

Media Literacy Skills for Students: More Important than Ever

presenter: Frank W. Baker

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- MEDIUM
- TEACHING STANDARDS
- OTHER

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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

Fake News: Recommendations

<https://frankwbaker.com/mlc/fake-news-recommendations/>



If you read any news story about "fake news" in the past three years, you no doubt came across the phrase "media literacy." From the various news stories and blog posts, I have compiled the following recommendations and advice. (NOTE: **lesson plans, handouts** and **related videos** are posted near the bottom of this list) Newest materials are posted last. Do you have suggestions for content that could be added here? Please consider sending it to me: fbaker1346@gmail.com

NEW: [Fake News Curriculum Resources](#)

[Fake News & Media Literacy-List of Resources](#)

[How to Spot Lies, Fake News & Chaos Online](#) (December 2019)

[Real Media Literacy: Spotting A Fake Story](#) (August 2019)

VIDEO: [Confirmation Bias: Why Do Our Brains Like Fake News?](#)

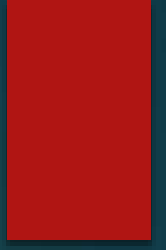
NEW: [Text recommendations](#)

Lesson Plans
Articles with advice
Infographics
Recommended
Books/Videos



Click image for larger version.

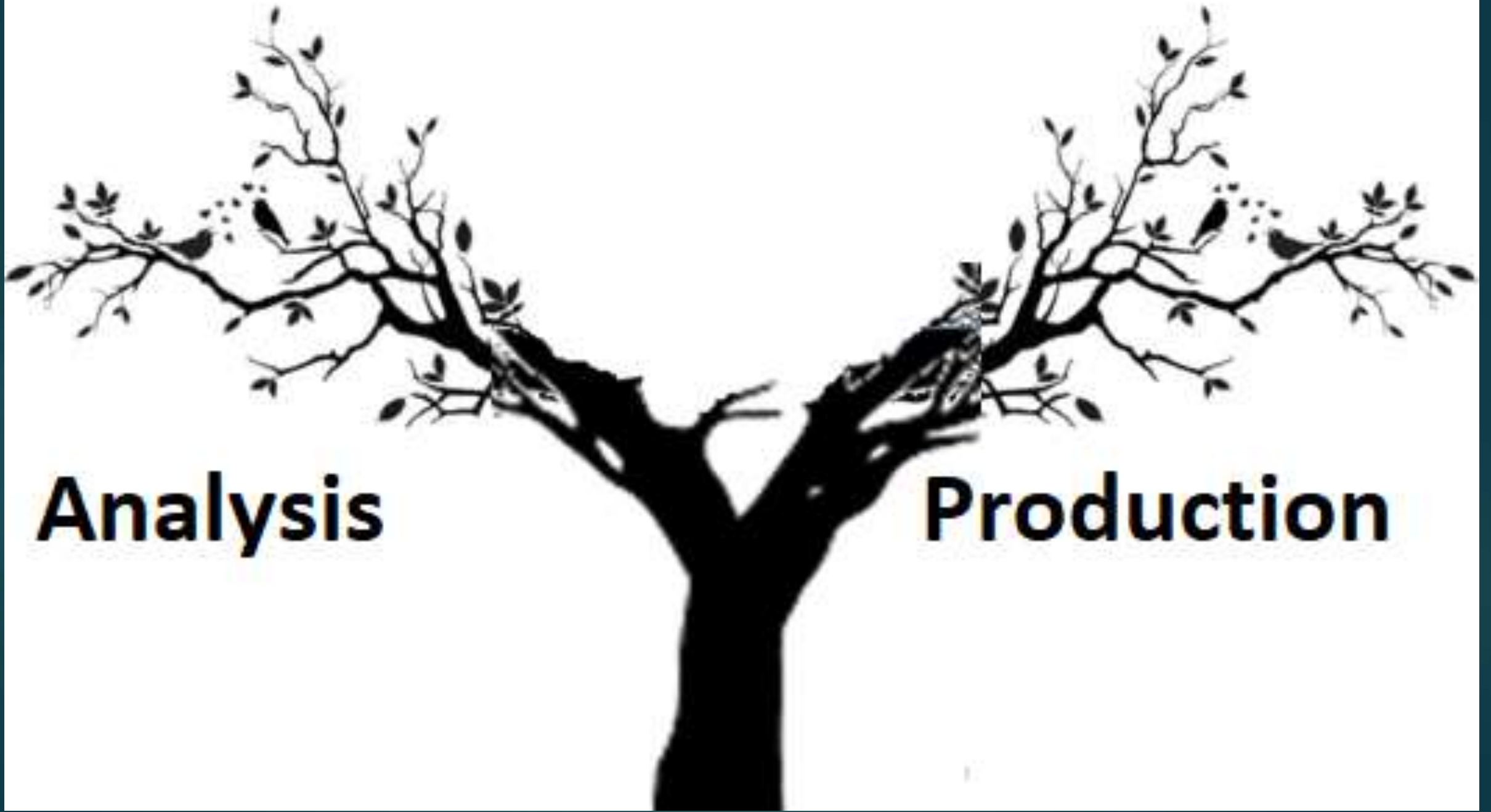
What do we mean by:
“media literacy”?



