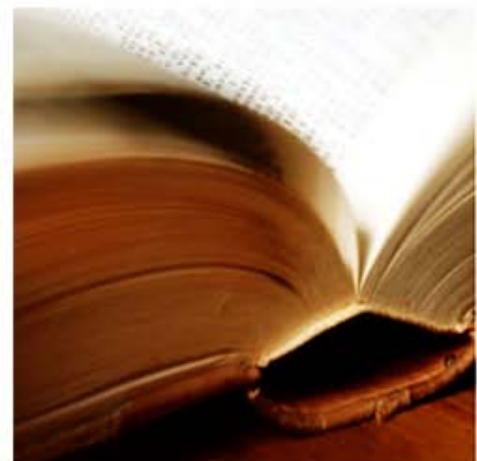


Web Resources for Teaching Media Literacy

Sunshine State TESOL Conference - May 11, 2012

Krista Bittenbender Royal



Have a web-enabled device? Get the online handout:

<http://tinyurl.com/SSTESOLMediaLit>

Using Technology to Teach Media Literacy

Get the electronic document: <http://tinyurl.com/SSTESOLMediaLit>

Sunshine State TESOL Conference, May 11, 2012, Orlando, FL

Krista Bittenbender Royal: krista.bittenbender@gmail.com

University of South Florida, English Language Program (INTO USF)

Media Literacy: "The process of understanding and using the mass media in an assertive and non-passive way. This includes an informed and critical understanding of the nature of the media, the techniques used by them and the impact of these techniques." www.medialit.org/reading_room/article565.html

Media Literacy Centers:

- Media Awareness Network: <http://www.media-awareness.ca/english>
- Consortium for Media Literacy: <http://www.consortiumformedialiteracy.org/>
- Media Education Lab (University of Rhode Island) <http://mediaeducationlab.com/>
- The Media Spot: <http://themediaspot.org/>
- Center for Media Literacy: <http://www.medialit.org/>
- Choices <http://www.choices.edu/resources>
- Newseum: <http://www.newseum.com>

Information Tools:

- Newspaper map: <http://newspapermap.com>
- Information is Beautiful – visual representations of data: <http://www.informationisbeautiful.net/>
- Worldometers – real-time world statistics: <http://www.worldometers.info/>

University of South Florida's English Language Program

- 3 programs: General, Academic, EAP
- 14-16 wk semesters (GE 4 wks modules)
- Beginner – advanced levels; adults
- Content & project based curriculum
- Mostly academically focused
- Classrooms tech enabled
- Shared lab classrooms available
- Students have access to all campus labs
- Often have own personal laptops, ipads...

Context: Which Levels/Classes?

Current Events Elective

- Examines news media and current news stories
- Levels 4 and 5 (upper-intermediate to advanced)
- Met 2 days/week – 75 min. each (1 day in a lab)
- Projects
 - writing mock and real news articles
 - compiling class newsletter

EAP credit class

- Content Based
 - themes included media, literacy, and images, business marketing, social media and culture, globalization
- Students with TOEFL 61-78

BUT WIDELY ADAPTABLE!

How do we define “Media Literacy”?

- “a repertoire of competences that enable people to analyze, evaluate and create messages in a wide variety of media modes, genres and forms”
en.wikipedia.org/wiki/Media_literacy
- “The process of understanding and using the mass media in an assertive and non-passive way. This includes an informed and critical understanding of the nature of the media, the techniques used by them and the impact of these techniques.”
www.medialit.org/reading_room/article565.html
- “the ability to effectively and efficiently comprehend and utilize mass communication” http://higherred.mcgraw-hill.com/sites/0767421906/student_view0/chapter2/glossary.html

The need for media literacy today

- Widely Available Information
- Increased saturation of messages
- Huge Amounts! (Overwhelming)
- Difficult to Break Down
- How to simplify? Pick the first one!
- Source: Reliable? Biased? Inaccurate?
- <http://langwitches.org/blog/2009/03/11/dont-believe-everything-you-see-online/>
- Use the **content** of media (journalism, advertising, image analysis) to learn **skills** > then apply to academic contexts



How does Media Literacy fit into EAP?

- 
- Develop Critical Thinking Skills
 - Identify arguments made by Media – journalism, TV, Ads, websites, articles, even textbooks
 - Needed Skill for University Study
 - Question authority?
Cultural Influences
- Refine skills:
 - Understanding Fact vs. Opinion
 - Supporting evidence
 - Evaluating Sources
 - Refuting claims
 - Recognizing connotation
 - Identifying intent & purpose
 - Identifying target audience

