Media Literacy Skills for Students: More Important than Ever

presenter: Frank W. Baker
@fbaker       fbaker1346@gmail.com
Media Literacy Skills for Students: More Important than Ever

presenter: Frank W. Baker
@fbaker      fbaker1346@gmail.com

Tell everyone your job title in the chat room
THE #1 ONLINE RESOURCE FOR EDUCATORS

Invite Frank W. Baker – one of the Nation’s Leading Media Literacy Experts – To Your School, District Or Conference

NEW & REVISED RESOURCES

NEW Deconstruct a Fake News Website
NEW: The State of Media Literacy Education
Resources for Tackling Fake News

NEWS / RESOURCES / ARTICLES

Teaching Kids To Read The Media
Questioning The Media: A Guide For Students
ML App Resources / ML Video Clips

FRANK’S TWEETS

Tweets by @fbaker
Frank W. Baker
@fbaker
Lesson Plans
Articles with advice
Infographics
Recommended
Books/Videos
What do we mean by: “media literacy”?
What do we mean by: “media literacy”?

Media Literacy is 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.
Media literacy: defined

“... is concerned with helping students develop an informed and critical understanding of the nature of mass media, the techniques used by them and the impact of these techniques.”
Media literacy: defined

“... is concerned with helping students develop an informed and critical understanding of the nature of mass media, the techniques used by them and the impact of these techniques.”

“...it is education that aims to increase students’ understanding and enjoyment of how the media work, how they produce meaning, how they are organized, and how they construct reality.”
Media literacy: defined

“... is concerned with helping students develop an informed and critical understanding of the **nature of mass media**, the **techniques** used by them and the impact of these techniques.”

“...it is education that aims to increase students’ understanding and enjoyment of **how the media work**, **how they produce meaning**, **how they are organized**, and **how they construct reality.**”

“... aims to provide students with the ability to **create media products.**”

The Wizard of Oz, 1939, MGM
Five Key Questions

1. Who created this message?

2. What techniques are used to attract my attention?

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

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

5. Why was this message sent?
Teens get their news more frequently from social media sites (e.g., Facebook and Twitter) or from YouTube than directly from news organizations.

Source: Common Sense Media, Aug. 2019
How social media makes it difficult to identify real news

Researchers said:
“people viewing a blend of news and entertainment on a social media site tended to pay less attention to the source of content they consumed - meaning they could easily mistake satire or fiction for real news.”

Science News, March 2020
How social media makes it difficult to identify real news

Researchers said:
When the content was not grouped together by distinct topics.....new posts appeared on the same page as entertainment...participants reportedly paid less attention to the source of the content.

“They were less likely to verify source information to insure it was credible...”
Most Students Don’t Know When News Is Fake, Stanford Study Finds

Teens absorb social media news without considering the source; parents can teach research skills and skepticism

https://www.wsj.com/articles/most-students-dont-know-when-news-is-fake-stanford-study-finds-1479752576
1. This is / is not (circle one) an advertisement because

2. This is / is not (circle one) an advertisement because

3. This is / is not (circle one) an advertisement because

Here is the home page of Slate.com. Some of the things that appear on Slate.com are news stories, and others are advertisements.

We know you've got a story.

Should California Stop Growing Almonds?
The nut has been vilified for drinking up the state's water supply. It doesn't deserve such a bad rap.

By Eric Heitkaus

Slate
MOST RECENT
SEE ALL

24M AGO - JORDAN WEISSMAN - 1M TO READ
Forget Steak and Seafood: Here’s How Welfare Recipients Actually Spend Their Money

36M AGO - BEN MATHIS-UlLEY
Buckingham Palace Guard Falls Over (Video)

45M AGO - L. BRADLEY & A.M. LINDEMANN - 2M TO READ

SPONSORED CONTENT
The Real Reasons Women Don’t Go Into Tech

By Laura Bradley and Marie Lindemann

right here o slow watches.com
Do Millennials Have Good Money Habits?

This article argues that many millennials (people in their mid-20s to mid-30s) need help with financial planning. What is one reason you might not trust this article?
On March 11, 2011, there was a large nuclear disaster at the Fukushima Daiichi Nuclear Power Plant in Japan. This image was posted on Imgur, a photo sharing website, in July 2015.

