

# Nonprint Sources of Information Support Document

Frank Baker  
Media Education Consultant  
[fbaker1346@aol.com](mailto:fbaker1346@aol.com)

*Note: The author of this document maintains the Media Literacy Clearinghouse Web site, [www.frankwbaker.com](http://www.frankwbaker.com) where teachers can locate additional resources, lesson plans, activities, and books related to Media Literacy.*

**Connections between the Guiding Principles of the South Carolina English Language Arts (ELA) Academic Standards 2008, the South Carolina ELA Standards, and the IRA/NCTE Standards and Nonprint Sources of Information**

**Guiding Principles from the South Carolina English Language Arts Academic Standards**

**Guiding Principle 8**

*An effective English language arts curriculum provides for literacy in all forms of media to prepare students to live in an information-rich society.*

The skills of critical inquiry—the ability to question and analyze a message, whether it be textual, visual, auditory, or a combination of these—are a crucial element in literacy instruction. The production of visual media is also a crucial element enabling students to acquire and demonstrate an understanding of advertising, aesthetic techniques, audience, bias, propaganda, and intellectual purpose. Integrating into the ELA curriculum the vocabulary and skills associated with media presentations helps students develop lifelong habits of critical thinking.

**Guiding Principle 9**

*An effective English language arts curriculum emphasizes informational text that is relevant to our increasingly complex and technological world.*

Today's students are confronted with unprecedented amounts of information in a wide variety of print and nonprint forms. The ability to locate and use information effectively is an essential skill in the modern world. In many instances, information comes in unfiltered formats. Consumers of information must raise questions about the authenticity and reliability of sources. Now, more than ever, students need to be prepared to comprehend, analyze, and challenge what they read, hear, and see before making assumptions about its validity. Real-world texts are an integral and vital part of the ELA curriculum.

**South Carolina ELA Standards**

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| Standard 1 | The student will read and comprehend a variety of literary texts in print and nonprint formats.      |
| Standard 2 | The student will read and comprehend a variety of informational texts in print and nonprint formats. |

Standard 5            The student will write for a variety of purposes and audiences.

Standard 6            The student will access and use information from a variety of sources.

**IRA/NCTE Standards Which Address Nonprint Sources of Information**

<http://www.readwritethink.org/standards>).

**Standard 6**            Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.

**Standard 8**            Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

*The above information serves as the basis for supporting the use of a variety of print and nonprint sources of information during language arts instruction.*

**Definition of Nonprint Sources**

Sources of information that are not primarily in written form (for example, pictures and photographs, television and radio productions, the Internet, films, movies, videotapes, and live performances). Some nonprint sources (for example, the Internet) may also contain print information.

## **Media Literacy – An Introduction and Brief Background**

Teachers may wish to introduce Media Literacy by familiarizing older students with the five core concepts of Media Literacy:

- All media are constructions.
- Media are constructed using unique languages with their own set of rules.
- Media convey values and points of view.
- Audiences negotiate meaning. Different people see the same media message differently.
- Media are primarily concerned with power and profit. (Source: Center for Media Literacy, <http://www.medialit.org>)

The following questions may be used as students consider various ways media messages are communicated.

### **Critical Thinking and Viewing Considerations:**

- What do I need to know in order to best understand how this was created and what it might mean?
- Who created this (message) photograph? (Authorship)
- Why is the (message) here? (Purpose)
- In what ways might the image complement the text and vice versa.
- Who is most likely to see the (message) photograph? (Audience)
- What methods are used to make the (message) photo believable; trustworthy? (Techniques)
- Is there something outside the frame I don't see? (Omission)
- Can I make any assumptions about this (message) image?
- Where might I get additional information not contained in the (message) image? (Research)
- What does the producer/creator/photographer want me to think/feel? (Knowledge, Understanding)
- How might others see this same (message) image differently from me?

### **General Text Recommendation:**

Asking The Right Questions: A Guide to Critical Thinking (8<sup>th</sup> Ed.) Prentice-Hall

Authors: M. Neil Browne, Stuart M. Keely

Companion website: [http://wps.prenhall.com/hss\\_browne\\_askingquest\\_8/](http://wps.prenhall.com/hss_browne_askingquest_8/)

Media Literacy: Reading the Visual and Virtual Worlds (Chapter 13, pp 336-349), in The English Teacher's Companion A Complete Guide to Classroom, Curriculum, and the Profession (3rd Ed) Jim Burke, Heinemann

TeachingMediaLiteracy.com, Richard Beach, Teachers College Press

Introduction to Media Literacy (Elements of Language, HRW) <http://go.hrw.com/eolang/medialit/>

### **Asking questions**

One of most effective ways of approaching nonprint sources is by having students ask questions. It starts at the earliest of ages: "Kindergarten students generate *how* and *why* questions about topics of interest. They understand how to use print and nonprint sources of information. They classify information by constructing categories." This is the start of critical thinking and critical viewing, both of which are part of what is now known as "media literacy."