Select Major Web Resources for Teaching Media Literacy & Current Events

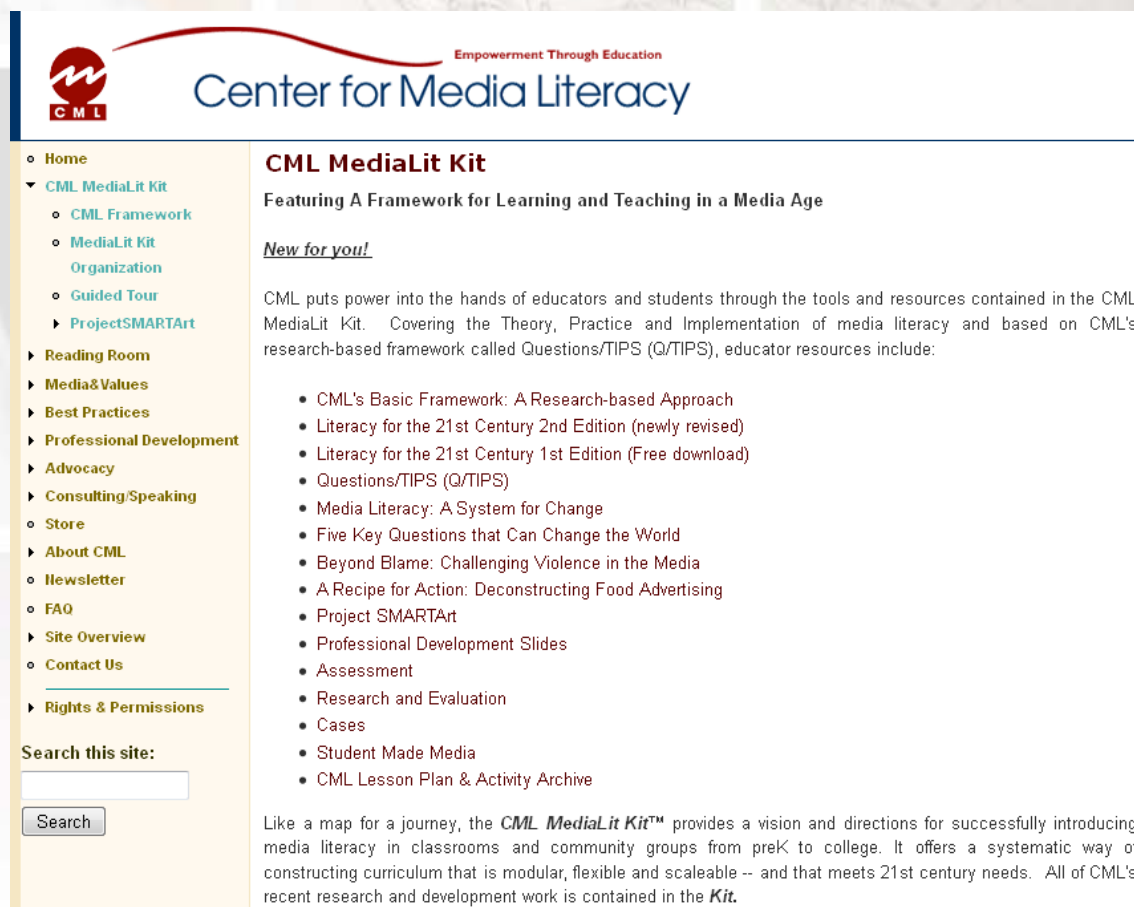
- Center for Media Literacy: <http://www.medialit.org/>
- Consortium for Media Literacy: <http://www.consortiumformedialiteracy.org/>
- Media Awareness Network: <http://www.media-awareness.ca/english>
- Media Education Lab (University of Rhode Island) <http://mediaeducationlab.com/>
- The Media Spot: <http://themediaspot.org/>
- Choices <http://www.choices.edu/resources>
- Newseum: <http://www.newseum.com>

Can be used in part with major news outlets online: PBS, NPR, VOA, BBC, National media outlets: ABC/NBC/CBS, cable media outlets: CNN, MSNBC, Fox, USA Today, area news sources, Wall Street Journal, New York Times, Time & Newsweek, Fresh Air, Democracy Now, etc...

Center for Media Literacy

www.medialit.org

- Diverse site – many forms of media & related issues; dedicated to raising media literacy awareness
- Free eNewsletter
- Some free downloads: MediaLit Kit
- *Materials/ Lessons database**



The screenshot shows the homepage of the Center for Media Literacy. At the top, there is a logo with a red 'm' and 'CML' below it, and the text 'Empowerment Through Education' and 'Center for Media Literacy'. Below the logo is a navigation menu with items like Home, CML MediaLit Kit, CML Framework, MediaLit Kit Organization, Guided Tour, ProjectSMARTart, Reading Room, Media & Values, Best Practices, Professional Development, Advocacy, Consulting/Speaking, Store, About CML, Newsletter, FAQ, Site Overview, Contact Us, and Rights & Permissions. There is also a search bar with the text 'Search this site:' and a 'Search' button. The main content area features the heading 'CML MediaLit Kit' and 'Featuring A Framework for Learning and Teaching in a Media Age'. Below this is a section titled 'New for you!' with a list of resources including 'CML's Basic Framework: A Research-based Approach', 'Literacy for the 21st Century 2nd Edition (newly revised)', 'Literacy for the 21st Century 1st Edition (Free download)', 'Questions/TIPS (Q/TIPS)', 'Media Literacy: A System for Change', 'Five Key Questions that Can Change the World', 'Beyond Blame: Challenging Violence in the Media', 'A Recipe for Action: Deconstructing Food Advertising', 'Project SMARTart', 'Professional Development Slides', 'Assessment', 'Research and Evaluation', 'Cases', 'Student Made Media', and 'CML Lesson Plan & Activity Archive'. At the bottom, there is a paragraph stating: 'Like a map for a journey, the *CML MediaLit Kit*™ provides a vision and directions for successfully introducing media literacy in classrooms and community groups from preK to college. It offers a systematic way of constructing curriculum that is modular, flexible and scalable -- and that meets 21st century needs. All of CML's recent research and development work is contained in the *Kit*.'