Does this post provide strong evidence about the conditions near the Fukushima Daiichi Power Plant? Explain your reasoning.
Introducing

Civic Online Reasoning

Developed by: Stanford History Education Group

Stanford Graduate School of Education
lateral reading is the act of verifying what you're reading as you're reading it. Process of consulting third-party sources to help verify authority and reliability of the source.
CIVIC ONLINE REASONING
FREE
LESSON PLANS

- Lateral Reading with News Stories
- Lateral Reading with Fact-Checking Organizations
- News vs. Opinions
- Domain Names
- Sponsored Content
- Comparing Articles
- News on Twitter
- Evaluating Wikipedia
- Webpage Comparison
- Social Media Video
- Website Reliability
- News on Facebook
- Home Page Analysis
- News Search
- Article Evaluation
- Article Analysis
- Evaluating Data
- Evaluating Videos
- Evaluating Evidence on Wikipedia
- Evaluating Videos
- Intro to What Do Other Sources Say?
- Click Restraint
- Practicing Click Restraint
- Verifying Claims on Social Media
The Problem:

- fake news is the “cancer of our time”

- “The short attention span we’re creating in this millennium is actually very dangerous,”

Source: owner of the Los Angeles Times quoted on CNBC, 9/26/18
We can't rely on the Social Media companies to stop disinformation, fake news and hoaxes.
misinformation
misinformation
misinformation
Students are coming to class putting more faith in misleading YouTube videos than instruction from qualified teachers... challenging facts about climate change, and more.
COVID-19 is an abbreviation of “coronavirus disease 2019.” “CO” stands for “corona,” “VI” stands for “virus” and “D” stands for “disease.” The number 19 reflects the year the disease was identified — 2019.
Lifestyle Influencers Are Now Sharing Some Bogus Far-Right Conspiracy Theories About The Coronavirus On Instagram

Source: BuzzFeed, April 4, 2020
STOP.
Don't assume it's true.
Don't assume it's reliable.
Don't share until....
VERIFY FIRST

When in Doubt Check it Out
School Librarians YES
Experts in helping students
South Carolina Association of School Librarians
1. DISTINGUISH BETWEEN NEWS AND OPINION.
Some stories look like news but are actually opinion pieces. Is it news? Is it an opinion piece? Before hitting share or forward, consider the type of content first.

2. CHECK THE CREDIBILITY OF THE SOURCE.
“Daily Buzz Live” may sound like a legit news site, but there are countless examples of bad actors creating fake news outlets that sound real. Check to see if the source of a story is credible before passing it along to others.

3. FOR HEALTH INFORMATION, GO TO CDC.GOV OR WHO.INT
If you’re looking to find factual information about public health, check first with trusted institutions, like the Centers for Disease Control and Prevention or the World Health Organization.
4. QUESTION YOUR REACTIONS TO THINGS YOU SEE ONLINE.
Disinformation outlets thrive on engagements—likes and shares—on social media platforms. They’re writing headlines designed to encourage you to disseminate their posts, even if they’re false or misleading. Before taking the bait, question the credibility of everything you see, especially if you get the sense it might spark a sense of alarm in others. That might be the whole point.

5. FACT-CHECK WHAT YOU’RE READING.
Not sure how true a story is? Run it through Google or another search engine alongside the terms “true,” “false,” or “hoax.” Fact-checking websites like Snopes.com and those from trusted news outlets will often surface. You can also check out Annenberg’s FactCheck.org or Duke University’s Reporters’ Lab for more resources.

6. REVERSE IMAGE SEARCH.
Go pro. If you see an image, try a reverse image search on Google. That photo of panicked grocery shoppers could be real. Or just a scene from a zombie movie.
HOW TO RECOGNIZE A FAKE NEWS STORY

1. Read past the headline
2. Check what news outlet published it
3. Check the publish date and time
4. Who is the author?
5. Look at what links and sources are used
6. Look out for questionable quotes and photos
7. Beware confirmation bias
8. Search if other news outlets are reporting it
9. Think before you share
12/26/19 (WIVB) — Coca-Cola is facing criticism for trying to convince teenagers and moms that its sugary drinks are healthy. Researchers analyzed documents from two Coca-Cola ads. They found Coke was mostly targeting the two groups to shift their attitudes. A Coca-Cola spokesperson says the company is cutting sugar in products around the world and doesn’t market to kids under 12.
12/26/19 (WIVB) — Coca-Cola is facing criticism for trying to convince teenagers and moms that its sugary drinks are healthy.

