

OVERVIEW OF THE KIT

How To Use These Materials

Lesson Format

Three of the lessons are offered as PowerPoint slide presentations, each of which contains five documents examining a range of media interpretations of a regionally significant issue. They are *Latin American Immigration in Editorial Cartoons*, *India's Rise in the Global Economy*, and *Islamic Majorities and Minorities in Southeast Asia*. The remaining two lessons are offered as video presentations, each containing four brief clips of video interpretations of the *Food Crisis in Africa* and *Islam and Cultural Identity in Europe*.

Through the interactive process of classroom decoding, students will develop visual literacy, media literacy and critical thinking skills while learning core information about key issues of global and regional concern. The documents chosen for this kit include editorial cartoons, magazine and newspaper covers, web pages, video news reports and short subject film. Educators can use these materials to engage students in learning and applying core historical knowledge while understanding the social, historical and media contexts in which they were created.

Each lesson includes a **Teacher's Guide**. The **Introduction to the Lesson** introduces or reinforces knowledge students may need to answer the probe questions and should be communicated to the class before decoding the slide. Probe **Questions** ask students to apply their knowledge of the topic and media in each slide. Possible answers and evidence are included as model evidence-based responses that address key media visual literacy concepts and information. However, there is rarely one right answer to any of these interpretative questions, and the teacher should encourage multiple readings and a diversity of responses as long as students

present evidence to back up their interpretations. It is important that students recognize that all people do not interpret media messages the same way. The teacher's guide includes **Source Information** and **Additional Information** that adds information about the media source and from the source document or additional historical details that the teacher may choose to share during or after the decoding. Material also include a one-page **Lesson Plan** including objectives, vocabulary, materials needed and lesson steps. **Student Worksheets** and **Student Readings** are included for each lesson.

Level, Time, and Coverage

Although the readings and questions were designed for ninth grade high school students these materials can be used effectively with a wide range of students by editing the slides and questions and providing additional background information. The time it takes to deliver these lessons will vary depending upon the prior knowledge of the students, the experience of the teacher with this form and these materials, the amount of additional information delivered and further questions asked, and how many of the documents the teacher uses. Although teachers may need to edit the number of documents used, they should avoid the temptation to sacrifice student interaction for content coverage. The power of the lessons emerge when students actively apply their knowledge, identify evidence, articulate their interpretations, analyze authorship and point of view, and discuss meaningful issues. If a teacher does not have the time to do all of the lessons, he/she should edit the number of slides, videos or readings rather than cover all of the documents in a lecture format.

