# **Empowering students with media literacy**

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# **When thinking about media literacy, we need to ask . . .:**

# **“What is in the frame of the camera?”**

## What is **inside** the frame that we **do** see?

## What is **outside** the frame that we **don’t** see?

## What would we see if we looked in **another direction**?

## Who is **controlling** what we see?

# The producer of the media controls what we see

# **The producer of the media always has choices about what to show and how to show it.**

## What does a writer choose to **include** in a newspaper article?

## What does a writer choose **not** to include?

## How might **a different writer** describe the scene?

## Who is **controlling** what we read?

# **PART 1: Defining media literacy**

## literacy

## critical thinking

## types of media

# **How would you define “media literacy”?**

# **PART 2: Why teach media literacy to our students?**

# **PART 3: How to analyze media sources**

## 1. Analyzing advertisements

# 2. Evaluating information sources

# 3. Identifying false, biased, or sensationalized information in the media

# **PART 4: Producing: involving the class**

# Media production activities: three examples

## **Bibliography**

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## **Useful websites**

## Center for Media Literacy: www.medialit.org/reading-room/reading-room-article-index

## Project LookSharp: www.projectlooksharp.org

## The News Literacy Project: www.thenewsliteracyproject.org