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.*



Analysis

Production

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.**"



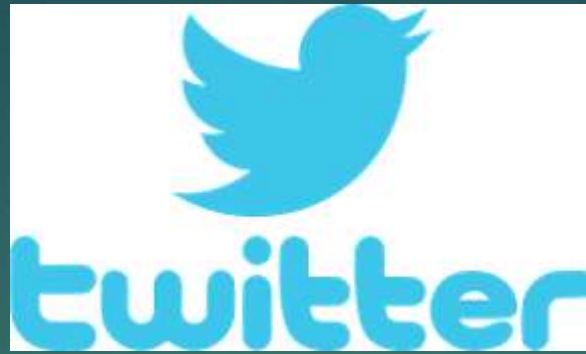
The Wizard of Oz, 1939, MGM

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?

The Facebook logo, consisting of the word "FACEBOOK" in a blue, sans-serif font on a white background.

FACEBOOK



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...”

THE WALL STREET JOURNAL.

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>

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

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 _____



We know you've got a story.



SAVE \$20
USE CODE: SAVE20
LIMITED TIME ONLY

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 Holthaus



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

30M AGO - BEN MATHIS-LILLEY
Buckingham Palace Guard Falls Over (Video)

45M AGO - L. BRADLEY & A.M. LINDEMANN - 2M TO READ
When is Cheryl's Birthday? Solving a Logic Problem That Quickly Spread Around the World.



SPONSORED CONTENT

The Real Reasons Women Don't Go Into Tech

When Is Cheryl's Birthday?

A simple chart that explains the logic problem that spread around the world.

By Laura Bradley and Marie Lindemann

right here  slow-watches.com



Examine the document below and answer the question that follows.

PRESENTED BY BANK OF AMERICA



Andrew Plepler

Global Corporate Social Responsibility and Consumer Policy
Executive, Bank of America ®

Do Millennials Have Good Money Habits?

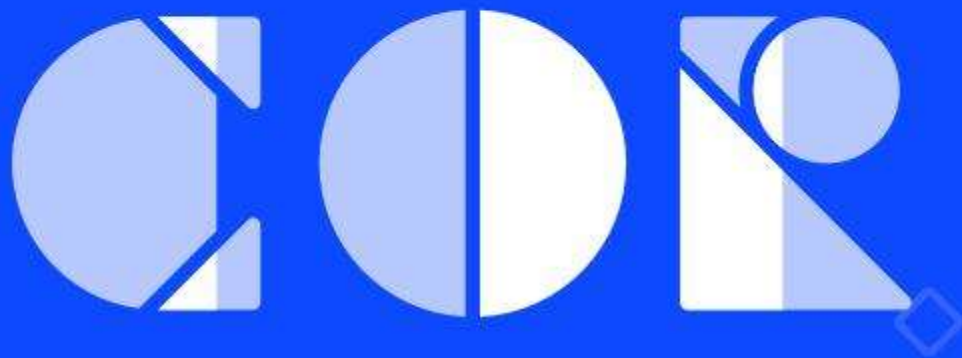
This article argues that many millennials (people in their mid-20s to mid-30s) need help with financial planning. What is one reason you might **not** trust this article?

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

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

Lesson
Lateral Reading with News Stories

Lesson
Lateral Reading with Fact-Checking Organizations

Lesson
News vs. Opinions

Lesson
Domain Names

Lesson
Sponsored Content

Assessment **Start Here**
Comparing Articles

Assessment **Start Here**
News on Twitter

Assessment
Evaluating Wikipedia

Assessment
Webpage Comparison

Assessment
Social Media Video

Assessment
Website Reliability

Assessment
News on Facebook

Home Page Analysis

News Search

Assessment **Start Here**
Article Evaluation

Article Analysis

Lesson
Evaluating Data

Lesson
Evaluating Videos

Lesson
Evaluating Evidence on Wikipedia

Lesson
Intro to What Do Other Sources Say?

Lesson
Click Restraint

Lesson
Practicing Click Restraint

Lesson
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



The Atlantic

Why Women Bully Each Other at Work
BY OLGA KHAZAN

Have Smartphones Destroyed a Generation?

BELIEVE

Conspiracy Theories.
Fake News.
Magical Thinking.

How America Went Haywire

By Kurt Andersen

SEPTEMBER 2017
THEATLANTIC.COM



Bloomberg Businessweek

EXTREMIST PROPAGANDA
ANGRY ADVERTISERS
RUMORS ABOUT PRESIDENTIAL AMBITIONS
ACCUSATIONS OF BIAS
SHAREHOLDER LAWSUIT
ANGRY MEDIA COMPANIES
HATE SPEECH
ONE SPECIAL PROSECUTOR
ANGRY ATTORNEYS GENERAL
ANGRY SENATORS
RUSSIAN BOTS
CHINESE CENSORS
PRIVACY ADVOCATES
EUROPEAN REGULATORS
ANGRY REPRESENTATIVES
CRITICISM OF HIS PHILANTHROPY

FAKE NEWS

FREE SPEECH ADVOCATES
VIOLENT VIDEO STREAMS

It's Not Easy Being Mark Zuckerberg Right Now

american libraries

THE MAGAZINE OF THE AMERICAN LIBRARY ASSOCIATION

Our Futures in Times of Change

p. 32

NEWSMAKER: W. Kamau Bell p. 28
2017 Emerging Leaders p. 42
Midwinter Wrap-Up p. 64

PHOTO: Veterans Services, A/V Preservation, and Wine Collections

Buttons on cover: CENSORSHIP, NET NEUTRALITY, FREEDOM FROM SURVEILLANCE, BECAUSE FAKE NEWS CAN HAVE REAL-WORLD CONSEQUENCES, I LOVE LITERACY, LIBRARIANS FOR FACTS, STAND UP FOR YOUR RIGHT TO READ, EQUITY, DIVERSITY, INCLUSION, PROTECT Intellectual Freedom.