CML Media Lit Kit: Free Download

Literacy For the 21st Century

*An Overview & Orientation Guide
To Media Literacy Education*

Critical Thinking / Creative Communication

.....

Core Concepts • Key Questions • Inquiry Process

Definitions • Skills • Empowerment



Five Key Questions of Media Literacy

1. Who created this message?
2. What techniques are used to attract my attention?
3. How might different people understand this message differently from me?.
4. What lifestyles, values and points of view are represented in, or omitted from, this message?
5. Why was this message sent?



Five Core Concepts

- 1. All media messages are 'constructed.'**
- 2. Media messages are constructed using a creative language with its own rules.**
- 3. Different people experience the same media message differently.**
- 4. Media have embedded values and points of view.**
- 5. Most media messages are organized to gain profit and/or power.**

Question/Concept 1 – Discussion

Keyword:
Author / ‘Constructedness’

Guiding Questions:

- What kind of “text” is it?
- What are the various elements (building blocks) that make up the whole?
- How similar or different is it to others of the same genre?
- Which technologies are used in its creation?
- How would it be different in a different medium?
- What choices were made that might have been made differently?
- How many people did it take to create this message? What are their various jobs?

Teaching Tips

Teaching Tip:

When you find a text that is useful for a close analysis, put it on a videotape six or eight times with 5 seconds of black between. This makes it easier to show it several times without having to stop and rewind.

What did you notice?

A sample inquiry into visual language.

Media Text: A :60 commercial showing an attractive middle-aged woman driving on a dark, lonely road when her car breaks down. She tries in vain to restart the car. . . a truck passes going the other way but does not stop. (Turns out to be a commercial for a cell phone.)

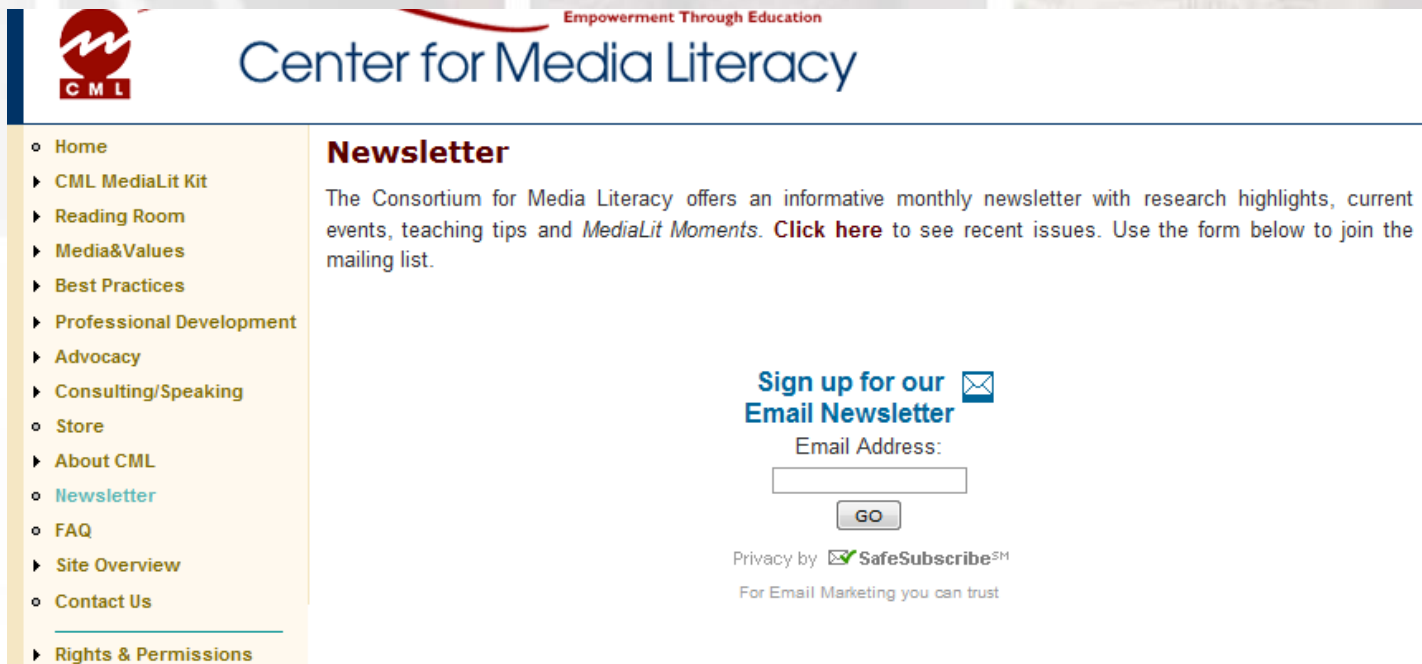

Teacher/Leader: What did you notice about this text? First, what did you actually see on the screen?