To help students understand how nonprint sources work, it may be helpful to start by first teaching students about photographs/images; then move to print advertisements which incorporate images; lastly on to moving images (commercials, TV, film). Since visual literacy is a large part of the arts curriculum, you may wish to collaborate with an art teacher on helping students understand this concept.

### **Photograph and Pictures (Visual Literacy)**

Photographs, pictures and other images exist everywhere in the world of our students. From books, to magazines, newspapers and billboards, images are a big part of their world. What do we want students to know and understand about visual images? How do students derive meaning from what they view? Students should recognize that photos/images are texts too, non-print texts. And like all texts, they need to be studied and understood for how they are created to make meanings. This can start in elementary school with picture books and helping students understand how images can be "read." Photographers/image makers use a number of techniques to create pictures. Those techniques include color, framing, focusing, depth-of-field, perspective (point-of-view) and more. Viewers of photos/images bring prior knowledge, experience and more to these texts. Since photos can also be digitally alerted, it is important for students to be able to question images, much the same way as they do traditional texts. Additionally, photos and other images can be catalysts to help motivate students' writing.

### Instructional Resources: Grades 3-8

	<b>Websites (Grades 3-8)</b>	<b>Teacher Texts (Grades 3-Grade 8)</b>	<b>Reference Articles</b>
	<p>Visual Literacy and Picture Books: An explanation of how visual literacy can be used to enhance classroom literacy programs  <a href="http://www.teachers.ash.org.au/bookzone/vislit.html">http://www.teachers.ash.org.au/bookzone/vislit.html</a></p> <p>Reading Picture Books  <a href="http://www.learnnc.org/lp/pages/669">http://www.learnnc.org/lp/pages/669</a></p> <p>Word and Image (TIME Magazine Teacher Guide: The Language of Photography)  <a href="http://www.time.com/time/teach/archive/981012/text5.html">http://www.time.com/time/teach/archive/981012/text5.html</a></p> <p>Introducing Photography Techniques: Some Basic Vocabulary for Teaching Kids  <a href="http://www.youthlearn.org/learning/activities/multimedia/photo3.asp">http://www.youthlearn.org/learning/activities/multimedia/photo3.asp</a></p> <p>Critically Viewing Photographs (SCDE Lesson Plan)  <a href="http://ed.sc.gov/agency/offices/cso/standards/ela/CriticallyViewingPhotographs.doc">http://ed.sc.gov/agency/offices/cso/standards/ela/CriticallyViewingPhotographs.doc</a></p>	<p>Reading Images (Chapter 7), from Illuminating Texts: How To Teach Students to Read the World, by Jim Burke, Heinemann</p> <p>Photography: Media Sources (Creative Education) 2008</p> <p>Reading Photographs to Write With Meaning and Purpose, Grades 4-12 (IRA)  <a href="http://marketplace.reading.org/products/tnt_products.cfm?Subsystem=ORD&amp;primary_id=612&amp;product_class=IRABOOK&amp;action=Long">http://marketplace.reading.org/products/tnt_products.cfm?Subsystem=ORD&amp;primary_id=612&amp;product_class=IRABOOK&amp;action=Long</a></p> <p>I Wanna Take Me A Picture: Teaching Photography and Writing to Children  <a href="http://shopdei.com/amla/catalog.php?product=61&amp;parent=">http://shopdei.com/amla/catalog.php?product=61&amp;parent=</a></p>	<p>Literacy Inquiry and Pedagogy through a Photographic Lens (Volume 85, Number 6, July 2008, Language Arts, NCTE)</p> <p>Show Me: Principles for Assessing Students' Visual Literacy (Artistic elements were the focus of lessons on reading and responding to literature in one third-grade class) (p 616, Reading Teacher, May 2008)</p> <p>"Reading" The Painting: Exploring Visual Literacy in the Primary Grades. (p 636, Reading Teacher, April 2007)</p> <p>Meeting Readers: Using Visual Literacy Narratives in the Classroom (Voices From The Middle, NCTE, September 2006)</p> <p>Visual Literacy (p 60, Childhood Education, Fall 2005)</p>

