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Media Literacy Curriculum Map

We are subjected to thousands of media images and sounds each day. Most of the time, they flash by us so fast that we barely have time to think about them. In fact, most of these messages are designed to avoid critical thinking on our part. The main purpose of this book is to create awareness in young people about those messages around them. These messages often appeal to our emotions and feelings: Are we fearful? Insecure? Judgmental? Once students have acquired the skills to look at media messages critically, they will be better equipped to make decisions about their true value.

Students will understand media texts, understand media forms and techniques and create media texts. Includes 5 messages in media activities, 59 understanding and creating media text activities and a teacher guide.

This book begins with a brief **Introduction** followed by **Background Information** which gives concise definitions of relevant media literacy terms. The list under **Types of Media** will provide some examples to use with young learners. The **Teacher Assessment Rubric** (p. 5) gives teachers a tool to use to assess student performance and to consider future literacy topics. The **Self-Assessment Rubric** (p. 6) gives students the opportunity to evaluate their own performance.

Introduction and Teacher Guide Includes:

- Meeting the Common Core State Standards
- At A Glance™ List of Skills
- Introduction
- Background Information
 - What is media, media form, media text, and media literacy?
 - Types of Common Media
- Teacher Assessment Rubric
- Self-Assessment Rubric
- How to Use This Book
- Student Title Page
- Letters to Parents
- Media Survey: Media in My Week
- Media Forms
- Answer Key

As a means of storage of student materials, it is recommended that students use a file folder, DuoTang or similar folder to hold the following:

- title page: designed by students to show some aspect of media
- letters to parents: introduction to the unit and a final letter when the unit is complete
- Media Survey: Media in My Week
- Media Forms

Messages in Media Worksheets

- Media Tricks
- Jingles and Slogans
- Clear and Hidden Messages
- Stereotypes
- Positive and Negative Messages
- Propaganda

Understanding and Creating Media Texts Worksheets

This portion of the resource is organized into five categories of media. Each category will provide a brief history of the media, worksheets, and hands-on activities that can be completed alone or in small groups. Many assignments require research using books, reference materials, and the internet.

These categories are:

- I.** Print Media
- II.** Art & Picture Media
- III.** Sound Media
- IV.** Combination Media (print, pictures, sound)
- V.** Digital Media

Social Media Safety: The final topic is a discussion of **Social Media Safety** with information and the opportunity for young learners to use social media wisely.

Share Your Thoughts is an opportunity for students to express their views and opinions about aspects of media.

MEDIA TRICKS

Name: _____

People who make media try to persuade you to want and to buy what they are selling.

Here are some tricks that we see in media ads.

Read the definitions and their examples.

Think about ads on television, the internet, magazines, and newspapers.

Add one example for each media trick.

Media Trick	Example	Your Example
Bandwagon: Everyone else likes this idea or buys this item. You should want it too.	Everyone eats this cereal. You should eat it too.	
Fear: If we don't buy this item or believe this idea something bad will happen to us.	If you don't take these vitamins, you will get sick.	
Humor: Making people laugh puts them in a good mood to buy almost anything.	That family is laughing and having fun playing that game. We should buy that game.	
Just Plain People: If people in ads seem ordinary just like us, we want to be like them.	That girl wearing those cool shoes looks like me. I should buy some shoes like those.	
Repeating: Hearing a brand name, song, or idea over and over makes it stick in our head.	I know that Jack has won first place because he has a red ribbon.	
Symbol: A place, picture, song, or word that stands for something else. Almost at once we know what it means.	Sports teams, clothing brands, and fast food chains are some things that use symbols.	
Testimonials: Famous people are used to sell items and ideas.	This well-known football player uses this brand of shampoo. We should use it too.	
Warm and Fuzzy: little, cute and sweet creatures appeal to buyers.	That kitten gobbles up that cat food. I'll bet my kitty would like it too.	



 Messages
in Media


JINGLES AND SLOGANS

Name: _____

A **jingle** is a catchy little song. It often has a bouncy tune and simple words. Jingles help to sell many products or ideas.

Think about jingles from ads on television, radio, or the internet.

Write two examples and tell what product they are selling.

Product being advertised	Jingle used to try to sell product
Example: a delicious brand of ice cream products	

A **slogan** is a short attention-getting phrase or motto. It is used to sell a product or idea.

Some well-known slogans are:

- Service with a smile
- Always prepared.

Read the slogans below. Write your idea of what the message could be.

1. Join the crowd! Wear Super Blue Jeans! _____

2. Robo Dog will be your perfect playmate! _____

3. Eat Toasty Oats --- Be a Champion! _____



CLEAR AND HIDDEN MESSAGES

Name: _____

All forms of media have a message. There are two kinds of messages: **clear** and **hidden**.

A **clear message** is one you can recognize right away.

Example: A smiling child takes a vitamin pill, picks up their backpack, and skips out the door.

The **clear** message is that taking vitamins keeps us healthy and full of energy.

The **hidden** message may not be so obvious. If the ad keeps repeating the brand name of the vitamins, the message is likely to be that buying **this brand** of vitamins will keep you healthy and energetic.

Read the descriptions for these ads. Think about the clear and hidden messages.

Write your ideas for each kind of message.

Ad description	Clear message	Hidden message
1. A teenage rock star has awesome looking hair. He is handsome and wears top fashion clothes. When the ad shows him at a concert, girls are screaming and cheering. The camera zooms in on his hair and shows a bottle of the shampoo the young star uses. You see the brand name of the product at least three times during the ad.		
2. An ad shows a young girl at a school dance. She is very shy and doesn't mix well with the other kids. She doesn't dance at all. Another girl who is wearing Just Dance boots comes in and is a hit with everyone. She knows all the latest dances. At the end, the first girl smiles to herself and we see she is thinking about getting a pair of Just Dance boots.		

**Messages
in Media**


STEREOTYPES

Name: _____

A **stereotype** is a mental picture that we may have of a person or idea. Many people may believe the idea even though it is untrue.

- She's just a dumb blond.
- Boys play too rough.
- Girls can't fix cars.

Stereotypes can hurt people if they believe the ideas apply to them. Stereotypes may influence how we view others before we even know them.

Read these examples of media ads.

Decide who is being stereotyped and what the general belief might be.

Tell who might be hurt by this message.

Media ad	What is the stereotype message?	Who could be hurt?
1. The boy star in a movie is rich, good-looking and has lots of friends. His orphaned cousin comes to live with the family for a while. The new boy is poor, average looking, shy, and very lonely. The rich boy and his friends tell the orphan to stop being such a baby and grow up. They constantly tease and make fun of him.		
2. A family decides to turn their ranch into a place for boarding horses. Each day the boys exercise the horses and do jumps and races with them. The girls muck out the stalls, brush, and wash the horses and feed them. One of the girls wants to ride in competitions but her brothers just laugh at her.		



POSITIVE AND NEGATIVE MESSAGES

Name: _____

Positive media gives people a good feeling about the message and the product or idea. It also helps people and may inspire them to better actions.

Negative media gives people a bad feeling and may hurt them.

Look at these posters. Then circle **TRUE** or **FALSE** to answer the questions.



1. The clear message is that recycling is good for the environment.

TRUE FALSE

2. The hidden message is that our environment is in danger unless we recycle.

TRUE FALSE

3. This poster is an example of a positive message because it causes people to better actions.

TRUE FALSE



1. The clear message is that snowboarders are popular and brave.

TRUE FALSE

2. The hidden message is that Snow King snowboards will make you a great snowboarder.

TRUE FALSE

3. This poster is an example of a negative message because it sends a message that is untrue.

TRUE FALSE