Group Responses: driving on a lonely road. . . it's night / dark . . . woman alone . . . car breaks down . . . she's afraid . . .

T/L: Oh?, you saw fear?! How did you see fear? Fear is an abstract concept . . . what did you *actually* see (that led you *to conclude* : fear)?

Other resources

- Additional downloadable ebooks
- Wealth of info on media literacy advocacy and research, newsletter



 Empowerment Through Education
Center for Media Literacy


- Home
- ▶ CML MediaLit Kit
- ▶ Reading Room
- ▶ Media&Values
- ▶ Best Practices
- ▶ Professional Development
- ▶ Advocacy
- ▶ Consulting/Speaking
- Store
- ▶ About CML
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- FAQ
- ▶ Site Overview
- Contact Us
- ▶ Rights & Permissions

Newsletter

The Consortium for Media Literacy offers an informative monthly newsletter with research highlights, current events, teaching tips and *MediaLit Moments*. **Click here** to see recent issues. Use the form below to join the mailing list.

Sign up for our Email Newsletter 

Email Address:

Privacy by  SafeSubscribeSM
For Email Marketing you can trust

Consortium for Media Literacy:

<http://www.consortiumformedia literacy.org>

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NEWSLETTER

Bring 21st Century Skills to your community, school and home...

Delivering media education for youth, parents, educators and community organizations is a complex process that calls for a robust support system, the practical tools and the network for YOU to help media literacy grow and develop to address the needs of our communities.

Citizenship

*Engagement and participation
for empowerment and effective
representation*

21st Century Education

*Critical thinking, media and
technology for lifelong learning*

Health

*Wise choices for ourselves, our
families and our communities*

Whether working with partners or funders, with developers and publishers or educators and researchers, or with toddlers and young children, the Consortium for Media Literacy is dedicated to providing services for the advancement of media literacy in a global media world.

Expand media literacy! Explore how we can work together to design, research and implement exciting and effective programs.

Join our e-mail newsletter list. [Sign up here](#) to receive CONNECTIONS with MediaLit Moments.

CML Newsletter, Media Lit Moments

CONNECT!ONS 2012 **MediaLit moments**

Home > NEWSLETTER

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CONNECTIONS

- [MediaLit Moments](#)

Welcome to CONNECTIONS

Welcome to the Consortium for Media Literacy newsletter for teachers, parents, administrators and policy makers.

Each issue offers Research Highlights, Resources with Teaching Tips, CML News, and MediaLit Moments.

[MediaLit Moments](#) are downloadable classroom activities that provide teachable 'AHA' moments to illustrate one of the / for media literacy.

If you have subscribed to *CONNECTIONS* and are not receiving newsletters, your Internet Service Provider (ISP) may be blocking our emails from reaching your inbox. Add our address to your contacts list to ensure receipt of our e-newsletter.

Most recent issue: [Change Management in Schools](#)

Example Media Lit Moment: PSAs

More Than A Price Tag



We're so used to advertising, and it comes in so many forms, that we sometimes forget that all commercial messages are asking us to do something. Regardless of whether it's stated or not, all commercials leave us with the message "Buy this product now!" The messages in public service campaigns, by contrast, usually leave little to the imagination. We need to stop smoking, or take action to stop drunk driving. In this MediaLit Moment, your students will have the chance to discover how the 'call to action' in a public service announcement can be communicated in a variety of ways.

Ask students to interpret the values, lifestyles and beliefs in a PSA delivered in an unconventional format.

AHA! Even a price tag can send a message!

Key Question #4: What values, lifestyles and points of view are represented in, or omitted from, this message?

Core Concept#4: Media have embedded values and points of view

Key Question #2: What creative techniques are used to attract my attention?