### Instructional Resources: Middle and High School

<b>South Carolina Textbook Correlation</b>	<b>Websites (Grades 6-English 4)</b>	<b>Teacher Texts (Grades 6-English 4)</b>	<b>Videos (Grades 6- English 4)</b>
<p>Visuals &amp; Graphics, Interpreting Elements of Language, 2<sup>nd</sup> Course (HRW) pp 785-786</p> <p>Still Photography (Chapter 12) Elements of Language, (HRW) Media Literacy &amp; Communication Skills, pp 113-126</p> <p>Information Graphics (Chapter 10) Elements of Language, (HRW) Media Literacy &amp; Communication Skills, pp 87-98</p> <p>Examining Photographs, p 580, American Pathways to the Present: Modern American History (2005, Prentice Hall)</p> <p>Interpreting Images, p. 461, American Odyssey, The US in the 20<sup>th</sup> Century (1999,</p>	<p>Teaching Strategies: Photography Project (Part of the series: Teaching Multicultural Literature) <a href="http://www.learner.org/channel/workshops/tml/workshop8/teaching3.html">http://www.learner.org/channel/workshops/tml/workshop8/teaching3.html</a></p> <p>Reading A Photograph or a Picture <a href="http://wwwfp.education.tas.gov.au/english/vislit.htm">http://wwwfp.education.tas.gov.au/english/vislit.htm</a></p> <p>Questioning Photographs (A list of questions) <a href="http://www.frankwbaker.com/questioning_photos.htm">http://www.frankwbaker.com/questioning_photos.htm</a></p> <p>Reading Photographs (Using questions to decode, evaluate, and understand photographic images) <a href="http://www.learnnc.org/lp/pages/677">http://www.learnnc.org/lp/pages/677</a></p> <p>Reading Media Photographs <a href="http://www.noodletools.com/debbie/literacies/newsmedia/polphotos.html">http://www.noodletools.com/debbie/literacies/newsmedia/polphotos.html</a></p> <p>How Framing Affects Understanding <a href="http://www.frankwbaker.com/framing.htm">http://www.frankwbaker.com/framing.htm</a></p>	<p>Reading Images (Chapter 7), from Illuminating Texts: How To Teach Students to Read the World, by Jim Burke, Heinemann</p> <p>Media Literacy; Reading the Visual and Virtual Worlds (Chapter 13, pp 336-349), in The English Teacher's Companion A Complete Guide to Classroom, Curriculum, and the Profession (3rd Ed) Jim Burke, Heinemann</p> <p>Visual Literacy: Learn to See, See to Learn, Lynell Burmark (ASCD) <a href="http://shop.ascd.org/productdisplay.cfm?productid=101226">http://shop.ascd.org/productdisplay.cfm?productid=101226</a></p>	<p><b>ETV Streamline:</b> Introduction: Photography and Visual Images (00:54) Segment from the Series: Lights, Camera, Education</p> <p><b>Other videos:</b> Documenting The Face of America (PBS Special- Airdate Aug 18, 2008) <a href="http://www.documentingamerica.org/Home.html">http://www.documentingamerica.org/Home.html</a></p> <p>American Photography: A Century of Images (text and DVD; Shop PBS)</p> <p>Language of Photography (Films for the Humanities and Sciences)</p>

<p>Glencoe-McGraw Hill)</p>	<p>Is Seeing Believing? (Learning to Question Images) (This site includes famous Civil War photographs and background)  <a href="http://www.frankwbaker.com/isb.htm">http://www.frankwbaker.com/isb.htm</a></p> <p>Photography: Be A Media Critic (Knowitall.org)  <a href="http://www.knowitall.org/sites/artopia/media/artcritic/photography/index.html">http://www.knowitall.org/sites/artopia/media/artcritic/photography/index.html</a></p> <p>Sources for Photographic Images: Current News Images  <a href="http://news.yahoo.com">http://news.yahoo.com</a></p> <p>Documentary Photography and Film (From the Series: American Passages: Unit 12 Migrant Struggle)  <a href="http://www.learner.org/amerpass/unit12/context_activ-2.html">http://www.learner.org/amerpass/unit12/context_activ-2.html</a></p> <p>Library of Congress: Photographic Images from US History  <a href="http://www.loc.gov/rr/print/catalog.html">http://www.loc.gov/rr/print/catalog.html</a></p> <p>History of South Carolina Slide Collection (Knowitall.org)  <a href="http://www.knowitall.org/schistory/">http://www.knowitall.org/schistory/</a></p> <p>Caroliniana Collections (Knowitall.org)  <a href="http://www.knowitall.org/caroliniana/caroliniana.htm">http://www.knowitall.org/caroliniana/caroliniana.htm</a></p>	<p>Image Matters: Visual Texts In the Classroom  <a href="http://shopdei.com/aml/catalog.php?product=45&amp;parent">http://shopdei.com/aml/catalog.php?product=45&amp;parent</a></p> <p>Teaching the Visual Media, Peter Greenaway (Jacaranda Books, Australia)</p> <p>Photos That Changed The World (Publisher: Presetl)</p> <p>100 Photographs That Changed The World (Life Magazine)  <a href="http://www.digitaljournalist.org/issue0309/lm_index.htm">http://www.digitaljournalist.org/issue0309/lm_index.htm</a></p> <p>Moments: The Pulitzer Prize-Winning Photographs: A Visual Chronicle of Our Time (Tess Press)</p>	
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## Editorial Cartoons

Editorial cartoons, in newspapers, magazines, and on the Internet, are another rich source of visual material that students should be exposed to and understand. Like photographs, they can be “read” as visual texts in order to be better understood. Not only should students analyze (read) editorial cartoons, they should also be given opportunities to create (produce) them as well. Author bias, prior knowledge, symbolism, parody, humor, and irony can come into play as students begin to identify these concepts via cartoons.