**We can't rely on the
Social Media companies to stop
disinformation, fake news and
hoaxes.**



misinformation
misinformation

Why Media Literacy Matters in Science Class

BY FRANK BAKER · PUBLISHED 03/28/2020



"Houston, we have a problem," reported 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.

Students are coming to class putting more faith in misleading YouTube videos than instruction from qualified teachers...
challenging facts about climate change, and more.

MiddleWeb

All About the Middle Grades

Viral image

stated on March 25, 2020 in a Facebook post:

“COVID literally stands for Chinese Originated Viral Infectious Disease.”

CHINA

FACEBOOK FACT-CHECKS

CORONAVIRUS

VIRAL IMAGE



COVID-19 is an abbreviation of “coronavirus disease 2019.”

“CO” stands for “corona,”

“VI” stands for “virus” and “D” stands for “disease.”

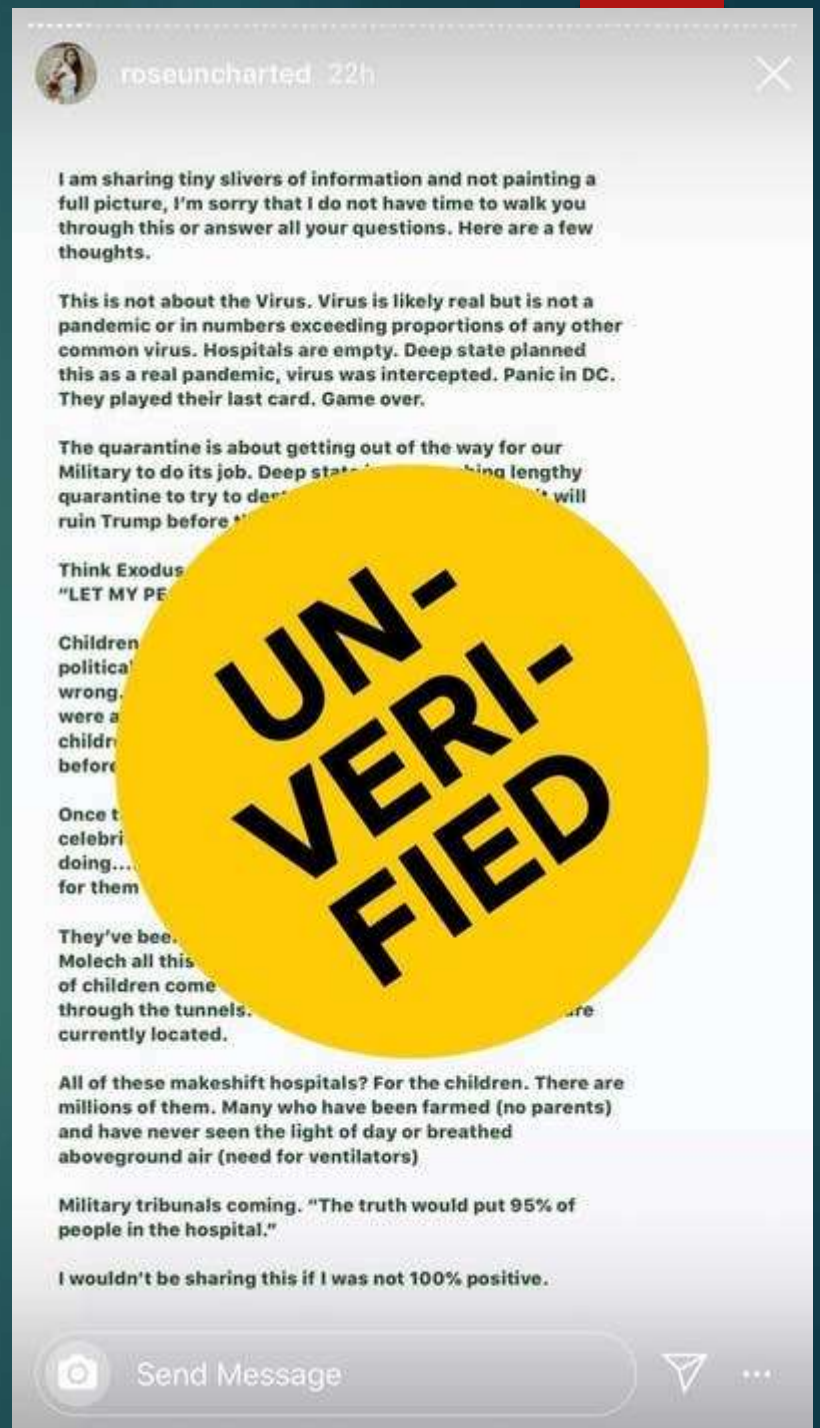
The number 19 reflects the year the disease was identified — 2019.



CORONAVIRUS

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





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](https://snopes.com) and those from trusted news outlets will often surface. You can also check out Annenberg's [FactCheck.org](https://www.factcheck.org) or Duke University's [Reporters' Lab](https://reporterslab.org) 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

HUFFPOST

HOW TO SPOT FAKE NEWS

C

Currency

The timeliness of the information

When was the information published or posted?
Has the information been revised or updated?
Does your topic require current information, or will older sources work as well?
Are the links functional?

R

Relevance

The importance of the information for your needs

Does the information relate to your topic or answer your question?
Who is the intended audience?
Is the information at an appropriate level (i.e. not too elementary or advanced for your needs)?
Have you looked at a variety of sources before determining this is one you will use?
Would you be comfortable citing this source in your research paper?