Researchers analyzed documents from two Coca-Cola ads.

They found Coke was mostly targeting the two groups to shift their attitudes.

A Coca-Cola spokesperson says the company is cutting sugar in products around the world and doesn’t market to kids under 12.
Coke targeted teens by saying sugary drinks are healthy - CNN
Dec 19, 2019 - Coca-Cola is under fire for trying to convince teenagers and moms that its ... The International Journal of Environmental Research and Public ...

Coca-Cola targeted teens by saying sugary drinks are healthy ...
Dec 20, 2019 - Coca-Cola is under fire for trying to convince teenagers and moms that its sugary drinks ... Festive hot drinks revealed to contain up to 23 teaspoons of sugar. A recent study predicted that 250 million school-aged children and ...

Coca-Cola internal documents reveal efforts to sell to teens ...
Dec 18, 2019 - A new study shows that the Coca-Cola Company’s public relations goals included trying to shift teens’ sense of the ... Teens and moms. ... “At Coca-Cola, we recognize that too much sugar isn't good for anyone,” Landers said.
New York (CNN Business) — Coca-Cola is under fire for trying to convince teenagers and moms that its sugary drinks are healthy, despite concerns that they contribute to childhood obesity.

The International Journal of Environmental Research and Public Health (IJERPH) analyzed internal documents from two Coca-Cola ad campaigns, one from the 2010 summer Olympic games in Rio and a 2013 brand campaign. The organization discovered that the brand was largely targeting the two groups to its products to shift their attitudes.

For the 2013 ads, which were part of Coke’s “Movement Is Happiness” campaign, the internal documents stated that the goal was to “increase Coke brand health scores with teens.” The IJERPH said Coke was “exploit in its Intent” to stamp out opposition and build allies with journalists to “negate negative media coverage.”

In the 2016 campaign for the summer Olympics in Rio the IJERPH said Coke targeted teens and moms by enlisting young social media influencers to promote the products. It cited a trade publication that praised Coke’s effectiveness of the campaign because it reached more than 20 million teenagers.
Questioning Stories You Suspect are Fake
Obama Signs Executive Order Banning The Pledge Of Allegiance In Schools Nationwide

By Jimmy Rouston, ABC News - December 11, 2016  99631  719
Obama Signs Executive Order Banning The Pledge Of Allegiance In Schools Nationwide

By Jimmy Rustling, ABC News - December 11, 2016  
99631  719
Obama Signs Executive Order Banning The Pledge Of Allegiance In Schools Nationwide
Can you locate this story anywhere else?
Real Journalist?
"If you read any of the articles beyond a paragraph, you’re going to see it’s completely made up, totally fake ... it’s a complete joke," (John) Egan told NBC News, adding that the onus should be put on readers to seek out the truth.

https://www.nbcnews.com/news/us-news/tall-tale-or-satire-authors-so-called-fake-news-feel-n689421
Google’s News Aggregator Incorporates Fact Checks
Researching Questionable Images

► URL to News Literacy Project Photo Fact Checking

► https://www.youtube.com/watch?v=Ewrx1lDhvPE&t=10s
Deepfakes: altered videos
URL for KQED’s Video on the History of Photo Alteration & Deepfake Videos

https://www.youtube.com/watch?v=Ro8b69VeL9U
## Media Literacy in Standards

<table>
<thead>
<tr>
<th>ELA</th>
<th>SOC STUDIES</th>
<th>HEALTH</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informational texts</td>
<td>Primary sources</td>
<td>Food choice decisions</td>
<td>Photography</td>
</tr>
<tr>
<td>Author bias</td>
<td>Propaganda</td>
<td>Alcohol/tobacco ads</td>
<td>Media Arts</td>
</tr>
<tr>
<td>Nonprint texts</td>
<td>Mass media in history</td>
<td>Body Images</td>
<td>Design/Graphics</td>
</tr>
<tr>
<td>Visual literacy</td>
<td>Politics/Media</td>
<td>Violent media</td>
<td>Info Literacy</td>
</tr>
<tr>
<td>Symbolism</td>
<td></td>
<td></td>
<td>Digital.tech literacy</td>
</tr>
<tr>
<td>Film analysis</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
MEDIA LITERACY = ANALYSIS + CREATION
Recreating a Magazine Cover
Magazine Covers
1. Who are the **audiences** for each magazine? What are the clues?
2. Use one or two **adjectives** to describe how LeBron looks on each cover.
3. Magazine covers are also considered advertisements. What **techniques** does each of the publications use to sell themselves to their readers?
4. Notice Lebron’s **body language** & facial **expressions**; what do they say to you?
5. If you could read only one of these publications, which would it be and why? In other words, which is most **appealing**?
Election 2020