## Instructional Resources: Grades 5-High School

<b>South Carolina Textbook Correlations (Middle and High School)</b>	<b>Websites (Grades 5-English 4)</b>	<b>Teacher Texts (Grades 5-English 4)</b>
<p>Interpreting Political Cartoons, (Many scattered throughout the text) Magruder's American Government (2005 Prentice Hall) Editorial Cartoons, pp. 683;797 in World History: Connections To Today (2005 Prentice Hall)</p> <p>Interpreting Political Cartoons (Various scattered through the text) US Government: Democracy In Action (2006, Glencoe)</p> <p>Media Smart; Strategies for Analyzing Media (DVD Chapter: Editorial Cartoons) McDougal-Littell <b>(To be considered as part of the 2008 ELA adoption)</b></p>	<p>Daryl Cagle's Editorial Cartoons <a href="http://cagle.msnbc.com/">http://cagle.msnbc.com/</a></p> <p>Robert Arial (The State) <a href="http://www.ariail.thestateonline.com">http://www.ariail.thestateonline.com</a></p> <p>Analyzing Editorial Cartoons <a href="http://712educators.about.com/cs/edcartoons/a/edcartoons.htm">http://712educators.about.com/cs/edcartoons/a/edcartoons.htm</a></p> <p>Analyzing Editorial Cartoons (pdf) Chapter 7 Persuasion (Holt, Rinehart, Winston) <a href="http://web.archive.org/web/20060902015226/http://go.hrw.com/elotM/0030526671/student/ch07/lg1407284287.pdf">http://web.archive.org/web/20060902015226/http://go.hrw.com/elotM/0030526671/student/ch07/lg1407284287.pdf</a></p> <p>Cartoon Analysis Worksheet <a href="http://www.archives.gov/education/lessons/worksheets/cartoon.html">http://www.archives.gov/education/lessons/worksheets/cartoon.html</a></p>	<p>Analyzing Political Cartoons Chapter 8, pp. 179-183, from Building Literacy in Social Studies (ASCD, 2007)</p> <p>The Best Political Cartoons of the Year, 2008 Edition <a href="http://cagle.msnbc.com/news/BookPromo/">http://cagle.msnbc.com/news/BookPromo/</a> (earlier editions also available)</p> <p>Growing Up Cartoonist in the Baby-Boom South: A Memoir and Cartoon Retrospective (Kate Salley Palmer) Warbranch Press <a href="http://www.warbranchpress.com/cartoonist.html">http://www.warbranchpress.com/cartoonist.html</a></p>

	<p>Learning By Cartooning: Lesson plans and links for teachers  <a href="http://www.learningbycartooning.org">http://www.learningbycartooning.org</a></p> <p>Using Editorial Cartoons to Teach about Elections (Education World)  <a href="http://www.educationworld.com/curr/curr210.shtml">http://www.educationworld.com/curr/curr210.shtml</a></p> <p>ReadWriteThink: Analyzing the Stylistic Choices of Political Cartoons  <a href="http://www.readwritethink.org/lessons/lesson_view.asp?id=923">http://www.readwritethink.org/lessons/lesson_view.asp?id=923</a></p>	<p>Dr. Seuss Goes to War: The WW II Cartoons of Theodor Seuss Geisel, New Press (2001)</p> <p>Herblock: A Cartoonist's Life, Three Rivers Press (1998)</p> <p>Arial View, The State Newspaper (1990)</p>
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**Advertising: Commercials**

Moving images, such as televised/streamed commercials, offer rich material for young people to study. They contain “techniques of persuasion/propaganda” which are also found in everyday life, not just advertising. Every day, we are exposed to literally thousands of messages, many of which are advertising and marketing. From toy ads to political candidate messages, to car and food ads: all are easily accessible via television and the web. These ads can be analyzed (read) and created (produced) by students. Like print advertisements, commercials offer teachers a chance to help young people better understand “media literacy” as well as the “techniques of persuasion/propaganda” and the “language of television ads.” If you have the equipment and know how, students can also be encouraged to create actual commercials. If you don’t have electronic equipment, students can still create their own scripts and storyboards.

