy.W.9-10.4](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Learning Objectives:
- Students will develop their personal thoughts and feelings regarding the ideal standards on beauty.
- Students will be able to point out negatives of advertising and how it uses manipulation.
- Students will share with peers and the class words to encourage each other to use their own beliefs about beauty and not get manipulated by the media.

Instructional Resources and Materials
- Notebook
- Writing Utensil
- Internet Access for showing the video clip and wrap up activity (https://wordart.com/create)
- Video: https://youtu.be/YP31r70_QNM
- Video Worksheet
- Gallery Walk Worksheet
- Closure Worksheet

Instructional Strategies & Learning Tasks
1. Students will begin by coming into the warm-up on the board. It will be a think, pair, share activity. I will be asking students to come up with a list of why "Barbie" is the picturesque ideal perfect woman. I want them to think about why they believe she is so perfect. Her physical attributes will probably be something of discussion-blonde hair, blue eyes. This will be brought up as to how the media is so focused on physicalities of women more than anything else. I then will give them a picture of Roseanne (from the show Roseanne) (Attachment #1) and we will discuss why the media would portray her as someone who is not the ideal perfect woman.
2. I will then encourage a discussion utilizing the following questions:
   What do people want to see in advertisements? Do advertisements show this?
   What has been the largest influence on young women about their physical features? Why do you think this?
3. Following the discussion as a class, I will show a brief video: The Photoshop Effect: https://youtu.be/YP31r70_QNM and students will answer a worksheet of a couple of questions regarding the video. (Attachment #2) (This video is showing a woman's legs, acne, arms and chest)
4. As the students are working on their questions from the video, I will be putting them into groups. Within these groups, the students will try to guess what it is selling, and how a consumer would think to buy this product- who is actually targeting? What is it

saying about self-image? What about the ad should be changed so it is going to make the woman want to buy it?

5. Students will get into their groups and observe 1 of the advertisements that they will be assigned to, and answer the questions on their worksheets as they go along to each of the ads (as a gallery walk). (Attachment #3). (Advertisements are attachments #4-#8) The questions will help guide them through this.

6. To begin the end of the instruction, I will tell the students to list things they appreciate or respect about themselves. How can/does the media change values that you have? What influence does the media have? (Attachment #9)

7. The very last thing I am going to ask the students is that I will go around the room, and have each student give me one word of positivity that is related to teens. I will be using the website https://wordart.com/create to put in these words and create a class image that I will be printing out and putting it up in the classroom as a reference to being positive and always be reminded of positive feelings. (some examples are: unique, individual, special, ambitious, courageous, etc.)

8. Students will be told their homework assignment is going to be to write down at least 10 positive characteristics about themselves. (Attachment #10)

9. The students will be told that tomorrow they are going to focus on masculinity within the media.

Type of Student Assessment:

Informal Assessment: I will be observing students as they watch the film and fill out their video worksheet.

Formal Assessment: I will be grading the gallery walk activity formally, as a way to see where they are in terms of grasping positivity/negativity from an advertisement and to see how they are evaluating self-image relating to advertisements. A second formal assessment is to check if their homework is completed.

Attachment #1:
"Barbie Birthday Wishes." *The Barbie Collection*, unrinconenmivitrina.com/tag/birthday-wishes

"Real Life Barbie," *Diply*, diply.com/dip/article/she-spent-500k-look-like-barbie? config=25.

"Roseanne." *Popsugar Celebrity*, www.popsugar.com/celebrity/photo-gallery/44498204/embed/44498378/Roseanne-Cast-Hanging-Out-Pictures.

Roseanne

Attachment #2:

Name: _____

Date: _____

Video Clip Worksheet

Directions: Following watching the video clip of *The Photoshop Effect*, please answer the following questions in complete sentences.

1. Discuss how the model looked before and after Photoshop was used. What techniques were used to change her appearance?

2. Do you believe that such practices are deceptive?

3. Should Photoshop be banned? Should retouched photos be labeled as 'deceptive'? Why or why not?

4. What potential harm could come from using Photoshop to alter someone's appearance?

5. How would you respond to the question posed in the video: Have we created an unattainable image of perfection that is widely accepted as the standard for beauty?