Core Concept #2: Media messages are constructed using a creative language with its own rules

Grade Level: 7-9

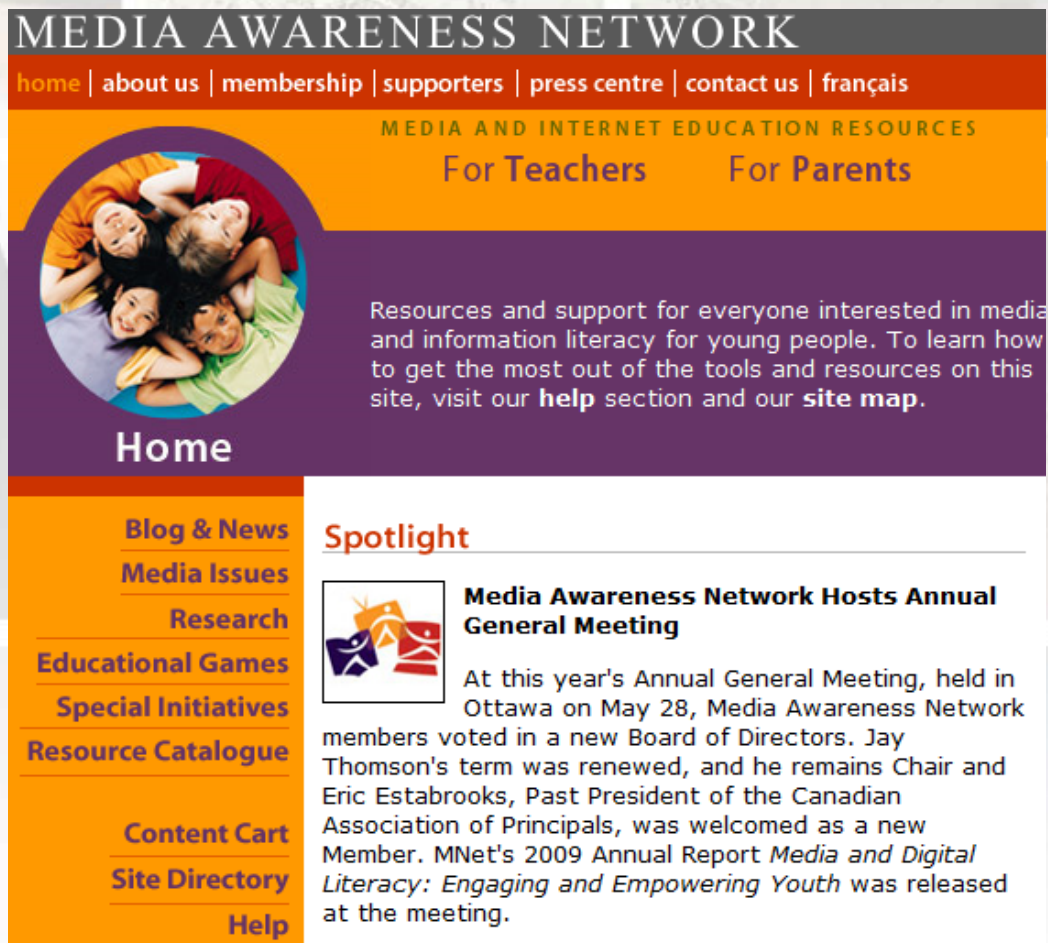
Materials: high speed internet connection, computer, projection screen

Activity: Have students watch a PSA created by UNICEF for one of its campaigns against child labor. You'll find the PSA at the following link: http://www.youtube.com/watch?v=JQCo0_RvuZk The initial frames of this video show what looks like a sneaker with a price tag attached. But the price tag is actually a small flip book. As the pages of the flip book are turned, the bar code transforms into an image of a child quinq the sole of a shoe. The final two pages read "The real price is paid by others."

Media Awareness Network:

<http://www.media-awareness.ca>

- Focuses on information/media literacy for youth
- Offers section for teachers
- Includes lesson plan library
- Covers many types of media:
 - Newspapers & magazines
 - Broadcast news
 - Television & Radio
 - Internet, Ads, more
 - + special issues (e.g., diversity, gender)



MEDIA AWARENESS NETWORK

home | about us | membership | supporters | press centre | contact us | français

MEDIA AND INTERNET EDUCATION RESOURCES

For Teachers For Parents


Resources and support for everyone interested in media and information literacy for young people. To learn how to get the most out of the tools and resources on this site, visit our **help** section and our **site map**.

Home

Blog & News
Media Issues
Research
Educational Games
Special Initiatives
Resource Catalogue

Content Cart
Site Directory
Help

Spotlight

 **Media Awareness Network Hosts Annual General Meeting**

At this year's Annual General Meeting, held in Ottawa on May 28, Media Awareness Network members voted in a new Board of Directors. Jay Thomson's term was renewed, and he remains Chair and Eric Estabrooks, Past President of the Canadian Association of Principals, was welcomed as a new Member. MNet's 2009 Annual Report *Media and Digital Literacy: Engaging and Empowering Youth* was released at the meeting.


For Teachers

- Professional Development Self-Directed Workshops
- Introduction & Background to teaching Media Literacy
 - How to help students begin to think critically about the media
- Web Awareness for Teachers
 - Resources to help teachers prepare students to be wise internet users
- Lessons & Resources

MEDIA AND INTERNET EDUCATION RESOURCES

For Teachers For Parents

Can



For Teachers

Welcome! Are you looking for practical teaching units and classroom activities for media education? Do you have great ideas to share with other teachers? This is the place for you! We invite your comments and your contributions. To keep us relevant, keep in touch.