### Instructional Resources: Grades 3-5

	<b>Teacher Texts (Grades 3-5)</b>	<b>Websites (Grades 3-5)</b>	<b>Videos (Grades 3-5)</b>
	<p>The Berenstain Bears and the Trouble with Commercials (HarperCollinsChildrens) (April 2007)</p> <p>Made You Look: How Advertising Works And Why You Should Know (Annick Press)  <a href="http://206.186.83.77/catalog/catalog.aspx?Title=Made+You+Look">http://206.186.83.77/catalog/catalog.aspx?Title=Made+You+Look</a>                      also  <a href="http://www.annickpress.com/madeyoulook/index.htm">http://www.annickpress.com/madeyoulook/index.htm</a></p> <p>Advertising: Media Wise, by Julian Petley, (Smart Apple Media, 2004)</p>	<p>Buy Me That: How TV Toy Commercials Hook Kids (SCDE Lesson Plan)  <a href="http://ed.sc.gov/agency/offices/cso/standards/ela/Grades3-5ToyCommercials.doc">http://ed.sc.gov/agency/offices/cso/standards/ela/Grades3-5ToyCommercials.doc</a></p> <p>Food Ad Deconstruction (Learn how to read, analyze, and deconstruct print ads from magazines)  <a href="http://www.frankwbaker.com/foodaddeconstructions.htm">http://www.frankwbaker.com/foodaddeconstructions.htm</a></p> <p>Lesson Plan: Food Ad Tricks (How food stylists make food look good forTV)  <a href="http://www.frankwbaker.com/food_ad_tricks.htm">http://www.frankwbaker.com/food_ad_tricks.htm</a></p> <p>Don't Buy It (PBS Kids)  <a href="http://pbskids.org/dontbuyit">http://pbskids.org/dontbuyit</a></p>	<p><b>Streamline videos:</b>                      LifeSkills 101-Media Wise (Slim Goodbody)</p> <p>Advertising (4:23) segment from Discovering Language Arts: Viewing This segment presents a student-made cereal commercial and analyzes the commercial's advertising techniques. A follow-up activity asks students to create a commercial about a food or clothing item they enjoy. (Teacher Guide Available)</p> <p><b>Other videos</b>                      (Available for Purchase)                      TV Planet  <a href="http://www.rmpbs.org/resources/files/programs/kids/tv_planet/index.html">http://www.rmpbs.org/resources/files/programs/kids/tv_planet/index.html</a></p>

**Instructional Resources: Middle and High School**

<b>South Carolina Textbook Correlations</b>	<b>Videos (Grades 6-English 4)</b>	<b>Websites (Grades 6-English 4)</b>	<b>Teacher Texts/Periodicals (Grades 6-English 4)</b>
<p>Media Smart Strategies for Analyzing Media (DVD Chapter: Star Wars- Episode III Ads) McDougal-Littell <b>(To be considered as part of the 2008 ELA adoption)</b></p> <p>Media Smart Strategies for Analyzing Media (DVD Chapter: Daisy/America’s Back) McDougal-Littell</p> <p>Media Smart Strategies for Analyzing Media (DVD Chapter: Advertising In The Jazz Age) McDougal-Littell</p>	<p><b>ETV Streamline:</b> Advertising Images (4:24) segment from Discovering Language Arts: Viewing. Television and film are full of images meant to convey a viewpoint, through which media professionals attempt to appeal to people's interests and desires. Images of attractive people can be used as tools to sell clothing, beauty products, and athletic wear. (Teacher Guide available)</p> <p>Ad-Libbing It_(22:03) An irreverent look at how advertisers try to hook young people on cigarettes and alcohol.</p> <p>The Role of Television Advertising In Presidential Elections (1:10)</p>	<p>Scriptwriting In The Classroom (PSAs, Commercials, News, Film) <a href="http://www.frankwbaker.com/scriptwriting_in_the_classroom.htm">http://www.frankwbaker.com/scriptwriting_in_the_classroom.htm</a></p> <p>Print Advertisement (HRM Elements of Language) <a href="http://go.hrw.com/eolangu/medscope/module2.htm">http://go.hrw.com/eolangu/medscope/module2.htm</a></p> <p>Techniques of Persuasion: Deconstructing an Advertisement (Media Education Foundation) <a href="http://www.mediaed.org/handouts/pdfs/DeconstructinganAd.pdf">http://www.mediaed.org/handouts/pdfs/DeconstructinganAd.pdf</a></p> <p>Propaganda <a href="http://www.propagandacritic.com/">http://www.propagandacritic.com/</a></p>	<p><b>Texts:</b> Media Literacy: Thinking Critically About Advertising, Publisher: J Weston Walch <a href="http://www.walch.com/product/909">http://www.walch.com/product/909</a></p> <p>Made You Look: How Advertising Works And Why You Should Know (Annick Press) <a href="http://206.186.83.77/catalog/catalog.aspx?Title=Made+You+Look">http://206.186.83.77/catalog/catalog.aspx?Title=Made+You+Look</a> also <a href="http://www.annickpress.com/madeyoulook/index.htm">http://www.annickpress.com/madeyoulook/index.htm</a></p> <p>Political Campaigns and Political Advertising: A Media Literacy Guide, Greenwood Press, November 2008 <a href="http://www.greenwood.com/catalog/GR4755.aspx">http://www.greenwood.com/catalog/GR4755.aspx</a></p> <p>Advertising: Opposing Viewpoints Publisher: Greenhaven Press</p> <p><b>Periodicals</b> (also available online): Advertising Age <a href="http://www.adage.com">http://www.adage.com</a> Ad Week <a href="http://www.adweek.com">http://www.adweek.com</a></p>