Have your students WRITE a commercial for a candidate

Choose an issue or topic

Research it

Write a 30 second ad
# Resource Recommendations

## Political Ad Analyzing Worksheet

[https://frankwbaker.com/mlc/political-ad-analyzing-worksheet/](https://frankwbaker.com/mlc/political-ad-analyzing-worksheet/)

**Political Ad Analysis Worksheet**  
© 2004 by Frank Baker, revised 2015  
(for use as a HANDOUT, print as LANDSCAPE or HORIZONTAL)

*Teachers: Have your students view a campaign commercial first with no instruction. Next, distribute this page as a handout. Assign different students one of the columns; play the ad again. Have each student report and share their observations.*

<table>
<thead>
<tr>
<th>WHERE the ad was seen/heard (social media, TV, radio)</th>
<th>WHEN the ad aired if broadcast</th>
<th>AUDIENCE who is targeted</th>
<th>TYPE see list below</th>
<th>SPONSOR candidate, party, Super PAC</th>
<th>IMAGES* see list below</th>
<th>SOUNDS* see list below</th>
<th>TECHNIQ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ad #1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ad #2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ad #3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Resource Recommendations
Locating The Cost of A Presidential Ad on Local TV

1. Go to https://publicfiles.fcc.gov/tv-profile/(enter call letters of your station here)/political-files
2. Click the FOLDER labeled 2020, or 2019
3. Click the FOLDER labeled FEDERAL
4. Click the FOLDER labeled PRESIDENT
5. Find FOLDERS for individual candidates
6. Example: PersistPac2020 (representing Elizabeth Warren) paid $1250 for one ad during CBS’s God Friended Me; actual Warren ads went for $90 on The Late Show; and $50 for 11pm News
<table>
<thead>
<tr>
<th>#</th>
<th>Day/Time</th>
<th>DP</th>
<th>Program</th>
<th>Rate</th>
<th>A35P Rating</th>
<th>Len</th>
<th>7/17</th>
<th>7/18</th>
<th>7/19</th>
<th>7/20</th>
<th>7/21</th>
<th>7/22</th>
<th>7/23</th>
<th>Total Spots</th>
<th>Total $</th>
<th>CPP</th>
<th>GRP</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>W-F, M-Tu 1-4:30a-5a</td>
<td>America This Morning</td>
<td>$50.00</td>
<td>1.2</td>
<td>30</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>$150.00</td>
<td>$41.67</td>
<td>3.6</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>W-F, M-Tu 5a-5:30a</td>
<td>Good Morning Charleston</td>
<td>$80.00</td>
<td>1.3</td>
<td>30</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>$160.00</td>
<td>$61.54</td>
<td>2.6</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>W-F, M-Tu 5:30a-6a</td>
<td>Good Morning Charleston</td>
<td>$80.00</td>
<td>1.5</td>
<td>30</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>$240.00</td>
<td>$53.33</td>
<td>4.5</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>W-F, M-Tu 6a-6:30a</td>
<td>Good Morning Charleston</td>
<td>$150.00</td>
<td>1.7</td>
<td>30</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>$300.00</td>
<td>$88.24</td>
<td>3.4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>W-F, M-Tu 6:30a-7a</td>
<td>Good Morning Charleston</td>
<td>$150.00</td>
<td>1.9</td>
<td>30</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>$450.00</td>
<td>$78.95</td>
<td>5.7</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>W-F, M-Tu 7a-8a</td>
<td>Good Morning America</td>
<td>$150.00</td>
<td>1.9</td>
<td>30</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>$450.00</td>
<td>$78.95</td>
<td>5.7</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>W-F, M-Tu 8a-9a</td>
<td>Good Morning America</td>
<td>$150.00</td>
<td>1.6</td>
<td>30</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>$450.00</td>
<td>$93.75</td>
<td>4.8</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Su 9a-10a</td>
<td>Good Morning America Weekend</td>
<td>$100.00</td>