Content Cart
Site Directory
Help

You have **0** items in your content cart.
[Review your selections](#)

Professional Development Resources for Educators

To help teachers stay informed and up-to-date on relevant media issues Media Awareness Network offers professional development workshops, which include slides, self-directed tutorials, speaking notes, workshop guides and supporting classroom resources. The workshops cover a variety of topics from Internet safety, privacy, online marketing, cyberbullying and evaluation of online information to bias and stereotyping and hateful content on the Internet.


[Resource Catalogue](#)



Media Literacy: What is it? Why teach it?

In this section, you can find out what media education is all about, why media literacy and Web literacy are essential life skills for today's young people, and how you can begin to help students think critically about the media. There are also useful quotes and articles by media education experts.

[more](#)



Web Awareness for Teachers

Forty percent of Canadian kids and teens regularly use the Internet at school. Are we prepared? This section offers resources to help teachers develop the skills needed by young people to become safe, wise and responsible Internet users. Includes materials for online safety and responsible Internet use, online marketing to kids, privacy issues and authenticating online information.

[more](#)

Lessons & Resources

For Teachers

LESSONS AND RESOURCES



[Blog & News](#)

[Media Issues](#)

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[Special Initiatives](#)

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for teachers : [lessons and resources for media education - index](#)

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Lessons and Resources for Media Education

Looking for media education resources? This section contains links to MNet's extensive database of elementary and secondary media education lessons; a regular bulletin by the Canadian media educator Barry Duncan; information on some of the best Canadian books, videos and teaching kits; and featured media education resources and Web sites from Canada and around the world.



The Lesson Library

To search MNet's extensive database of lessons, visit the Lesson Library on the main page of our teachers' section. Searches can be conducted by grade, by topic, or (for Canadians) by provincial and territorial curriculum outcomes/expectations. All our lessons are copyright-cleared for classroom use.

[more](#)

[Media Literacy](#)

[Media Education in Canada](#)

[Web Awareness for Teachers](#)

[Lessons and Resources for Media Education](#)

Lesson Library

- Searchable database
- Sort by
 - topic
 - grade level
 - Benchmark (Canada)
- Library includes a variety of content
- Many lessons available
- Can select list



The Lesson Library

Find a lesson
by grade and subject

All grades

All subjects

Find a lesson
by curriculum outcomes

province/territory

Browse all educational materials
by level and subject

Elementary

All subjects

Secondary

All subjects

The Lessons

- Link to related lessons and handouts
- Available directly on site or download as PDF
- Reproducible for classroom use
- Include
 - Outcomes
 - Procedure
 - Activity
 - Handouts
 - Assignment
 - Evaluation

Fact Versus Opinion

Level(s): Grade 9 to 12

Overview

This is the fourth of five lessons designed to teach students to think critically about the way aboriginal peoples and visible minorities are portrayed in the press.

"Fact Versus Opinion" begins with students discussing the difference between fact and opinion. Students then apply what they have learned to an opinion piece selected by the teacher, and then an opinion piece that they have selected.

Outcomes

Students will:

- recognize bias and value judgment
- distinguish between fact and opinion
- understand the reasons why bias occurs
- understand the underpinnings of bias

Preparation and Materials

- Select and photocopy a column piece that deals with a diversity topic (recognizing religious holidays, funding).
- Make enough copies for the entire class.

If students don't have copies from print:

- [The Editorial Page](#) (educational)
- [Letter to the Editor](#) (educational)

This lesson and all associated documents (handouts, overheads, backgrounders) is available in an easy-print, pdf kit version.

To open the lesson kit for printing, [click here](#).

Note:

As an optional warm-up activity to this lesson, have students complete the MNet worksheet: [Wolves: Fact or Opinion?](#) and then compare their answers to the [Wolves: Fact or Opinion? Answer Sheet](#).

Procedure

Introduction:

In order to break down stereotypes, people have to know the difference between what is true about an ethnocultural minority group and what is someone's opinion. Newspapers tend to contain both fact and opinion, often with little distinction between the two. Although the writer's opinion should never appear in a news story, it is allowed in other parts of the newspaper – in the editorial pages, columns, or letters to the editor. After working to distinguish between fact and opinion, students should be better equipped to reject stereotypes and educate themselves about the realities surrounding ethnocultural minority groups.

- Discuss the difference between fact and opinion, referring back to earlier handouts, [The Editorial Page](#) and [Letter to the Editor](#).

Activity

- Distribute copies of the chosen "Opinion Piece"
- Ask students to try to separate the facts from the opinions:
 - What are the facts?
 - What are the opinions?
 - How can you tell them apart?
- Assign notetakers to write down all the facts on one side of the board, and all the opinions on the other.
- Work with the class to determine which facts are accurate, and based on a provable fact, and which are false, and based on an "opinion."

Assignment:

- Have students select a column, letter, or editorial of their own.
- For homework, students will deconstruct the opinion piece they have chosen based on the criteria above.

Evaluation

- Student analysis of an opinion piece.