A

Authority

The source of the information

Who is the author/publisher/source/sponsor?
What are the author's credentials or organizational affiliations?
Is the author qualified to write on the topic?
Is there contact information, such as a publisher or email address?
Does the URL reveal anything about the author or source?
examples: .com .edu .gov .org .net

A

Accuracy

The reliability, truthfulness and correctness of the content

Where does the information come from?
Is the information supported by evidence?
Has the information been reviewed or refereed?
Can you verify any of the information in another source or from personal knowledge?
Does the language or tone seem unbiased and free of emotion?
Are there spelling, grammar or typographical errors?

P

Purpose

The reason the information exists

What is the purpose of the information? Is it to inform, teach, sell, entertain or persuade?
Do the authors/sponsors make their intentions or purpose clear?
Is the information fact, opinion or propaganda?
Does the point of view appear objective and impartial?
Are there political, ideological, cultural, religious, institutional or personal biases?



CONSIDER THE SOURCE

Click away from the story to investigate the site, its mission and its contact info.



READ BEYOND

Headlines can be outrageous in an effort to get clicks. What's the whole story?



CHECK THE AUTHOR

Do a quick search on the author. Are they credible? Are they real?



SUPPORTING SOURCES?

Click on those links. Determine if the info given actually supports the story.



CHECK THE DATE

Reposting old news stories doesn't mean they're relevant to current events.



IS IT A JOKE?

If it is too outlandish, it might be satire. Research the site and author to be sure.



CHECK YOUR BIASES

Consider if your own beliefs could affect your judgement.



ASK THE EXPERTS

Ask a librarian, or consult a fact-checking site.

Questioning While Reading



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.

Questioning While Reading

where from?

12/26/19 (WIVB) — Coca-Cola is facing criticism for trying to convince teenagers and moms that its sugary drinks are healthy.

from which institution?

description of ads?

Researchers analyzed documents from two Coca-Cola ads.

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

Spokesman not named

A Coca-Cola spokesperson says the company is cutting sugar in products around the world and doesn't market to kids under 12.



About 5,500,000 results (0.59 seconds)

[www.cnn.com](#) › [business](#) › [coca-cola-teens-advertisement-trnd](#)

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 ...

[fox43.com](#) › [2019/12/20](#) › [coca-cola-targeted-teens-by-saying-sugary...](#) ▼

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 ...

[www.washingtonpost.com](#) › [business](#) › [2019/12/18](#) › [coca-cola-internal-...](#)

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 2016 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 "explicit 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.

Exposed Coca-Cola documents reveal attempts to influence teenage health perceptions as nutrition organizations react

Email Print Share     - A +

20 Dec 2019 --- US Right to Know, a nonprofit consumer and public health group, has obtained two internal The Coca-Cola Company documents from 2013 and 2014, which reveal how the beverage giant intended to use public relations campaigns to influence teenagers' perceptions of the health risks of Coca-Cola products. A study based on Coca-Cola's public relations requests for marketing proposals has now been published in the International Journal of Environmental Research and Public Health in collaboration with Australia's Deakin University. However, Coca-Cola has hit back at the study, highlighting that it has not sponsored programs that promote physical activity, movement and energy balance since 2016.



One of the documents, which were obtained through state public records requests, is in reference to the 2014 "Movement is Happiness" campaign launch. Some of the primary goals outlined included to "increase Coke brand health scores with teens" and to "cement credibility in the health and well-being space." The document also shows Coke's aims of building key allies and marginalizing opposition.

"[Coke] recognizes the importance of leading in this [health and well-being] space to marginalize detractors and build support broadly in a host of categories, including consumers, women, government and political officials and personalities and media," the document reads.

Meanwhile, the other document discusses public relations considerations surrounding the Rio 2016 Olympic Games. The target audience specifically included "teens, moms and global media (teen, industry)."

"We hope that policymakers will review the evidence regarding the insidiousness of Coca-Cola's public relations efforts and launch their own investigations into Coca-Cola's marketing, especially its marketing to children and teenagers," Gary Ruskin, co-author of the study and Co-Director of US Right to Know, tells **NutritionInsight**.

Marketing to children?

The study argues that Coca-Cola's intent and ability to use PR campaigns to market to children should cause serious public-health concern, given that the exposure of children to the marketing of unhealthy foods is likely to be an important contributor to increased childhood obesity rates.

"Companies that manufacture harmful products should not tell anyone what is or is not healthy. Such 'health' statements and PR campaigns can be a devious means to give people the sense that their products are less harmful than they really are," says Ruskin.

Coca-Cola notes that it has long had a global policy of not marketing to children under 12 – as mentioned within the Happiness is Movement document – and that all of its marketing campaigns are designed to comply with that policy. Nonetheless, the study says that the enlistment of celebrities with fan bases inclusive of children under 12 almost certainly means that the campaigns also resulted in exposing younger children to its messaging.



Andy Burman, Chief Executive of the Association of UK Dietitians (BDA), does acknowledge that Coca Cola is not the only food and beverage company targeting children and young people with "unsuitable" products. He points to energy drink brands that use approaches likely to appeal to under-16s, despite the recent UK ban. "However, it is irresponsible for any food or beverage company to specifically target children with unhealthy products high in fat, sugar and salt," he adds.