	<p>Skills for Healthy Living: Analyzing Media Influences (27:35) Understand how different media affect the way we feel about ourselves and influence the health choices we make.</p> <p>English Composition: Writing for An Audience (streamed online) Program #17 Persuasion <a href="http://www.learner.org/resources/series128.html">http://www.learner.org/resources/series128.html</a> Available from ITV: (contact your media specialist or DELC operator)</p> <p>Voices in Democracy HS Edition Program #10 Media &amp; Elections</p> <p><b>Other Videos</b> (Online and Available or purchase)</p> <p>TV Confidential (Grades 6-8) <a href="http://www.rmpbs.org/resources/files/programs/kids/tv_confidential/index.html">http://www.rmpbs.org/resources/files/programs/kids/tv_confidential/index.html</a></p>	<p>The Language of Advertising Claims <a href="http://sunset.backbone.olemiss.edu/~egjbp/comp/ad-claims.html">http://sunset.backbone.olemiss.edu/~egjbp/comp/ad-claims.html</a></p> <p>Analyzing Presidential Candidates TV Commercials <a href="http://www.frankwbaker.com/media_politics.htm">http://www.frankwbaker.com/media_politics.htm</a></p> <p>Political TV Advertisement (HRW, Elements of Language) <a href="http://go.hrw.com/eolangu/medscope/module1.htm">http://go.hrw.com/eolangu/medscope/module1.htm</a></p> <p>Critical Television Viewing Skills <a href="http://www.frankwbaker.com/critical_tv_viewing.html">http://www.frankwbaker.com/critical_tv_viewing.html</a></p> <p>The Language of TV/Film: (Techniques of video production) <a href="http://www.frankwbaker.com/tvl.htm">http://www.frankwbaker.com/tvl.htm</a></p>	
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	<p>Selling Children: How Media Affects Kids (Connect With Kids)  <a href="http://www.connectwithkids.com/products/sellingchildren.shtml">http://www.connectwithkids.com/products/sellingchildren.shtml</a></p> <p>Merchants of Cool  FRONTLINE/PBS (streamed online)  <a href="http://www.pbs.org/wgbh/pages/frontline/shows/cool">http://www.pbs.org/wgbh/pages/frontline/shows/cool</a></p> <p>The Persuaders  FRONTLINE/PBS (streamed online)  <a href="http://www.pbs.org/wgbh/pages/frontline/shows/persuaders/">http://www.pbs.org/wgbh/pages/frontline/shows/persuaders/</a></p>	<p>The Grammar of TV and Film  <a href="http://www.aber.ac.uk/media/Modules/TF33120/">http://www.aber.ac.uk/media/Modules/TF33120/</a></p> <p>Semiotics &amp; Conventions of Television  <a href="http://130.18.140.19/mmsoc/chapter5.html">http://130.18.140.19/mmsoc/chapter5.html</a></p> <p>Storyboarding  <a href="http://torres21.typepad.com/flickschool/2007/12/storyboard.html">http://torres21.typepad.com/flickschool/2007/12/storyboard.html</a></p> <p>Create a Storyboard (Knowitall.org)  <a href="http://www.knowitall.org/sites/artopia/media/studio/storyboard/index.html">http://www.knowitall.org/sites/artopia/media/studio/storyboard/index.html</a></p> <p>Blank Storyboard Form  <a href="http://www.frankwbaker.com/Blank_Storyboard_Form.pdf">http://www.frankwbaker.com/Blank_Storyboard_Form.pdf</a></p>	
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### Motion Pictures: Understanding the Language of Film

Students love the movies and for the most part can talk intelligently about them. But many students don't fully understand that films are also texts, which need to be read too. Films are rich texts with many layers to study and appreciate. Even elementary students should be asked: how are films made. Film makers have at their disposal a number of technical/production tools that comprise the language of film: cameras, lights, sound/music, editing, set design, to name a few. Students should be encouraged not only to analyze (deconstruct) films, but also to create and produce their own PSAs, videos, or films (provided your school has video production and editing capability.) Photo Story 3 (Windows) is free, user-friendly software that allows students to create their own productions by adding narration or sound to their images—thus making a “movie.” iMac computers come fully loaded with easy-to-use movie creating software. If you don't have access to software, students can still create scripts, screenplays and storyboards for visual productions. Students can also learn how to write film reviews.