Sample lesson: *Bias in the News*

- Designed for native speakers, grades 9-12
- Easily adaptable for intermediate to upper level ESL
- Lesson is set up to begin to look at bias in the news
 - includes definitions & descriptions and an application activity
- Complete with handouts and supplementary materials



MEDIA
AWARENESS
NETWORK

www.media-awareness.ca

Level: Grades 9-12

About the Author

This lesson has been adapted, with permission, from *News Is Not Just Black and White*, part of the Canadian Newspaper Association's Newspapers in Education program.

It has been updated with the financial assistance of Canadian Heritage, Multiculturalism Program.

Lesson Plan

Bias in the News

Overview

This is the third of five lessons designed to teach students to think critically about the way Aboriginal peoples and visible minorities are portrayed in the press.

"Bias in the News" begins by asking students to read the newspaper, searching for words they think imply a positive or negative judgment. After identifying these words or phrases, students will then look at their source (news story, column, editorial, review), and its significance. Students should gain an understanding of how bias can creep into even 'accurate' news stories, and improve their critical thinking skills in the process.

Learning Outcomes

Students will:

- recognize bias and value judgements in written work
- understand the reasons why bias might occur in news reports
- recognize the different ways in which bias can occur in news reporting
- become aware of the ways in which ethnocultural minorities are represented in newspapers

Preparation and Materials

- Each group will need one complete copy of a local daily newspaper.
- Photocopy student handout [How to Detect Bias in the News](#)

Procedure

Introduction:

Newspapers and reporters are supposed to provide their readers with objective,

Examining Media Bias

- Bias occurs in many ways
 - Selection & Omission
 - Pictorial representation & captions
 - Language
 - Sources
 - Headlines
 - Placement
 - Names & titles
 - Numbers e.g., stats, crowd counts
 - Word choice



U.S. Secretary of State Hillary Rodham Clinton speaks about the situation on the Korean Peninsula. (AP PHOTO)



(Reuters) - U.S. Secretary of State Hillary Clinton warned on Sunday of Iran "stunts" ahead of a visit to Latin America where regional powerhouse Brazil opposes the U.S. drive for new U.N. sanctions over Tehran's nuclear program.

Excerpt - Introduction

Excerpt from the Bias in the News Lesson Plan from Media Awareness Network:

Discussion:

In order to give students an idea of how the choice of words and phrases can influence our perception of a news story, consider the following sentences:

More than 900 attend protest.

Fewer than 1,000 show up at protest.

Both are accurate descriptions of the attendance at a meeting. The first gives the reader the impression that the event was successful, with more people than expected attending. The second sentence implies fewer people than expected showed up. A neutral way to describe the attendance would have been: "About 950 people attended the event."

Expansion

- Additional related lessons (for use before and after) also available:
 - Fact vs. Opinion
 - Diversity Representation
 - Examining Front Page news
 - Representing People
- Use with online media to examine different outlets and regions

[Fact Versus Opinion - Lesson](#)

This lesson, which is part of the "News is Not Just Black and White" series, helps students in grades 9 to 12 distinguish the differences between fact and opinion newspaper articles.

[Hurricane Katrina and News Media](#)

This teachable moment provides student activities of the news media following events of Hurricane Katrina.

[Looking at Newspapers: Introduction - Lesson](#)

This lesson introduces students in grades 2 to 4 to basic information about newspaper journalism.

[News Journalism Across the Media: Introduction Lesson](#)

In this teaching unit, News Journalism Across the Media students in grades 7 to 10 explore news journalism on newspapers, television and radio.

[News Journalism: Lesson Two - Lesson](#)

In this lesson, which is part of the News Journalism Across the Media unit, students in grades 7 to 10 explore the content and elements on the front page of newspapers.

[Newspaper Ads - Lesson](#)

This lesson introduces students in grades 2 - 5 to advertising in newspapers.

[Reporter For a Day - Lesson](#)

This lesson focuses on how to write a newspaper story and what may influence the information selected.

[That's Me You're Talking About - Lesson](#)

In this lesson, which is part of the "News is not just Black and White" series, students in grades 9-12 put themselves in the place of ethnocultural minority groups.

[The Front Page - Lesson](#)

This lesson, which is part of the "News is Not Just Black and White" series, helps students in grades 9 to 12 to identify and understand the different aspects of the newspaper through deconstructing the front page.

Media Education Lab

<http://mediaeducationlab.com>

THE UNIVERSITY OF RHODE ISLAND
HARRINGTON SCHOOL OF COMMUNICATION AND MEDIA

HARRINGTON SCHOOL :: URI



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The Media Education Lab Blog

- [Art, Journalism and Propaganda](#)
posted on March 24, 2012
12:57:54 pm
- [The Paradox of Being Mean](#)
posted on March 01, 2012
01:35:44 pm



My Pop Studio: An Online Game for Media Literacy



What is Media Literacy? Watch This Brief Video



Copyright Clarity: How Fair Use Supports Learning



A Plan of Action for Educational Leaders and Policymakers



NEW BOOK Connects Culture and Classroom in Grades 7 - 12

The Media Education Lab at the University of Rhode Island advances media literacy education through research and community service. We emphasize interdisciplinary scholarship and practice that stands at the

Media Education Lab

News and Events

[Digital Natives or Digitally Naive: Lessons on Digital and Media Literacy](#)

In a keynote address for the College and Research Division of the Pennsylvania Library Association, Renee Hobbs will address some of the common concerns with starting a program (Is a...

