

# Media Literacy

Laurie Hendrickson 2022

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## What Is It?

According to Simplicable (<https://simplicable.com/en/media-literacy>), “Media literacy is the ability to participate in media culture in a productive way. This is considered an important element of education as modern society is flooded with media that has both positive and negative impacts on people’s lives.”

Following is a list of different types of media:

- |                     |                        |             |
|---------------------|------------------------|-------------|
| • Advertising       | • Immersive Experience | • Art       |
| • Augmented Reality | • Mass Media           | • Books     |
| • Broadcast Media   | • Music                | • Documents |
| • Film              | • Video                | • Games     |
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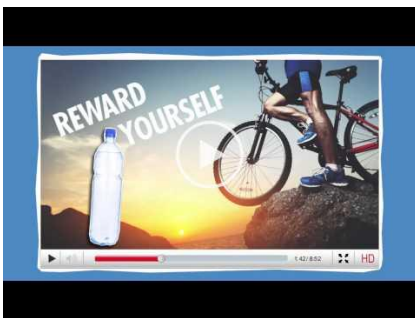
Below are six “Media Minutes” videos from MediaSmarts. Watch each one and, in your journal, complete each activity.

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### *What is Media Anyway?*

**ASSIGNMENT:** Watch the video, then Imagine a typical day in your life and identify all the different types of media that are present. In your journal, make a list of the media you watch or read in order of time spent on each type of media from most time watched or read to least time watched or read.



### *Media Are Constructions*

**ASSIGNMENT:** Watch the video, then think about a website page, advertisement, or video, and identify all the parts in its construction. In your journal, make a sketch of the media page, label, and explain how the parts are put together, then explain the goal of its creator?

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*Continued on next page*

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## *Each Medium Has a Unique Aesthetic Form*

**ASSIGNMENT:** Watch the video, then think about a message you want to communicate to a specific audience. In your journal, choose the media (or combinations of media) that will help get the best results. Note the advertisement (either by citing it and/or linking it)..



## *Medium have Commercial Implications*

**ASSIGNMENT:** Watch the video, then think of an ad, online video, article, or website. In your journal, identify who is behind the message and why they are communicating it? Be sure to identify the media message (either by citing it and/or linking it).



## *Media Have Social and Political Implications*

**ASSIGNMENT:** Watch the video, then think about ads, articles, or websites that influence positive (or negative) social or political change. Be sure to identify the media message (either by citing it and/or linking it).



## *Audiences Negotiate Meaning*

**ASSIGNMENT:** Watch the video, then think of an advertisement, website, or social networking message. In your journal, note the advertisement (either by citing it and/or linking it) and identify how different people might react to it.

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## Helping Students Identify Fake News with Five Cs of Critical Consuming

It's hard to tell what is real and what is fake on the internet. Click on the link to the left to watch a video about how critical consuming leads to critical thinking. In this video, John Spencer explains the 5Cs of media literacy: 1) Context; 2) Credibility; 3) Construction; 4) Corroboration; 5) Compare.

According to [hostingfacts.com](https://hostingfacts.com), "On the World Wide Web, straight facts can be hard to find. The internet is a big space where people can easily get lost. There is too much information, resources, and wannabe authorities. People who are using the internet must deal with uncertainty: Ask yourself, is the information true, unbiased, and free of commercial intent? Be critical of any information you find on the Web and carefully examine each site."

## CONTEXT

It's important to analyze all information, be it text, video, or images. Ask yourself, "When was it created?" "Where was it created?" "Have events changed?" "Is there any new information?" Click on the links below titled "Copyright practice" to access source cards you can use to gather important information. It's also important to cite any sources you use in your own media. Then take the quiz titled "Real or Fake" linked to the activity.

[Book Source Card](#) [YouTube Source Card](#)

[Website Source Card](#) [Copyright practice](#)

Click on the text below to learn how to identify fake photos. Then complete the activity to the right:

[11 Ways to Easily Identify Manipulated Images](#)

Activity 



## CREDIBILITY

In order to make sure the information you are reading is credible, ask the following questions:

1. Does the site have the reputation for journalistic integrity?
2. Does the author cite credible sources?
3. Is it satirical?\*
4. Is it on a list of fake news stories?
5. Is it an advertisement posing as a real news story?

Activity 



\***Satirical:** The use of humor, irony, exaggeration, or ridicule to expose and criticize people's stupidity or vices.

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## CONSTRUCTION

As you learned in the MediaMinute video titled “Media Are Constructions,” many different parts, like words, illustrations, photography, and video are used to create a representation of what is real. It’s important that you ask questions, like [“What is the bias?”](#) [Are there any loaded words?](#) [Is it argument, Persuasion, or Propaganda?](#) [“Can you distinguish between fact and fiction?”](#) “Is it merely speculation?”\*

\*speculation: The forming of a theory without firm evidence.

[MEDIAOCRACY](#)  View this video before completing the activity.

Activity 



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## CORROBORATION

Remember to corroborate the information with other news stories. Make sure it’s not the only source making this claim. If it is, it’s most likely not true.

Activity 



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## COMPARE

Compare to other news stories to get perspective. Find other areas of the ideological spectrum to provide nuance and get a bigger picture of what’s happening.

Activity 



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**NOTE:** All of the above activities are **formative assessments** and will receive feedback and a completion grade. See the next page for a list of **summative assessments**.

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## SUMMATIVE ASSESSMENTS

Choose one topic to study in depth, then choose one of the suggested summative assignments from that topic to complete.

[Bias](#)

[Gender Roles: Ads](#)

[Social Media](#)

[Surveillance](#)

