

# Teacher Tool 355: Media Literacy: Decoding Images—A Visual Literacy Lesson Program Guide

Study Guide for Point to Point 11: Decoding Images—A Visual Literacy Lesson

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## **Media Literacy: Decoding Images—A Visual Literacy Lesson**

**Expert:** Members of the Gateway Media Literacy Partnership

**Targeted Grade Levels:** This program can be targeted to any grade level between 3 and 12.

**Availability:** Program requests must be made at least two weeks prior to your desired date. When enrolling, let us know at least three possible dates and times you'd like to schedule your interaction.

### **Program Description:**

Want your students to understand the Five Key Concepts for Analyzing Media Messages Online and Offline? Then enroll in this program developed and presented by the Gateway Media Literacy Partners. Their vitally important mission of educating media consumers and producers to think critically is an ever increasing imperative in today's world.

The goal of all of Educate.Today's programs is for the conversation to be guided entirely by the topics you wish addressed and the questions your students want answered. For example, if your students are elementary or middle school students who send topics and questions focusing on general exploration of media images and information, then that will be the direction of your interaction; if your students are in high school and ready for a deeper understanding of media messages, then that will be the direction of your interaction. Your topic preferences and advance questions are due to us no less than three days prior to your scheduled interaction.

### **Program Objectives:**

For our high school program, students will:

1. evaluate the reliability of a source by assessing bias, relevance, currency, and viewpoint.
2. consider multiple viewpoints and cultural perspectives.
3. consider the purpose of media messages.

For our middle school program, students will:

1. recognize that media messages shape our culture and society.
2. recognize that media makers have own experiences, beliefs, values, and motivations.
3. evaluate media messages to recognize bias, spin, misinformation, and mistruths.
4. discuss the concepts of privacy, security, and safe and responsible use of social media

For our elementary age program, students will:

1. be able to determine a fact from an opinion.
2. be able to write a fact and opinion.
3. identify author's or speaker's purpose (to entertain, to inform, to advertise, to persuade).

### **Program Format:**

**Introduction:** Begin with a short bio of the presenter and an overview of the session.

**Heart of the Program:** Each of the five key concepts for analyzing media messages, both online and offline, will be visited. Advance student questions will be woven into the programs, as well as questions or topics that arise during the session.

**Conclusion:** A quick wrap up, reemphasizing important points.

**How To Connect for the Program:**

1. Via h.323 Videoconference
2. Via Skype, Zoom, or other similar desktop videoconference software

When you enroll for the program, please let us know your preferred method of connection.

**To Enroll:** Enrollment can occur in any of the following ways:

1. Go to our web site and enroll via the link provided on the video play page for this program.
2. E-mail us at [info@educate.today](mailto:info@educate.today) and put “Enrolling for Campaign Ad Point to Point” in the title of the e-mail. Please include your contact information in the e-mail and at least three proposed dates and times for your interaction.

We will respond to either method of enrollment to finalize a scheduled date for your interaction, make sure you have all program preparatory materials, and handle technical details for your method of connection including test calls.

**Cost and Payment:** \$110—Payment may be made via credit card or school district purchase order. Payment must be received prior to the scheduled program date.

**Cancellation Policy:** Once a date and time has been scheduled for your interaction, you can cancel or reschedule without penalty within 24 hours. After 24 hours and up to 7 days before your scheduled program, we’ll refund 50% of your original fee. Within 7 days of the scheduled date, we do not offer a refund. Should an uncontrollable emergency occur (i.e.: snow day, etc.), we will work with you to reschedule the program for a new date and time but should that prove impossible, we will refund 50% of your original fee. Should our program expert or other circumstance force a cancellation on our end from your original date, we will work with you to reschedule the program for a new date and time that works for you, or we will refund your purchase in full.

**Pre-Program Activity Suggestions:****1. Students Read:**

Five Key Concepts for Analyzing Media Messages Online and Offline

<https://docs.google.com/document/d/1OeavFutNauceIzgxRTeEUir29eTENSOWMeMsBmHJxCU/edit>

Key Questions to Ask When Analyzing Media Messages

<https://bit.ly/2NcVNGE>

**2. Teachers Read:**

Core Principles of Media Literacy Education

<https://drive.google.com/file/d/0B8j2T8jHrlgCYXVHSVJidWtmbmc/view>

**3. Course Preparation Assignment:** After reading the above article, students should be prepared answers to:

Briefly summarize the main arguments regarding deconstructing media.

Note one issue or question from the readings believed to be important and meriting some discussion/clarification.

Identify two concepts of the five that appear to be the most important with an explanation.