### Instructional Resources: Grades 3-5

	<b>Websites (Grades 3-5)</b>	<b>Teacher Texts/Periodicals (Grades 3-5)</b>	<b>Video (Grades 3-5)</b>
	<p>Teacher's Guide to Making Student Movies (Scholastic)  <a href="http://content.scholastic.com/browse/article.jsp?id=6758">http://content.scholastic.com/browse/article.jsp?id=6758</a></p> <p>How We Make A Movie (Pixar Animation)  <a href="http://www.pixar.com/howwedoit/index.html">http://www.pixar.com/howwedoit/index.html</a></p> <p>Media Arts Studio (Knowitall)  <a href="http://www.knowitall.org/sites/artopia/media/studio/index.html">http://www.knowitall.org/sites/artopia/media/studio/index.html</a></p>	<p><b>Texts:</b>            Coming Distractions: Questioning Movies (Capstone Press: 2007            FactFinders Media Literacy series)</p> <p>What Is Art? Movies            Barron's Educational Series (February 2004)</p> <p><b>Film:</b>            Media Wise (Smart Apple Media 2004)</p> <p><b>Periodical:</b>            Reeling With Words (Writing Magazine, Feb/March 2007)</p>	<p>Available for purchase</p> <p>Making Grimm Movies (Companion to From The Brothers Grimm series by Davenport Films) 60 minute video divided into three parts  <a href="http://www.davenportfilms.com/pages/main_mgmpage.html">http://www.davenportfilms.com/pages/main_mgmpage.html</a></p>

Instructional Resources – Middle and High School

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South Carolina Textbook Correlation (Grades 6- E4)	Video Resources (Grades 6-E4)	Teacher Texts (Grades 6-E4)	Websites (Grades 6-E4)
<p>Motion Picture Photography (Chapter 13) Elements of Language, Media Literacy &amp; Communication Skills pp 127-136</p> <p>Literature Grade 6,7, 8 (McDougal Littell) (pp 150-151 Media Studies: Plot &amp; Setting in Film)</p> <p>Literature Grade 9, 10 (McDougal Littell) (pp 130-131 Media Studies: Creating Suspense In Film) <b>(To be considered as part of the 2008 ELA adoption)</b></p> <p>Media Smart Strategies for Analyzing Media (DVD Chapter: Sisterhood of the Traveling Pants; Whalerider) McDougal-Littell</p>	<p><b>ETV Streamline</b> The Power of Film; Visual Literacy (Two segments from the series <i>Lights, Camera, Education</i> (Background on this series can be found at the American Film Institute’s website: <a href="http://www.afi.edu/intro/lce.aspx">http://www.afi.edu/intro/lce.aspx</a> )</p> <p>Fear Factor: Film Techniques; The Medium is the Message: Film Style and Subject Matter—Segments from Discovering Language Arts: Viewing (Grades 9-12)</p>	<p>Media Wise, by Julian Petley, (Smart Apple Media, 2004)</p> <p>How To Read A Film, James Monaco <a href="http://readfilm.com/books.htm">http://readfilm.com/books.htm</a></p> <p>How to Read A Film (DVD) <a href="http://readfilm.com/HTRDVD.html">http://readfilm.com/HTRDVD.html</a></p> <p>The Director in the Classroom How Filmmaking Inspires Learning <a href="http://www.thedirectorintheclassroom.com/book4.php">http://www.thedirectorintheclassroom.com/book4.php</a></p> <p>Filmmaking for Teens: Pulling Off Your Shorts by Troy Lanier and Clay Nichols Michael Wiese Productions</p>	<p>Teacher’s Guide: Academy Award Series <a href="http://www.oscars.org/teachersguide/index.html">http://www.oscars.org/teachersguide/index.html</a></p> <p>Film Production: Be A Media Critic (Artopia: Knowitall.org) <a href="http://www.knowitall.org/sites/artopia/media/artcritic/film/index.html">http://www.knowitall.org/sites/artopia/media/artcritic/film/index.html</a></p> <p>Cinema: How Hollywood Films Are Made (Annenberg) <a href="http://www.learner.org/interactives/cinema/">http://www.learner.org/interactives/cinema/</a></p> <p>Lights, Camera, Education (AFI) <a href="http://www.afi.edu/intro/lce.aspx">http://www.afi.edu/intro/lce.aspx</a> (also available via ETV Streamline)</p>