Attachment #3:

Name: _____

Date: _____

Classwork Worksheet 'Media Messages; Self Images; Feminism in the Media'

Directions: As you go through each station, answer the following questions in complete sentences.

1. What is being advertised?

2. What do you notice or what stands out to you?

3. What is this ad depicting that is *negative*?

4. What should be changed about this advertisement to make it more positive so that girls/women would want to purchase?

5. What effects do you think this ad could bring on a female consumer? (How could this affect their self-image?)

Attachment #4:

"Vogue." *Pinterest* , www.pinterest.com/pin/281334307944221911/?lp=true.

Attachment #5:

"Ralph Lauren." *Appetite for Equal Rights*, appetiteforequalrights.blogspot.com/2009/10/.

Attachment #6:

"Versace." *Oribe Backstage Versace*, www.oribe.com/backstage/versace-spring-summer-2009-2/.

Attachment #7:

"Are You Beach Body Ready?" *The Daily Dot*, www.dailydot.com/irl/ad-beach-body-protein-world-bikini/.

"The Perfect Body." *Super Selected*, superselected.com/thousands-sign-petition-demanding-apology-from-victorias-secret-for-perfect-body-campaign/.

Attachment #8:

"This Is No Shape for a Girl." *Scary Mommy*, www.scarymommy.com/golds-gym-pear-ad-fat-shaming/.

Attachment #9:

"Edit Word Art." *WordArt.com - Word Cloud Art Creator*, wordart.com/create.

Name: _____
Date: _____
Closure Activity Self Image; Feminism in the Media'

Directions: Please answer the following questions to wrap up our lesson today on Feminism in the media.

1. List at least 4 things you appreciate or respect about yourself.

2. Why do you value these characteristics?

3. How can/does the media change values that you have? What influence does the media have?
4. How can/does the media change your values as a woman/man? (Think of gender)

Attachment #10:

Name: _____
Date: _____
Homework 'Media Messages; Self Images; Feminism in the Media'

Directions: You will write down at least 10 positive characteristics about yourself. (This could be about personality, or physical)

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Lesson 6:

Grade: 10

Subject/ Content Area: English
Unit of Study: Media Literacy
Lesson Title: Image of Men in the Media

This lesson draws from media literacy examples found online at:
Elbow, Peter. *Teaching Writing, Teaching Media*. Media Education Foundation,
    www.mediaed.org/discussion-guides/Writing-with-Peter-Elbow-Discussion-Guide.pdf.

Central Focus:
There are many discussions in the media about the targeting of females and the ways in which females are presented in media. On the other hand, the media spend little time examining the portrayal of men, which should also be a matter of some interest.
There is an important film that discusses the "tough guy" image one finds throughout the media. This lesson focuses on this one type of portrayal of masculinity (i.e. "tough guy) and asks the class to conduct their own investigation as to how frequently it is found in various forms of media from music popular among youth to video games they enjoy playing and movies they watch (Lets Talk, Teens, Sexuality & Media). The only way to understand the value of something is to observe how it is shown in the media and to understand the media, how it reflects and produces these meanings and values. "Images of men and masculinity have changed dramatically in terms of men's body sizes. The representation of the ideal masculine body has grown considerably over time. The ideal has always been a fantasy but now the fantasy is bigger. The increasing size of Superman, Batman, GI Joe, is interesting and revealing given the representations of the ideal fantasy body" (Elbow, 94). It is important for students to understand the portrayal of masculinity and how it is found within all types of media.

Content Standards:
CCSS.ELA.Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 9-10 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA.Literacy.SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CCSS.ELA.Literacy.SL9-10.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CCSS.ELA.Literacy.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA.Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Learning Objectives:
- Students will develop personal thoughts and feelings about the "ideal man"
- Students will discuss stereotypes and trends that men are associated with within the media
- Students will develop and discuss the relationship between men and the media
- Students will discuss and study how the media portrays men