Questioning Stories
You Suspect are Fake



NEWS FASHION ▾ TECH ▾ VIDEO ▾ WORLD ▾

Home ▸ News ▸ Obama Signs Executive Order Banning The Pledge Of Allegiance In Schools Nationwide

NEWS

Obama Signs Executive Order Banning The Pledge Of Allegiance In Schools Nationwide

By Jimmy Rustling, ABC News - December 11, 2016 👁 99631 💬 719

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Twitter



URL →

<http://abcnews.com.co/obama-executive-order-bans-pledge-of-allegiance-in-schools/>



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News

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Questionable
Headline



Can you
locate this
story
anywhere
else?



NEWS FASHION ▼ TECH ▼ VIDEO ▼ WORLD ▼

Home > News > Obama Signs Executive Order Banning The Pledge Of Allegiance In Schools Nationwide

NEWS

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By Jimmy Rustling, ABC News - December 11, 2016 99631 719

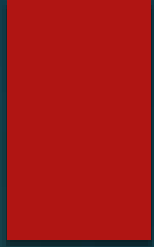
SHARE


Facebook

Twitter



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

The screenshot displays the Google News interface. On the left is a navigation sidebar with categories like 'Top stories', 'For you', 'Following', 'Saved searches', 'COVID-19', 'U.S.', 'World', 'Your local news', 'Business', 'Technology', and 'Entertainment'. The main content area shows three news items:

- Item 1:** 'Coronavirus and Trump's failures have #PresidentCuomo trending. But that's a fantasy.' by NBC News, 2 hours ago, Opinion. Includes a 'View Full Coverage' link. A red arrow points from this item to the fact check sidebar.
- Item 2:** 'Rep. Katie Porter on coronavirus testing, the stimulus, and the bailout' by Vox.com, Yesterday. Includes a video thumbnail and a 'View Full Coverage' link.
- Item 3:** ''That's just not true!' GOP Gov. Hogan contradicts Trump claim that testing problems are fixed' by USA TODAY, 2 hours ago. Includes a video thumbnail.

On the right, a 'Fact check' sidebar lists several items:

- 'Trump and the Coronavirus Death Projections' by FactCheck.org
- 'Did Former Wells Fargo CEO Say 'Some May Even Die'?' by Snopes.com
- 'This video shows police arresting a knife-wielding man in Brazil' by AFP Factcheck
- 'National Guard joins the coronavirus response – 3 questions answered' by The Conversation US
- 'Marathi Newspaper Lokmat Falls For Fake COVID-19 Bioweapon Story' by BOOM

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

ELA	SOC STUDIES	HEALTH	Other
Informational texts	Primary sources	Food choice decisions	Photography
Author bias	Propaganda	Alcohol/tobacco ads	Media Arts
Nonprint texts	Mass media in history	Body Images	Design/Graphics
Visual literacy	Politics/Media	Violent media	Info Literacy
Symbolism			Digital/tech literacy
Film analysis			

**MEDIA LITERACY =
ANALYSIS
+
CREATION**

Recreating a Magazine Cover

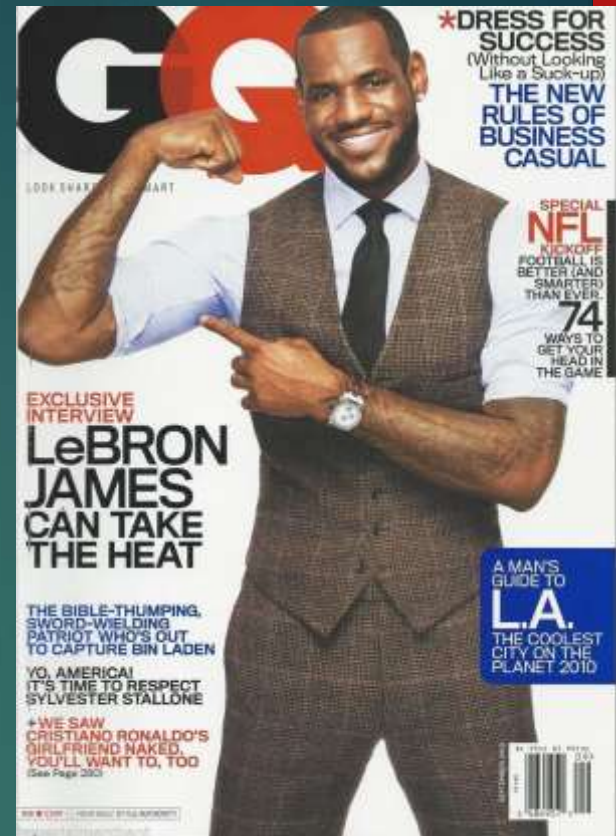


Magazine Covers



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



Direct Creative

SCRIPT

Date: _____
Company: _____
Title: _____

VIDEO	AUDIO

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Resource Recommendations

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.