Consider which key questions they regularly and rarely ask and why.

**4. Send Us Your Advance Questions for Your Interaction:** Work with students in advance of their interaction to determine up to the ten (10) most important questions you'd like to ask the experts during your program. Send these questions to us by completing the Decoding Images Point to Point Worksheet document sent to you with preparatory materials for this program and also available on our Educate.Today website. E-mail it to us at [info@educate.today](mailto:info@educate.today) no less than three days prior to your scheduled interaction. Additional spontaneous questions will be encouraged during the program, but these questions will be used to organize the conversation.

#### **Post-Program Activity Suggestions:**

1. After the session, have your students discuss what they learned in the program sharing their insights with each other.
2. Following the principles presented and discussed in the point-to-point program, have students create a presentation where they decode images themselves to present to students in other classes. As part of our mission, Educate.Today is dedicated to publishing student work for other students to learn from. If you'd like to submit a student video, PowerPoint, article, or essay based on this activity for possible publication, e-mail us at [info@educate.today](mailto:info@educate.today) and put "Publish Student Work" in the title line. We'll respond with next steps for possible publication.

#### **Vocabulary Related to the Program:**

**Access:** The ability of media consumers to produce their own texts and to have those texts acknowledged by the agenda setting media. Also, the ability of media consumers to respond to the dominant media.

**Agenda-setting:** The ability of the media to tell people what and whom to talk and think about. Also refers to those media that have more credibility than their competition.

**Audience:** The group of consumers for whom the media text was constructed as well as anyone else who is exposed to the text.

**Branding:** The process by which a commodity in the marketplace is known primarily for the image it projects rather than any actual quality.

**Censorship:** The practice of suppressing a text or part of a text that is considered objectionable according to certain standards.

**Construct or Construction:** The process by which a media text is shaped and given meaning through a process that is subject to a variety of decisions and is designed to keep the audience interested in the text.

**Consumers:** The audience for whom a commercial media text is constructed and who responds to the text with commercial activity.

**Critical:** A reflective position on the meaning, biases or value messages of a text.

**Critical Viewing:** The ability to use critical thinking skills to view, question, analyze and understand issues presented overtly and covertly in movies, videos, television and other visual media.

**Deconstruction:** The process by which the audience identifies the elements that make up the construction of meaning within a text.

**Demographics:** Measurable characteristics of media consumers such as age, gender, race, education and income level.

**Marketing:** The way in which a product or media text is sold to a target audience.

**Mass Media:** Mass media refers to those media that are designed to be consumed by large audiences through the agencies of technology.

**Media Education:** Traditionally, it's the process by which one learns the technical production skills associated with creating media texts. More

recently, it has also included the intellectual processes of critical consumption or deconstruction of texts.

**Media Literacy:** The process of understanding and using the mass media in an assertive and non-passive way. This includes an informed and critical understanding of the nature of the media, the techniques used by them and the impact of these techniques.

**Media:** The plural form of medium; the term has come to mean all the industrial forms of mass communication combined.

**Narrative:** How the plot or story is told. In a media text, narrative is the coherent sequencing of events across time and space.

**Production:** The industrial process of creating media texts as well as the people who are engaged in this process.

**Production Values:** Describes the quality of a media production proportional to the money and technology expended on the text.

**Propaganda:** Any media text whose primary purpose is to openly persuade an audience of the validity of a particular point of view.

**Stereotypes:** A form of media representation by which instantly recognized characteristics are used to label members of social or cultural groups. While often negative, stereotypes can contain an element of truth and are used by the media to establish an instant rapport with the audience.

**Text:** The individual results of media production: a movie, a TV episode, a book, an issue of a magazine or newspaper, an advertisement, an album, etc.

**Transparency:** The quality of a media text by which it appears to be natural rather than constructed.

**Word-of-mouth:** Informal way in which media products become known by audiences.

### **Featured National Standards:**

#### **Common Core National Standards are Referenced Below:**

CC.3.R.I.9 Integration of Knowledge and Ideas: Compare and contrast the most important points and key details presented in two texts on the same topic.

CC.6.R.I.7 Integration of Knowledge and Ideas: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue

CC.7.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation

CC.9-10.SL.2 Comprehension and Collaboration: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

RI.4.8\* (Priority Standard) Explain how an author uses reasons and evidence to support

particular points in a text.

RI.4.7 (supporting standard) 7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

**P21: Partnership for 21st Century Learning Standards are Referenced Below:**

<http://www.p21.org/our-work/p21-framework>

Analyze Media

- Understand both how and why media messages are constructed, and for what purposes
- Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media