Instructional Resources and Materials:
-YouTube video *Tough Guise* https://youtu.be/3exzMPT4nGI
- Loose-leaf paper
- Pen/Pencil
- 5 Laptops
- Poster Paper
- Markers
- 5 YouTube videos: https://www.youtube.com/watch?v=XJnFZKbSqxw and
https://youtu.be/WjxjZe3RhIo
https://youtu.be/ueOqYebVhtc
https://youtu.be/6fh_ZPc29ks and
https://www.youtube.com/watch?v=PaIna_k8Ne0
https://youtu.be/9usnW2Y4mIg
https://youtu.be/ikDXcfzA848
- Graphic organizer
- Closure question

Instructional Strategies and Learning Tasks:
1. Now that we have covered femininity in the media, students will be introduced to the idea of studying masculinity within the media. Students will come into a warm-up on the board that asks them to think of all of the different types of men that represent a "manly man" or a "tough guy". I will encourage the students to think of the most ideal man that comes to their mind- think about physical features and what makes that man "ideal" to them. I will encourage them to think about the question: what qualities does a real man have? (Attachment #1)
2. Once we review what an "ideal" man features, I will encourage the students to think about the influence on men and their physical features. Are these influences different than the influences on women? If so, what are the differences? Are there any similarities? What are the same? (Attachment #1)
3. To transition to the next activity, I will tell students we will be watching a short video clip called *Tough Guise.* Students will be told to think about the following questions (questions will be posted on the board).
   -What do you think about the qualities that the young men in the beginning of the film listed as qualities that a "real man" should have? Do you agree? Disagree? Why?
   -Katz says, "men learn about these qualities throughout the media". What forms of media do you think this is learned from?
   - "Latino men are always presented as boxing men, or criminals" (Katz). What other

stereotypes do you think men might be categorized with?
-Describe the relationship between masculinity and the media.

4. As students are watching the video, I will be passing out index cards with the numbers 1, 2, 3, 4 and 5 on them. Everyone that has the same number is going to form a group. Students will get into their groups and assign a writer and they will work together and answer the questions.

5. When students are done answering the questions, they will already have a laptop at their centers/tables. Each group will have a video to watch about men in the media and how they are portrayed. These videos will include professional wrestling, music within hip-hop culture, music videos about power and domination in the male world, and glamorizing bullying/violence. The videos range from about 10-15 minutes total.

6. When students are finished with the videos, they will create a poster. On the poster, they are going to answer a number of questions.
   - 1. Provide a summary of your video. What did it show? Describe and explain using specific examples from the video.
   - 2. What in the video displays masculinity as negative?
   - 3. Have you witnessed any of these behaviors at home? At school? In the community? Explain.
   - 4. What can be done to change this portrayal of men? What are some solutions? (Attachment #2, #3 and #4)

7. Following the posters, students will then present their posters to the class and peers will fill out their graphic organizer and record information from each poster. (Attachment #5)

8. When students are finished, they will head back to their seats and we will do a large group reflection/summary of today's lesson. I will ask students how have images of men and masculinity changed within the media today OR stayed the same? I will tell students to think about all of the videos that they watched today to answer the question. (Attachment #6)

9. I will then go over the assessment with students, which is going to be considered an end of a unit project. (Attachment #7 and #8)

10. Students will then be given a closure as a ticket out the door and asked the question "What do you think a real man is? Think of any physical and emotional characteristics." Secondly, they will be asked to think about how their version of a "real man" should be displayed in the media- think of one celebrity who could accurately be portrayed as a real man. (Attachment #9)

Types of Student Assessment:

Formal Assessment: I will be explaining to students that they will be creating a "Magazine/Advertisement Review" booklet of their own (which is going to be done as homework):

- Ask students to search magazines/newspapers for at least 10 ads that they want to analyze (as long as appropriate for school)
- Students will then tape or glue each ad to a piece of construction paper, writing a short commentary on it and whether it presents negative or positive images. They

also will have who they think the ad is targeting (age group/gender), what the underlying message of the ad is, what is the intended use of the advertisement, and what advertising techniques are being used to sell the product (refer back to beginning of unit). Then, explain how each technique is being used.

- If the advertisement is negative, students should write what changes could be made to make it positive. If already positive, students need to explain why it provokes positivity. If both, students will be told they could use a T chart organizer to argue it could be both.
- We will go over the rubric and how they will be graded.