	WHERE the ad was seen/heard (social media, TV, radio)	WHEN the ad aired: if broadcast	AUDIENCE who is targeted	TYPE see list below	SPONSOR candidate, party, Super PAC	IMAGES* see list below	SOUNDS* see list below	TECHNIQ
Ad #1								
Ad #2								
Ad #3								



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](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

125 West 55th St
New York, NY 10019

Actual Contract

Comments: Separation: 30

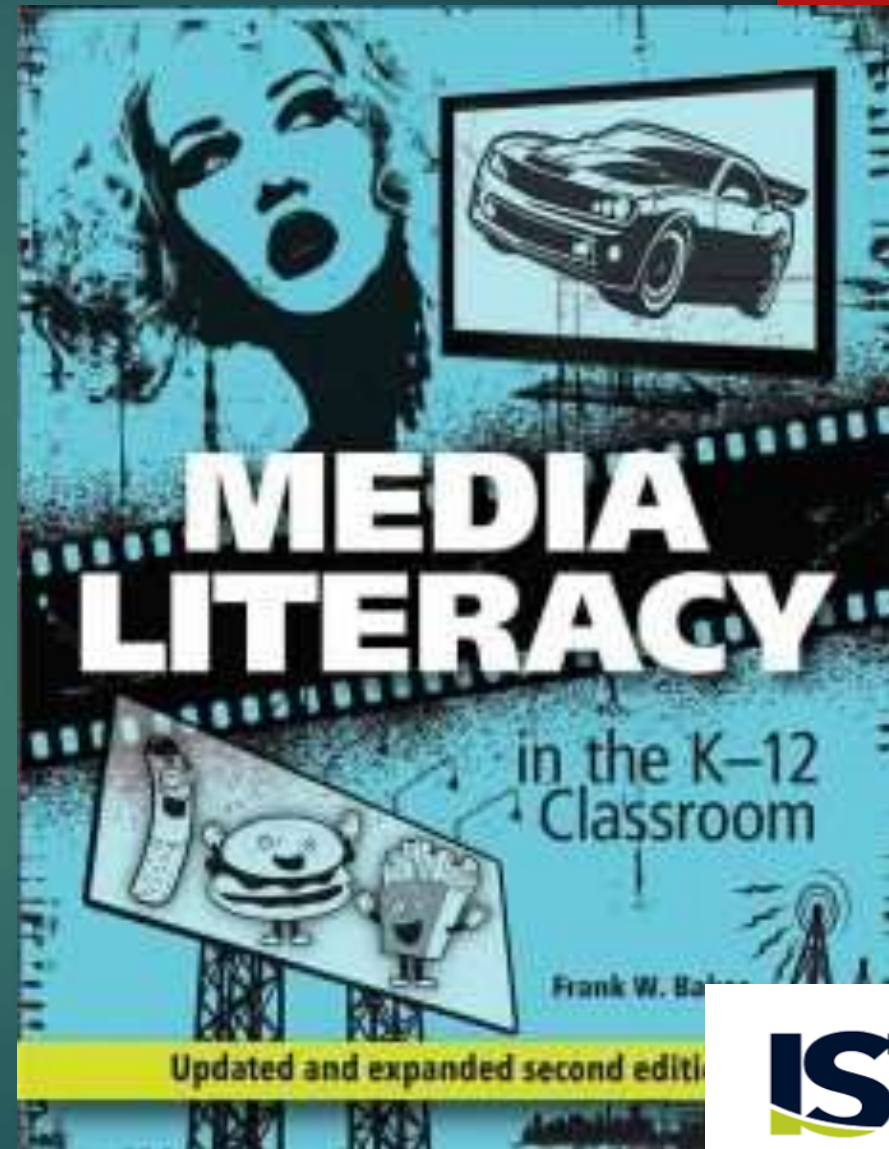
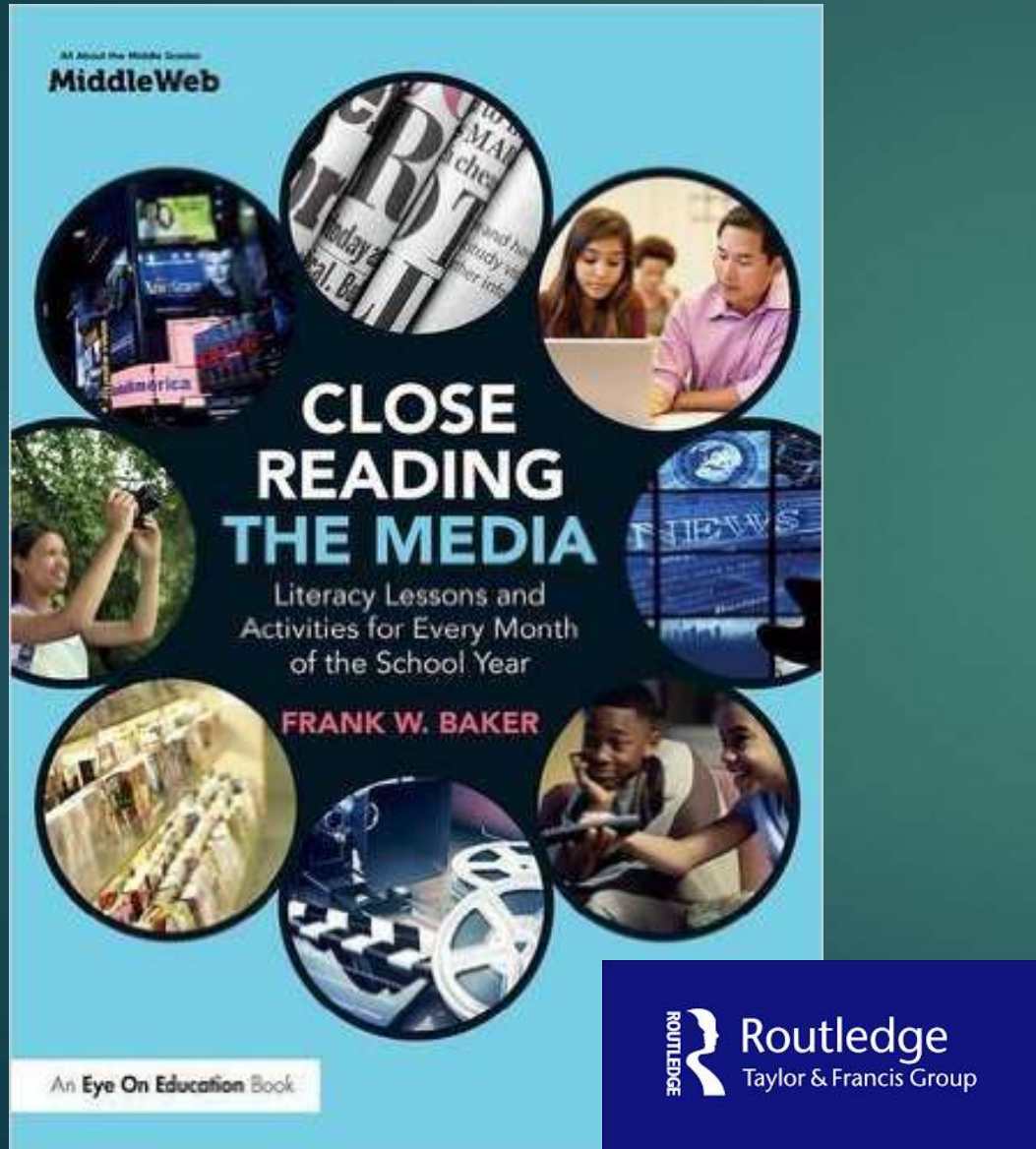
#	Day/Time	DP	Program	Rate	A35P Rating	Len	7/17 - 7/23							Total Spots	Total \$	CPP*	GRP*
							7/17	7/18	7/19	7/20	7/21	7/22	7/23				
1	W-F,M-Tu 4:30a-5a		America This Morning	\$50.00	1.2	30	1	0	1	0	0	0	1	3	\$150.00	\$41.67	3.6
2	W-F,M-Tu 5a-5:30a		Good Morning Charleston	\$80.00	1.3	30	0	1	0	0	0	0	1	2	\$160.00	\$61.54	2.6
3	W-F,M-Tu 5:30a-6a		Good Morning Charleston	\$80.00	1.5	30	1	0	1	0	0	1	0	3	\$240.00	\$53.33	4.5
4	W-F,M-Tu 6a-6:30a		Good Morning Charleston	\$150.00	1.7	30	0	1	0	0	0	0	1	2	\$300.00	\$88.24	3.4
5	W-F,M-Tu 6:30a-7a		Good Morning Charleston	\$150.00	1.9	30	1	0	1	0	0	1	0	3	\$450.00	\$78.95	5.7
6	W-F,M-Tu 7a-8a		Good Morning America	\$150.00	1.9	30	0	1	1	0	0	0	1	3	\$450.00	\$78.95	5.7
