

OVERVIEW OF THE KIT

Global Media Perspectives

Overview, Objectives, Pedagogy, and Practice

Overview

This kit provides teachers with the materials needed to engage students in a dynamic and constructivist process of learning how global media perspectives differ based on country of production, media source, target audience and political and social context among other factors. It includes five lessons representing media documents from Africa, Europe, Latin America, South Asia and Southeast Asia. These materials were developed for ninth grade global studies classes and can also be used in other subject areas including history, communication arts, journalism, geography and economics.

The organizing principle of these lessons is an examination of the role that global media play in shaping the worldview of young people in the twenty first century. Today's students have access to a wealth of information about the world that was far less available just a generation ago. They have at their fingertips information in many forms - from the new media of Internet web pages and YouTube videos to older media forms such as magazine and newspaper reporting and television news. They can access and exchange information with other people from all over the globe through blogs and social networking sites. These lessons help teachers and students to develop the capacity to ask critical questions about the nature of their media consumption while at the same time learning about key issues addressed in curriculum standards and in the daily news. Another reason to study global media perspectives is to develop an awareness of the situations, conflicts, concerns, and realities of people in distinct regions of the world. These realities, often different from those experienced by young Americans, are essential components needed to accurately decode media messages.

Objectives:

- To teach core information and vocabulary about a regionally important issue.
- To teach students to understand historical, economic, social, and cultural perspectives not typically seen in the U.S.
- To train students in visual literacy and media literacy skills, especially the ability to identify persuasion in various media forms.
- To engage all students, but particularly those disengaged from traditional school work, in complex critical thinking and the development of reading, listening and visual decoding skills, and attitudes that support life-long democratic citizenship.

Learning Standards:

This kit addresses specific content standards of the National Council for the Social Studies (NCSS) including:

- *Culture*: Social studies programs should include experiences that provide for the study of culture and cultural diversity.
- *People, Places and Environments*: Social studies programs should include experiences that provide for the study of people, places, and environments.
- *Individual Development and Identity*: Social studies programs should include experiences that provide for the study of individual development and identity.
- *Individuals, Groups, and Institutions*: Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.
- *Power, Authority and Governance*: Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance.

Learning Standards continued:

- *Production, Distribution and Consumption:* Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services.
- *Global Connections:* Social studies programs should include experiences that provide for the study of global connections and interdependence.
- *Civic Ideals and Practices:* Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

In addition, this kit addresses specific standards of the **National Council of Teachers of English** (NCTE), including:

- Applying a wide range of strategies to comprehend, interpret, evaluate, and appreciate print and non-print texts.
- Applying knowledge of media techniques, figurative language, and genre to critique and discuss print and non-print texts.

This kit also addresses many of the core learning skills that have been identified as essential skills for the **21st Century Literacy**, specifically:

- Information and media literacy skills: analyzing, accessing, managing, integrating, and evaluating information in a variety of forms and media.
- Critical thinking and systems thinking: exercising sound reasoning in understanding and making complex choices, understanding the connections, conflict and change among systems.

Cornell Educational Resources for International Studies (CERIS)

CERIS is a collaborative outreach team made up of the Mario Einaudi Center for International Studies and associated Area Studies programs, which include the East Asia Program, the Institute for African Development, the Institute for

European Studies, the Latin American Studies, the South Asia Program, and the Southeast Asia Program. CERIS is dedicated to facilitating the internationalization of the K-12 curriculum through the use of Cornell resources and expertise. CERIS offers curriculum units, country and regional kits, and a variety of audio, video, and text resources. CERIS provides speakers, presentations, performances, and demonstrations to schools, and alternative education sources in the Central New York region. In addition, CERIS offers a number of educator professional development opportunities throughout the school year and into the summer. For more information see <http://www.einaudi.cornell.edu/outreach>.

The Project Look Sharp and CERIS Collaboration

Project Look Sharp and CERIS bring international perspectives and media literacy together for the first time in the *Global Media Perspectives* kit. The two organizations merged their missions by offering a kit that blends international content with media decoding methods. The result is a set of lessons that offers students the opportunity to learn how to critically evaluate international media sources while providing exposure to issues of global importance. This is the first of a number of collaborations between the two organizations.

Slides and Print Copies/How to Order

The slide show is free to download at www.projectlooksharp.org. Educators will need access to a computer and digital projector so that the class can identify key details in each slide. The lessons, readings and assessments are available in *PDF* form on the Project Look Sharp web site for downloading and printing. Teachers will want to print and review the lesson and make copies of student handouts and assessments prior to instruction. Educators may purchase at cost a print copy of the entire teachers guide (including lessons, readings and assessments) and a CD with the slides from the Ithaca College Bookstore. Check the Project Look Sharp website for more information.