Attachment #1:

Name: _____
Warm Up Activity

Now that we have covered femininity in the media, we are going to be discussing and learning about masculinity within the media. Please answer the following questions honestly and in complete sentences.

1. Think of all of the different types of men that represent a "manly man" or a "tough guy". Think of the most ideal man that comes to your mind- think about physical features and what makes that man "ideal" to you.

2. What qualities does a *real* man have?

3. Think about the things that influence a man. List as many as you can think of. Are these influences different than the influences on women? If so, what are the differences? Are there any similarities? What are the same?

Attachment #2:
(Posted on the board)

1. What do you think about the qualities that the young men in the beginning of the film listed as qualities that a "real man" should have? Do you agree? Disagree? Why?

2. Katz says, "men learn about these qualities throughout the media". What forms of media do you think this is learned from?

3. "Latino men are always presented as boxing men, or criminals" (Katz). What other stereotypes do you think men might be categorized with?

4. Describe the relationship between masculinity and the media.

Attachment #3:
Posted at each station/center on an index card with a laptop and a video

Directions: At your table you should have this index card with directions, a laptop, a marker and a piece of poster board. You should also have a graphic organizer. Each group will have a video to watch about men in the media and how they are portrayed. These videos will include professional wrestling, music within hip-hop culture, music videos about power and domination in the male world, and glamorizing bullying/violence. The videos range from about 10-15 minutes total. When you are finished watching your video, you will all work together to answer the following questions that are on the back of this index card. After about 15 minutes, we will do a gallery walk and you will fill in the other spaces on your graphic organizer.

1. Provide a summary of your video. What did it show? Describe and explain using specific examples from the video.
2. What in the video displays masculinity as negative?
3. Have you witnessed any of these behaviors at home? At school? In the community? Explain.
4. What can be done to change this portrayal of men? What are some solutions?

Attachment #4:

Station 1: https://www.youtube.com/watch?v=XJnFZKbSqxw
https://youtu.be/WjxjZe3RhIo

Station #2: https://youtu.be/ueOqYebVhtc

Station #3: https://youtu.be/6fh_ZPc29ks
https://www.youtube.com/watch?v=PaIna_k8Ne0

Station #4: https://youtu.be/9usnW2Y4mIg

Station #5: https://youtu.be/ikDXcfzA848
Attachment #5:

Name: _____
Men/Masculinity in the media graphic organizer

Group Number	Summary of video	How masculinity is described/explained in video	Witnessed any behaviors at school? Home? Community? Where?	What can be done to change this portrayal of men? What are some solutions?
Group #1				
Group #2				

Group #3				
Group #4				
Group #5				

Attachment #6:

Name: _____
Reflection/Summary Activity

How have images of men and masculinity changed within the media today OR stayed the same? Think about all of the videos that you watched today to answer the question as well as the other group presentations.

Attachment #7:

Name: _____
Final Project Assignment

Direction: You will be completing a magazine/advertisement review booklet of your own (which is going to be done as homework).

- You will search magazines/newspapers for at least <u>10</u> ads that you want to analyze (as long as appropriate for school). I will still accept a digital ad IF it is printed out.
- You will then tape or glue each ad to a piece of construction paper, writing a short commentary on it and whether it presents negative or positive images. You also will have who they think the ad is targeting (age group/gender), what the underlying message of the ad is, what is the intended use of the advertisement, and what advertising techniques are being used to sell the product (refer back to beginning of unit). Then, explain how each technique is being used.
- If the advertisement is negative, you should write what changes could be made to make it positive. If already positive, you need to explain why it provokes positivity. If both, you can use a T chart organizer to argue it could be both.
- We will go over the rubric and how you will be graded.

Attachment #8:

Rubric created at:

Rubric Maker." *Create Custom Assessments*, rubric-
maker.com/index.php?v=home&page_ac=&type=&tool=&ru_action=view_rubric&ru_id
=144918

Advertisement Review: Students will be graded out of 16 points.