<td>1.2</td>
<td>30</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>$100.00</td>
<td>$83.33</td>
<td>1.2</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Su 10a-11a</td>
<td>This Week</td>
<td>$200.00</td>
<td>1.2</td>
<td>30</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>$200.00</td>
<td>$166.67</td>
<td>1.2</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>W-F, M-Tu 11a-12a</td>
<td>Live with Kelly &amp; Ryan</td>
<td>$90.00</td>
<td>1.2</td>
<td>30</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>$360.00</td>
<td>$75.00</td>
<td>4.8</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>W-F, M-Tu 12a-12a</td>
<td>Low Country Live!</td>
<td>$50.00</td>
<td>0.9</td>
<td>30</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>$50.00</td>
<td>$55.56</td>
<td>0.9</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>W-F, M-Tu 11a-12</td>
<td>The View</td>
<td>$110.00</td>
<td>2.0</td>
<td>30</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>$440.00</td>
<td>$55.00</td>
<td>8.0</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>W-F, M-Tu 12n-1</td>
<td>Rachael Ray</td>
<td>$50.00</td>
<td>1.0</td>
<td>30</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>$50.00</td>
<td>$50.00</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>W-F, M-Tu 1p-2p</td>
<td>Strahan and Sara</td>
<td>$75.00</td>
<td>0.9</td>
<td>30</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>$300.00</td>
<td>$83.33</td>
<td>3.6</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>W-F, M-Tu 2p-3p</td>
<td>General Hospital</td>
<td>$150.00</td>
<td>2.8</td>
<td>30</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>$150.00</td>
<td>$53.57</td>
<td>2.8</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>W-F, M-Tu 3p-4p</td>
<td>The Steve Harvey Show</td>
<td>$160.00</td>
<td>2.5</td>
<td>30</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>$480.00</td>
<td>$64.00</td>
<td>7.5</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>W-F, M-Tu 4p-5p</td>
<td>Ellen</td>
<td>$125.00</td>
<td>2.4</td>
<td>30</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>$125.00</td>
<td>$52.08</td>
<td>2.4</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>W-F, M-Tu 5p-6p</td>
<td>ABC News at 5-530P</td>
<td>$120.00</td>
<td>1.7</td>
<td>30</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>$360.00</td>
<td>$73.33</td>
<td>5.1</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>W-F, M-Tu 5:30p-6p</td>
<td>ABC News at 530-6P</td>
<td>$120.00</td>
<td>1.8</td>
<td>30</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>$240.00</td>
<td>$69.67</td>
<td>3.6</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>W-F, M-Tu 6p-7p</td>
<td>ABC News at 6P</td>
<td>$175.00</td>
<td>2.6</td>
<td>30</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>$525.00</td>
<td>$87.31</td>
<td>7.8</td>
<td></td>
</tr>
</tbody>
</table>
Student Produced PSA

URL for The Media Spot’s PSA video with New York 4th Graders

https://themediaspot.org/2013/03/21/psa-124-psa-on-global-warming-you/
Resource Recommendations

CLOSE READING THE MEDIA
Literacy Lessons and Activities for Every Month of the School Year
FRANK W. BAKER

MEDIA LITERACY in the K–12 Classroom
Updated and expanded second edition
Frank W. Baker
Resource Recommendations
Ready made lesson plans

- TV Toy Commercials: How They Influence Kids
- Is Seeing Believing? Image Manipulation
- Deconstructing a TV Commercial
- All Media Start Out As Writing

www.frankwbaker.com
Resource Recommendations

One should not share information that is not True or Factual

#MILCLICKS
#ThinkBeforeClicking
#EUMediaLiteracyWeek

TO CREATE A BRIGHT FUTURE, WE NEED HARDWARE AND WE NEED SOFTWARE

BUT WE ALSO NEED MORALWARE.

MIL strengthens your moral compass online and offline.

WHAT IS A MEDIA CODE OF ETHICS?