7	W-F,M-Tu 8a-9a		Good Morning America	\$150.00	1.6	30	1	0	1	0	0	1	0	3	\$450.00	\$93.75	4.8
8	Su 9a-10a		Good Morning America Weekend	\$100.00	1.2	30	0	0	0	0	1	0	0	1	\$100.00	\$83.33	1.2
9	Su 10a-11a		This Week	\$200.00	1.2	30	0	0	0	0	1	0	0	1	\$200.00	\$166.67	1.2
10	W-F,M-Tu 9a-10a		Live with Kelly & Ryan	\$90.00	1.2	30	1	0	1	0	0	1	1	4	\$360.00	\$75.00	4.8
11	W-F,M-Tu 10a-11a		Low Country Live!	\$50.00	0.9	30	0	1	0	0	0	0	0	1	\$50.00	\$55.56	0.9
12	W-F,M-Tu 11a-12n		The View	\$110.00	2.0	30	1	0	1	0	0	1	1	4	\$440.00	\$55.00	8.0
13	W-F,M-Tu 12n-1p		Rachael Ray	\$50.00	1.0	30	0	1	0	0	0	0	0	1	\$50.00	\$50.00	1.0
14	W-F,M-Tu 1p-2p		Strahan and Sara	\$75.00	0.9	30	1	0	1	0	0	1	1	4	\$300.00	\$83.33	3.6
15	W-F,M-Tu 2p-3p		General Hospital	\$150.00	2.8	30	0	1	0	0	0	0	0	1	\$150.00	\$53.57	2.8
16	W-F,M-Tu 3p-4p		The Steve Harvey Show	\$160.00	2.5	30	1	0	1	0	0	0	1	3	\$480.00	\$64.00	7.5
17	W-F,M-Tu 4p-5p		Ellen	\$125.00	2.4	30	0	0	1	0	0	0	0	1	\$125.00	\$52.08	2.4
18	W-F,M-Tu 5p-5:30p		ABC News 4 at 5-530P	\$120.00	1.7	30	1	1	1	0	0	0	0	3	\$360.00	\$70.59	5.1
19	W-F,M-Tu 5:30p-6p		ABC News 4 at 530-6P	\$120.00	1.8	30	0	1	0	0	0	0	1	2	\$240.00	\$66.67	3.6
20	W-F,M-Tu 6p-6:30p		ABC News 4 at 6P	\$175.00	2.6	30	1	0	1	0	0	1	0	3	\$525.00	\$67.31	7.8