	4. Distinguished	3. Proficient	2. Apprentice	1. Novice
Media-Variety of Types: Media types may include: print, audio, video, visual, Internet, experts, primary sources	Used more than ten different forms of media to convey information.	Used at least five different forms of media to convey information.	Used two forms of media to convey information.	Used only one form of media to convey information.
Digital Portfolio-Reflection - Writing: Mechanics, organization, voice, and fluency.	Written reflections have a natural flow, making them easy to read. Sentences are all well-formed and grammar and mechanics are flawless. Writing shows personal style, opinion, and feeling.	Written reflections have fewer than 5 spelling, grammar, and mechanics errors. Writing contains one or two flawed sentences or sentences that do not flow smoothly. One or two reflections give voice to the portfolio owner.	Written reflections have more than 5 spelling, grammar, and mechanics errors. One or two reflections include some opinion and feeling about the artifact and learning process.	Written reflections have more than 10 spelling, grammar, and mechanics errors. Writing conveys very little feeling or emotion and the writer often seems ambivalent.
Completion : Students need to include whether it presents negative or positive images. They also will have who they think the ad is targeting (age group/gender), what the underlying message of the ad is, what is the intended use of the advertisement, and what advertising techniques are being used to sell the product (refer back to beginning of unit). Then, explain how each technique is being used.	Project is neatly organized and fully completed including if advertisement presents negative/positive messages/images, who the advertisement is targeting, what the underlying message of the advertisement is, what the goal of the advertisement is, and specific advertisement techniques including how they are being used.	Project is mostly organized and mostly completed. May not include if advertisement presents negative/positive messages/images, who the advertisement is targeting, what the underlying message of the advertisement is, what the goal of the advertisement is, and specific advertisement techniques including how they are being used. Some information is missing.	Project is not fully organized and not completed. Does not include if advertisement presents negative/positive messages/images, who the advertisement is targeting, what the underlying message of the advertisement is, what the goal of the advertisement is, and specific advertisement techniques including how they are being used. Most information is missing.	Project is not organized and not completed. Does not include if advertisement presents negative/positive messages/images, who the advertisement is targeting, what the underlying message of the advertisement is, what the goal of the advertisement is, and specific advertisement techniques including how they are being used. Almost or all information is missing.

Attachment #9:

Name: _____
Closure Activity

1. What do you think a real man is? Think of any physical and emotional characteristics.

2. Think about how your version of a "real man" should be displayed in the media- think of one celebrity who could accurately be portrayed as a real man considering your values and beliefs.

Chapter 4: Conclusions and Recommendations

In completing this project, I was aiming for it to be used as a reference or guide for teachers, administrators, and parents to gain insight on expanding the English curriculum to include Media Literacy. A primary goal in completing this project was to introduce the concept of *how* to include Media Literacy in the curriculum and *where* exactly it belongs in terms of English. The search for catching up to technology may never be reached because the idea of Media Literacy is new, extensive, and far from basic. However, if teachers do their research, it could bring an innovative, exciting and engaging response to the classroom. Teachers need to bring in new ways of teaching that include technology and media in order to meet the needs of 21st-century students. I hope that this project has accomplished assisting teachers with new ways to teach the skills of analyzing, evaluating, creating and understanding. I have attempted to reveal and convey various reasons why Media Literacy should be included in the English curriculum and classroom, how it will keep students engaged and interested in the material, and where to implement it within the curriculum.

This project should prove that Media Literacy teaches valid critical thinking skills needed to succeed and that it is deserving of a place in the curriculum and classroom. Media Literacy includes many important dimensions of teaching literacy. Students will still grasp literacy fundamentals while learning to connect illustrations to words, recognizing a point of view, analyzing underlying messages, and utilizing media to create their own type of story, commercial or advertisement. Media Literacy allows a distinct way of learning that is not available from traditional texts. Learning how to create and read different products promotes student interest, student creativity, and also has the potential to link other subjects and classes. Providing visuals gives students an important contemporary way. When having a different view, and ways they can

relate to these themes on a personal level, students will be better able to understand the information at hand.