- sanctions developed by media professionals
- implements critical engagement in this process to set what trust in media is all about

5 REASONS WHY THE ETHICS IN THE MEDIA ARE IMPORTANT

5 MEDIA AND INFORMATION LITERACY SKILLS

- I can recognize and articulate that I have the need for information and media.
- I know actions I can take to hold media accountable.
- I understand the conditions under which media can fulfill its functions in a democracy.
- I understand that I have the right to freedom of speech and that I can impact and advocate for media freedom.
- I analyze and evaluate information and media content critically and collaboratively.
<table>
<thead>
<tr>
<th>ELA</th>
<th>SOCIAL STUDIES</th>
<th>HEALTH</th>
<th>ARTS</th>
<th>OTHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>-SHAKESPEARE ON FILM</td>
<td>-SOCIAL MEDIA AND ADVERTISING IN THE 2012 ELECTION</td>
<td>TOBACCO, ADVERTISING AND CANCER</td>
<td>-MEDIA ARTS: ONE MINUTE LESSON</td>
<td>Representation of Undocumented Youth</td>
</tr>
<tr>
<td>-HOW GOOD ARE YOU AT DETECTING BIAS</td>
<td>-DARK MONEY</td>
<td>MEDIA ARTS: CRITICAL VIEWING: TOBACCO ADS</td>
<td>-GRAPHIC DESIGN ADVICE</td>
<td>Reading Data</td>
</tr>
<tr>
<td>-CONSTRUCTING MEDIA MESSAGES</td>
<td>-VOTE DEMOCRACY LESSON 7</td>
<td>HEALTHY SNACKS vs JUNK FOOD</td>
<td>-ANIMATION PROCESS</td>
<td>Racism in the Media</td>
</tr>
<tr>
<td>-INTERPRETING DATA, FACTS &amp; IDEAS from INFORMATIONAL TEXTS</td>
<td>-DIGITAL MEDIA AS A CIVIC ENGAGEMENT TOOL-FOUNDING PRINCIPLES: THE MEDIA</td>
<td></td>
<td>-ART, ADVERTISING &amp; PROPAGANDA</td>
<td>Spotting Bad Science Reporting</td>
</tr>
<tr>
<td>-FACTS OR OPINIONS</td>
<td>-FREEDOM OF THE PRESS</td>
<td></td>
<td>-ICONIC IMAGES OF THE GREAT DEPRESSION</td>
<td>Fact Checking The Web</td>
</tr>
<tr>
<td>-CREATING NARRATIVE THROUGH PHOTOGRAPHY</td>
<td>-PRESIDENTIAL IMAGE MAKING</td>
<td></td>
<td>-STOP MOTION ANIMATIONS</td>
<td>Techniques of Persuasive Presentations</td>
</tr>
<tr>
<td>-ANALYZING INFORMATION-IDENTIFYING HIGH QUALITY SITES</td>
<td>-POLITICAL CAMPAIGNS</td>
<td></td>
<td>-DESIGNING A POSTER TO COMMUNICATE INFO-GREEN SCREEN TIPS</td>
<td>Writing and Reporting</td>
</tr>
<tr>
<td>-EVALUATING THE VALIDITY OF INFO</td>
<td>-TELEVISION</td>
<td></td>
<td>-SCI-GIRLS STOP AND ANIMATE</td>
<td>Understanding Copyright &amp; Fair Use</td>
</tr>
<tr>
<td>-WHEN THE BOOK IS BETTER THAN THE MOVIE</td>
<td>-LIGHTS, CAMERA, POLITICS</td>
<td></td>
<td>-MEDIA ARTS: MOVIE SOUNDTRACK</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-INTERPRETING DEPRESSION ERA</td>
<td></td>
<td>-THEATRE: LIGHTING STUDIO</td>
<td></td>
</tr>
</tbody>
</table>
Stap inside Artopia's Media Arts lobby! Students can learn about media arts history by exploring Art History. Under Be a Media Critic, students are guided on how to closely examine a variety of media types like television, radio, photography and film. In Meet an Artist, watch videos of artists at work.

Please note many of the web videos include transcripts.

https://www.knowitall.org/series/artopia
Critical Viewing: Cigarette Ads Worksheet

Critical viewing means taking a closer look, not being critical. It means that you are an active, rather than passive viewer. Active viewing means that you study the elements, in this case, an advertisement for tobacco, and ask yourself a series of questions, each designed to elicit important clues and other information.

