

## Lesson Skill: Media literacy analyzed

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**Strand** Communication: Speaking, Listening, Media Literacy

**SOL** 4.3

5.3

### Materials

- Examples of media that are
  - auditory (e.g., music, radio show, podcast, speech)
  - visual (e.g., television, video/DVD, Web sites)
  - written (e.g., newspapers, magazines, newsletters, books, blogs, ads)
- Library and computer access
- Media Literacy Analysis handout (attached)

### Lesson

The purpose of the lesson is for students to understand different types of media and how they are used.

1. Lead students in defining the term *media literacy*, determining the things they consider to be media. Explain the three types of media: auditory (can be heard), visual (can be viewed), and written (text). Have pairs of students come up with examples for each of these types of media and share them with the class.
2. Show students the examples you found for each of the three types of media. Explain that each was developed with the following attributes in mind:
  - Authorship (who developed the message?)
  - Format (how is it being presented to you?)
  - Audience (who is the person or persons meant to receive this message?)
  - Content (what is it about?)
  - Purpose (what does it set out to accomplish—persuade, inform, entertain?)
3. After explaining the attributes, have students identify them for each example. You may want to have groups of students work on analyzing only one of the examples. Discuss their answers.
4. Pair students for a media literacy scavenger hunt. Have them find examples of each of the three types of media by doing Internet and library searches. For each type (auditory, visual, and written), have them analyze it using the attached Media Literacy Analysis handout. You may want to bookmark Web sites for students.
5. Consider posting information about media literacy on a bulletin board or other display area for student reference.

### Strategies for Differentiation

- Ask students how we receive information, and brainstorm answers as a class. Record their responses on chart paper or overhead. Together, sort the ideas into categories, and have students determine headings.

- Provide real-life examples of information that we use daily (e.g., weather, movie times, research for a school project, completing an Internet search for a specific song, price search), and have students use media resources to locate them.
- Have the media specialist identify examples of media literacy for students.
- Assign groups a specific type of media to research and to present examples to the class.
- Show video and/or podcast. Have students identify the purpose of the media and the intended audience.

# Media Literacy Analysis

1. Auditory Media Example \_\_\_\_\_

<b>Authorship</b> *Who developed the message?	
<b>Format</b> *How is it being presented?	
<b>Audience</b> *Who is the intended audience?	
<b>Content</b> *What is the message about?	
<b>Purpose</b> *Persuade, inform, entertain, sell?	

2. Visual Media Example \_\_\_\_\_

<b>Authorship</b> *Who developed the message?	
<b>Format</b> *How is it being presented?	
<b>Audience</b> *Who is the intended audience?	
<b>Content</b> *What is the message about?	
<b>Purpose</b> *Persuade, inform, entertain, sell?	

3. Written Media Example \_\_\_\_\_

<b>Authorship</b> *Who developed the message?	
<b>Format</b> *How is it being presented?	
<b>Audience</b> *Who is the intended audience?	
<b>Content</b> *What is the message about?	
<b>Purpose</b> *Persuade, inform, entertain, sell?	