In researching and developing ways to integrate Media Literacy into the English classroom, I found that it was exciting, provides an engaging, fun, way to learn. It can be combined with short stories, poetry, novels, or research. Students get intrigued and exhilarated to see visuals from the community or culture around them, in the classroom. It changes the pace and environment of the classroom in a positive way. Analyzing, evaluating, or creating, advertisements, billboards, videos, movies, and trailers provide an effective strategy not possible in a traditional text and helps accentuate the learning experience. It gives the students motivation to want to learn and work together.

Integrating Media Literacy does not have to be more complicated than including it into one lesson within a unit. For example, novels such as *Animal Farm, Persepolis, Brave New World, Fahrenheit 451* and *1984* all include elements of Media Literacy. Reading these novels and including one or two lessons on the historical background or secondary informational lessons on advertisements or videos could suffice to teach important aspects of Media Literacy. Showing of a film based on a novel or play is also another way to include Media Literacy. This could include the play *Romeo and Juliet*. In addition, there could also be a separate unit on Media Literacy to analyze specific advertisements, YouTube videos, blogs, commercials, movies, and trailers. The same themes, concepts, literary elements, and ideas could be studied in both traditional texts and Media Literacy materials. Students will be familiar with a variety of material due to their community and culture from everyday exposure. In addition to reading, there is also the wide variety of ideas that Media Literacy brings to writing. Within this project, I have presented the idea of students creating a magazine or commercial review booklet which

allow them to form a relationship with different types of media they come into contact with every day. Lesson 3 contains the creative writing component: students will write a one-page response on creating an advertisement and selling any certain product they are interested in. Students will discuss how to sell the product, who they would target, what to include to make the advertisement persuasive or memorable and any propaganda technique that they learned in class. Media Literacy brings a sense of creativity and freedom to the classroom.

I hope this project welcomes teachers to be innovative with new ideas in the classroom while also promoting change to the curriculum and classroom of English. Integrating Media Literacy is one way of doing this. As technology changes, so should teaching practices. It is essential for teachers to always be staying on top of new and modern ways of teaching, especially when it comes to English. School districts are starting to steer away from classic literature and traditional ways of teaching. For example, teachers are not utilizing memorization and recitation techniques but trying to adapt new ways to teach students to think critically. However, teachers are stuck in between teaching in these traditional ways and trying to adapt to current times and ways of teaching. This project should be a small step towards a big journey to start including Media Literacy into the English classroom.

Recommendations

In some ways, this project was difficult. Although social media and technology continue to grow rapidly, there is not a lot of research when it comes to including it in the English curriculum or into an educational merit. I found many critics that argue bringing any form of media and technology into the classroom is a way to set the students up for failure. Some educators are very quick in judgment to say "no" to bringing Media Literacy into the classroom

just because it is not the traditional way of teaching. Although it is important to know the negatives of bringing Media Literacy into a classroom, it is essential to know and understand the 21st-century students and the benefits it could bring in the classroom. I think anyone who is open to teaching Media Literacy could benefit from doing some research on the subject. As said before, technology and media are always growing. More data on the subject and how Media Literacy is implemented within the English classroom could be extremely useful for a project such as this one. It would be important to know the demographics of the classroom, grade level, and literary strategies used within the lesson itself that either work or does not work with Media Literacy. A study like this would help eliminate some questions that were raised on the subject of including Media Literacy into the English classroom. There were a number of sources and educators writing about Media Literacy satisfying the variety of different learners within the classroom, but not particularly to students with disabilities or English language learners. I think it would be insightful to know how learning Media Literacy could assist and benefit within the special education classroom.

Teachers should be more open to writing about utilizing Media Literacy and what has worked within the classroom and what has not. There needs to be more research on the subject. If teachers wrote more about their experiences, it would help provide insights to new and experienced educators, providing a constructive reminder that times are changing. It may provide motivation for teachers to start being more innovative and creative within the classroom and the inclusion of Media Literacy. The more information that is provided for teachers to research and test their findings, the more they will be willing to try out new information within the classroom setting. Bob Dylan utilizes this idea of times changing in his songs. He writes, "There's a battle outside/ And it is ragin'/ It'll soon shake your windows/ And rattle your walls / For the times

they are a-changin" Educators who are teaching new generations need not to be scared of the new times, but to instead, welcome them within the educational walls of the classrooms.

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