<p>Media Smart Strategies for Analyzing Media (DVD Chapter: Lord of the Rings; The Cask of Amontillado; The Birds; Romeo &amp; Juliet) McDougal-Littell</p> <p>Media Smart Strategies for Analyzing Media (DVD Chapter: Apollo 13; Finding Forrester) McDougal-Littell</p> <p>Media Smart Strategies for Analyzing Media (DVD Chapter: The Crucible; An Occurrence at Owl Creek Bridge) McDougal-Littell</p> <p>Media Smart Strategies for Analyzing Media (DVD Chapters: Camelot/King Arthur; MacBeth; Gulliver's Travels) McDougal-Littell</p>	<p>Girl Director A How-To Guide for the First-Time, Flat-Broke Film and Video Maker, Ten Speed Press</p> <p>Making Short Films (includes DVD) ISBN 1-58115-444-5 Allworth Press</p> <p>Reading in the Reel World: Teaching Documentaries and Other Nonfiction Texts (NCTE) <a href="http://www.ncte.org/store/books/124789.htm">http://www.ncte.org/store/books/124789.htm</a></p> <p>Great Films and How to Teach Them (NCTE) <a href="http://www.ncte.org/store/books/117911.htm">http://www.ncte.org/store/books/117911.htm</a></p> <p>Reading In The Dark: Using Film As A Tool in The English Classroom (NCTE) <a href="http://www.ncte.org/store/books/media/106296.htm">http://www.ncte.org/store/books/media/106296.htm</a></p> <p>Reel Conversations: Reading Films with Young Adults <a href="http://www.amazon.com/">http://www.amazon.com/</a></p>	<p>American Cinema (Multi-part series streamed on-line) <a href="http://www.learner.org/resources/series67.html">http://www.learner.org/resources/series67.html</a></p> <p>Documentary Photography &amp; Film (from the series American Passages: Unit 12 Migrant Struggle) <a href="http://www.learner.org/amerpass/unit12/context_activ-2.html">http://www.learner.org/amerpass/unit12/context_activ-2.html</a></p> <p>The Story of Movies <a href="http://www.storyofmovies.org/">http://www.storyofmovies.org/</a></p> <p>IFC Film School: <a href="http://filmschool.ifc.com/index.jsp">http://filmschool.ifc.com/index.jsp</a></p> <p>Lesson Plan: Lights, Camera, Action...Music: Critiquing Films Using Sight and Sound (Read, Write, Think) <a href="http://www.readwritethink.org/lessons/les">http://www.readwritethink.org/lessons/les</a></p>
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		<p><a href="http://www.reel-conversations.com/reading-adults-literature/dp/0867093773">Reel-Conversations-Reading-Adults-Literature/dp/0867093773</a></p> <p><b>Periodicals:</b>  Student Filmmakers  <a href="https://www.studentfilmmakers.com/store/customer/home.php?cat=248">https://www.studentfilmmakers.com/store/customer/home.php?cat=248</a></p> <p>Total Film  <a href="http://www.totalfilm.com">http://www.totalfilm.com</a></p> <p>Script Magazine  <a href="http://www.scriptmag.com">http://www.scriptmag.com</a></p> <p>American Cinematographer  <a href="http://www.theasc.com/">http://www.theasc.com/</a></p> <p>Screen Education (Australia)  <a href="http://www.metromagazine.com.au/screen_ed/index.html">http://www.metromagazine.com.au/screen_ed/index.html</a></p>	<p><a href="http://www.frankwbaker.com/scriptwriting_in_the_classroom.htm">son_view.asp?id=863</a></p> <p>Scriptwriting In The Classroom (Resource covers Scriptwriting and Storyboarding of PSAs, Commercials, News, Film)  <a href="http://www.frankwbaker.com/scriptwriting_in_the_classroom.htm">http://www.frankwbaker.com/scriptwriting_in_the_classroom.htm</a></p> <p>Writing About Film  <a href="http://www.dartmouth.edu/~writing/materials/student/humanities/film.shtml">http://www.dartmouth.edu/~writing/materials/student/humanities/film.shtml</a></p> <p>How to Write A Movie Review  <a href="http://www.howtodotings.com/hobbies/a2206-how-to-write-a-movie-review.html">http://www.howtodotings.com/hobbies/a2206-how-to-write-a-movie-review.html</a></p> <p>Movie Trailers as Persuasive Texts  <a href="http://www.frankwbaker.com/movie_trailers_as_persuasion.htm">http://www.frankwbaker.com/movie_trailers_as_persuasion.htm</a></p>
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			Using Documentaries in The Classroom <a href="http://www.frankwbaker.com/using_docs_in_the_classroom.htm">http://www.frankwbaker.com/using_docs_in_the_classroom.htm</a>
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