Student Produced PSA

- ▶ URL for The Media Spot's PSA video with New York 4th Graders

<https://themediaspot.org/2013/03/21/ps-124-psa-on-global-warming-you/>

Resource Recommendations



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

MIL CLICKS Theme: European Media Literacy Week 2015



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.



#MILCLICKS

5 REASONS WHY THE ETHICS IN THE MEDIA ARE IMPORTANT



5 REASONS WHY ETHICS ARE IMPORTANT FOR BUILDING TRUST IN MEDIA	5 MEDIA AND INFORMATION LITERACY SKILLS
INFORMATION: credible and verified information for informed decision-making	I recognize and articulate that I have the need for information and media.
ACCOUNTABILITY: media decision-makers answerable to the public	I know actions I can take to hold media accountable.
DEMOCRACY: media freedoms crucial for all other freedoms	I understand the conditions under which media can fulfill its functions in a democracy.
EMPOWERMENT: informed users are able to demand quality media and information content that is abiding by the code of ethics	I understand that I have the right to freely express myself, and that I can impact and advocate for media freedom.
CRITICAL THINKING: users' ethics meet media ethics	I analyze and evaluate information and media content and I ethically use information.

WHAT IS A MEDIA CODE OF ETHICS?

- set of guidelines and principles for professional conduct of journalists
- voluntary, not legal document
- media industry agrees on self-regulating itself through professional code of ethics and self-regulatory mechanisms such as press councils
- written for and by media professional groups


- sanctions developed by media professionals
- citizens' critical engagement in this process is part of what MIL to build trust in media is all about

#MILCLICKS
#TrustinMediaSEE





MEDIA AND INFORMATION LITERACY

ELA	SOCIAL STUDIES	HEALTH	ARTS	OTHER
<ul style="list-style-type: none"> -BUILDING VIDEO LITERACY: STORYBOARDING; TYPES OF SHOTS -SHAKESPEARE ON FILM -HOW GOOD ARE YOU AT DETECTING BIAS -CONSTRUCTING MEDIA MESSAGES -WHAT ARE ADVERTISERS SELLING? -INTERPRETING DATA, FACTS & IDEAS from INFORMATIONAL TEXTS -FACTS OR OPINIONS -CREATING NARRATIVE THROUGH PHOTOGRAPHY -ANALYZING INFORMATION- IDENTIFYING HIGH QUALITY SITES -EVALUATING THE VALIDITY OF INFO -WHEN THE BOOK IS BETTER THAN THE MOVIE 	<ul style="list-style-type: none"> -THE POWER OF PROPAGANDA IN WWII -SOCIAL MEDIA AND ADVERTISING IN THE 2012 ELECTION -DARK MONEY -VOTE DEMOCRACY LESSON 7 -THE ROLE OF THE MEDIA IN CIVIL RIGHTS MOVEMENT -DIGITAL MEDIA AS A CIVIC ENGAGEMENT TOOL-FOUNDING PRINCIPLES: THE MEDIA -FREEDOM OF THE PRESS -PRESIDENTIAL IMAGE MAKING - POLITICAL CAMPAIGNS -TELEVISION -LIGHTS, CAMERA, POLITICS -INTERPRETING DEPRESSION ERA 	<ul style="list-style-type: none"> TOBACCO ADVERTISING: CANCER- THE EMPEROR OF ALL MALADIES TOBACCO, ADVERTISING AND CANCER MEDIA ARTS: CRITICAL VIEWING: TOBACCO ADS HEALTHY SNACKS vs JUNK FOOD <div data-bbox="1049 639 1498 839" style="text-align: center;">  </div> <div data-bbox="1049 876 1498 1130" style="text-align: center;">  </div>	<ul style="list-style-type: none"> -VISUAL LITERACY: QUESTIONING THE IMAGE -MEDIA ARTS: ONE MINUTE LESSON -GRAPHIC DESIGN ADVICE -ANIMATION PROCESS -USE YOUR IMAGINATION: THEATRE PRODUCTION -ART, ADVERTISING & PROPAGANDA -ICONIC IMAGES OF THE GREAT DEPRESSION -STOP MOTION ANIMATIONS -DESIGNING A POSTER TO COMMUNICATE INFO-GREEN SCREEN TIPS -SCI-GIRLS STOP AND ANIMATE -MEDIA ARTS: MOVIE SOUNDTRACK -THEATRE: LIGHTING STUDIO 	<ul style="list-style-type: none"> Stereotypes: Images of African Americans Representation of Undocumented Youth Reading Data Racism in the Media DEEPPAKES: CAN YOU SPOT A PHONY VIDEO Spotting Bad Science Reporting Fact Checking The Web Techniques of Persuasive Presentations Writing and Reporting Understanding Copyright & Fair Use



Artopia

Media Arts

Step 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](#).



Art History



Be a Media Critic



Meet a Media Artist



The Studio

<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

KQED

Education

Youth Media ▾

Professional Development ▾

Connect ▾

Blog

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

KQED Teach

Dashboard

Course Catalog

Lesson Plans

In the Classroom

Certification

Help



Finding & Evaluating Information

Learn the techniques to critically evaluate reliable information.



Bias in Big Data & Algorithms

Learn all about data: what it is, how you interact with it online, and how to analyze it.



How Misinformation, Disinformation & Propaganda Are Made

Learn how to detect fakes, hoaxes, and disinformation across media types.



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.



Finding & Evaluating Information

Learn the techniques to critically evaluate reliable information.



Video Essentials: Basics of Shooting

Learn the basics of video production.



Audio Essentials: Basics of Recording

Learn how to record high-quality sound and narration for audio projects with students.



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:

Blog posts on Middleweb.com

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](#))

“For example, imagine you come across a data point on

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 03/06/2020



“Houston, we have a problem,” reported 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

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