

OVERVIEW OF THE KIT

How to Use These Materials

Technology Needs

Educators will need access to a computer and projector for projecting the PowerPoint slides, and either a DVD player (if you have purchased or own a copy of the DVD that accompanies this kit) or access to the YouTube site on the Internet. You will also need speakers for your computer to be able to play the audio and video clips. All eleven video clips are available on the Project Look Sharp Channel of YouTube:

<http://www.youtube.com/projectlooksharp>

If you wish to purchase a copy of the kit or DVD, visit the Project Look Sharp website for more information:

www.projectlooksharp.org

Teacher Guides and Student Handouts

Teachers will want to print and review the lesson plan and teacher guide for each of the four lessons, and to make copies of student handouts prior to instruction.

The *Teacher Guide* includes information and instructions in gray boxes such as this one (sometimes marked *Background Information* or *Introduce the Lesson/Activity*). Content in the gray boxes is intended to be conveyed to the students (by paraphrasing or reading it verbatim). Teachers may find that students are already familiar with the background information, in which case they may simply wish to remind students of some important points before moving into the activity.

These materials may be downloaded free-of-charge on line at the Project Look Sharp website, or a bound kit may be purchased with all of the print materials and a CD/DVD of the media materials. Visit the Project Look Sharp website for more information:

www.projectlooksharp.org

Encouraging Multiple Readings

Although the Teacher Guides for each lesson include “possible answers” to the probe questions, the teacher should encourage multiple readings and a diversity of responses for most of the questions posed in the teacher guide. It is important that students give evidence in the document to explain their conclusions. The “possible answers” given in the teacher guide are intended to reflect typical responses that address key historical and media literacy concepts and information. However, it is important that students recognize that all people do not interpret media messages the same way. Depending upon each reader’s background, including life experience, age, gender, race, culture, or political views, he or she may have very different interpretations of a particular text. The collective reading experience provides the opportunity to explore these differences and discuss the important concept that readers interpret messages through their own lenses.

Reading Bias

A major theme of these materials is the recognition that all media messages come from particular points of view and have biases that reflect the intent and perspectives of the creators and sponsors of those messages. With these materials, teachers can train students to recognize bias and point of view. The teacher should encourage students to ask critical questions about any media messages encountered inside or outside the classroom using the *Media Literacy Questions* introduced in Lesson 1, and an expanded version available as a separate handout (*Key Questions To Ask When Analyzing Media Messages*) on the Project Look Sharp Web site.

Bias in this Curriculum and in the Classroom

This series of lessons, like all media, also has a point of view and a bias. As teachers use the lessons, they may identify opinionated language, selective facts, missing information, and many other subjective decisions that went into constructing this view of history. The same questions the curriculum applies to other documents can be applied to this media constructions: Who produced this curriculum for what purpose and what is its bias? Teachers and students could and should be asking critical questions about the editorial choices that went into constructing these lessons. For instance, why did we choose to focus on certain topics (e.g., Dr. King's anti-war speeches, the use of Dr. King's image in advertising), but not others (e.g., his religious beliefs and the role of the church and family in his life)? And, what is your evidence for these conclusions? When using these materials teachers will make their own decisions of what to include and to edit, what questions to use and what issues to avoid. All of these decisions, both by the creators and users of the curriculum, will influence the view of history that students receive. Teachers should encourage students to thoughtfully analyze and discuss the stories, the perspectives, and the biases celebrated and criticized within our own classrooms. Those skills and practices are core to an educated democratic citizenship.

Fair Use of Media Documents

The classroom critique of political and cultural documents is essential to the development of civic literacy skills in our media saturated democracy. Project Look Sharp provides these media documents and lessons free of charge for the purpose of commentary, criticism, and education as provided for by the fair use clause of the U.S. Copyright Act of 1976. The documents in this curriculum are presented for the purpose of direct critique and solely to be used in an educational setting.

For more information about fair use in Media Literacy Education, go to the Media Education Lab at Temple University at

www.mediaeducationlab.com

Additional Resources

For more information about media decoding download these documents from the project Look Sharp website:

- Key Questions to Ask When Analyzing Media Messages
- Tips for Media Decoding
- Core Principles for Media Literacy Education

For more information regarding how to determine **Web site credibility**, visit our website www.projectlooksharp.org and select "Media Literacy Handouts" from the left menu bar. Then select "Evaluating Websites".

These and many other educational materials and curriculum kits are available free for educators on our Web site:

www.projectlooksharp.org