Take a critical look at the four cigarette ads at the link below.
https://www.knowitall.org/photo-gallery/critical-viewing-cigarette-ads-artopia

Each ad will pop-up in a new window and display the full version.

What is happening in the ad? Why did the makers of the ad choose this scene?

https://www.knowitall.org/series/artopia
Recommended Resources

Media Literacy

Foster independent thinking and 21st century literacy skills with KQED Media Literacy resources. The ability to think critically about the powerful images, words, sounds, and messages that saturate contemporary culture increases students' chance of success in and outside of the classroom.

Through tools, workshops, and in-class materials and programs, you can encourage your students to ask key questions about who creates media messages, why, and to what effect.

General Media Literacy Resources

- Key Concepts of Media Education
- Media Literacy Framework
- Glossary of Media Literacy Terms
- Copyright and Media Education

https://www.kqed.org/education/media-literacy
Recommended Resources

1. **Finding & Evaluating Information**
   - Learn the techniques to critically evaluate reliable information.

2. **Bias in Big Data & Algorithms**
   - Learn all about data: what it is, how you interact with it online, and how to analyze it.

3. **How Misinformation, Disinformation & Propaganda Are Made**
   - Learn how to detect fakes, hoaxes, and disinformation across media types.

4. **Making Media in the Age of Misinformation**
   - Learn about the ethics of media making and the role it can play for you and your students.

5. **Video Essentials: Basics of Shooting**
   - Learn the basics of video production.

6. **Audio Essentials: Basics of Recording**
   - Learn how to record high-quality sound and narration for audio projects with students.

7. **Developing Youth Voice With Audio & Video Commentaries**
   - Learn how to support your students in making audio or video commentaries for the KQED Youth Media Challenge.
Real Media Literacy: Spotting a Fake Story

BY FRANK BAKER · PUBLISHED 08/07/2019

In 2019, the prevalence of fake news and disinformation online is causing many educators to rethink how they teach critical thinking skills to students.

Do your students know how to ‘read’ a news story they’ve come across on a website or in social media and evaluate the information the creators have presented?

Increasingly today, the ability to analyze and evaluate the techniques by the fake news creators is more important than ever. But are students receiving sufficient coaching and practice in questioning what they read?

Reading Laterally

Experts are now recommending that students read laterally, as opposed to vertically. Lateral reading involves “the act of verifying what you’re reading as you’re reading it.” (Source)

President vs. Press: A Media Literacy Challenge

BY FRANK BAKER · 03/13/2017

A MiddleWeb Blog

I have often observed that politicians need the press and the press needs the politicians. That’s ever so true during an election cycle. But it continues well after elections too. President Trump uses the media when he gives interviews, holds press conferences, and issues tweets — and all are designed to reach us, the news consumers.

The media dependence on politicians goes beyond the stream of content that politics provides. Broadcast, digital and print media rake in millions of dollars in ad revenue during election campaigns. After elections, the business of government continues and provides a major ongoing focus (and source of revenue) for the media, particularly when political actions and policy debates become controversial.

Why Media Literacy Matters in Science Class

BY FRANK BAKER · PUBLISHED 03/03/2020

“Houston, we have a problem,” repeated the Apollo 13 astronauts (more precisely they relayed the distressing phrase “Houston: we’ve had a problem here”) when a major technical malfunction was discovered. Thus began the painstaking job of fixing the problem and bringing the astronauts home safely in 1970.

Educators, we have another problem and this one won’t be fixed nearly so quickly. It’s “science illiteracy” — the failure of young people to think, or act, critically on “scientific” information they receive from social media and YouTube.

The problem was highlighted recently in “The War on Science” broadcast by CBSN — the online news network of CBS News. It appears that students, who are heavy viewers of YouTube, are coming into class woefully misinformed.

Among other things, it is clear that some students believe in often-ridiculous conspiracy theories and misinformation (the Earth is flat; climate change is a hoax) that are propagated in some social media. And they bring these misconceptions into the classroom.
Coming Soon

- A new MEDIA LITERACY section on SC-ETV’s Education portal
- Webinar planned (TBA) to introduce the site & resources
Media Literacy Skills for Students: More Important than Ever

presenter: Frank W. Baker
@fbaker       fbaker1346@gmail.com