[Give Me Give Teen Film Festival](#)

The Media Education Lab is delighted to support the Give Me Five Festival in Providence on May 19, 2012.

[Mind Over Media: Exploring the Past, Present and Future of Propaganda](#)

An election-year discussion about how the blurring of art, journalism and advocacy creates opportunities for propaganda to thrive and what people need to know and be able to do...

[The Future of Online Journalism](#)

Watch Renee Hobbs' speech, "How Audiences Respond to the Merging of Art, Online Journalism and Advocacy" at Ohio State University's Moritz College of Law. She spoke at an invitational conference...

[International Reading Association](#)

Renee Hobbs and Julie Coiro presented at the 57th Annual International Reading Association in Chicago, IL. Professor Julie Coiro led a pre-conference institute,

Teaching Resources

Home » Teaching Resources

Teaching Resources

The Media Education Lab is one of the leading providers of multimedia curriculum resources for K-12 media literacy education. Take advantage of our extensive collection of free resources below:

Copyright

Copyright Clarity: How Fair Use Supports Digital Learning By Renee Hobbs

Digital and Media Literacy: Connecting Culture and Classroom

JUST RELEASED! Learn the secrets of media literacy pedagogy in Grades 7 - 12 and maximize the power of mass media, popular culture and digital media for teaching and learning.

Digital Workshops for the Digital Nation

Renee Hobbs and her colleagues at the Media Education Lab developed the Digital Workshops for Parents and Educators as part of Frontline's "Digital Nation."

My Pop Studio

Create a pop star and reflect on values in music Edit a TV show and see how juxtaposition reshapes meaning Try multitasking and see how it affects your memory and attention ----And more...

Powerful Voices for Kids Program

Coming Soon - An online resource for digital and media literacy with children ages 5 - 13 Until then, meet our partner schools!

Tuning in to Media: Literacy for the Information Age

In this award-winning documentary, Renee Hobbs offers a compelling analysis of how news and entertainment covered the Rodney King beating and 1992 Los Angeles riots and introduces the key concepts...

Access, Analyze, Act: a Blueprint for 21st Century Civic Engagement

The Media Education Lab team created this dynamic multimedia curriculum including lesson plans, three videos and an online quiz that measures youth civic engagement. These lessons show educators how to...

Assignment: Media Literacy



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"Every new technology comes complete with its own unique catastrophe. The invention of the airplane was also the invention of the plane crash. "

- Paul Virilio



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Media Lit Quiz:

http://media.ifc.com/img/onair/original_series/mediaproject/quiz/embed.html

✉ SHARE </> EMBED

What's Your Media IQ?

How discerning are you when it comes to news, information and entertainment media? Are you really as critical and conscious a media consumer as you think you are? How do you consume, analyze and interpret media? What are the things you think about when you use YouTube and Facebook, or do you at all? To find out your personal media profile take this short quiz developed in conjunction with the Media Education Lab at Temple University and the National Association for Media Literacy Education.

[CLICK HERE TO BEGIN](#)



10 questions

Select the best answer that most closely matches your opinion.

✉ SHARE </> EMBED

When deciding what movie to see in a movie theater, I generally...

- A** Go to the movie my friends want to see or have recommended.
- B** Avoid most Hollywood, big picture movies.
- C** Read reviews to see if it's worth my time and attention.
- D** Watch the promo trailer to determine if I'm going to like it.

SUBMIT ANSWER

Question:

01

02

03

04

05

06

07

08

09

10



Responses - > level of media literacy

Based on your responses, you are:

Media Savvy

4 RESPONSES

You're an engaged, critical thinker about media, news and current events, digital media and popular culture. You use practical strategies that enable you to get the most out of what you watch, see and read. Most of all, you recognize the important role that news and entertainment play in shaping personal values and public opinion.

Engaged but Cynical [\(more info\)](#)

3 RESPONSES

A Regular Joe [\(more info\)](#)

2 RESPONSES

Just Out for Kicks [\(more info\)](#)

1 RESPONSES

[TAKE THE QUIZ AGAIN](#)

Media Spot: <http://themediaspot.org/>

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[search](#)

the media spot



media literacy through collaborative production

[home](#) [news](#) [services](#) [resources](#) [productions](#) [who we are](#) [contact us](#)

welcome to tms

the media spot integrates media literacy education through digital media production in schools, classrooms, afterschool programs, and other educational settings.

- » [read more about our services](#)
- » [have a look at our productions](#)

current projects

- » see who we're collaborating with on our [current projects index](#)

tms on twitter

in the spotlight

spoken word poetry afterschool productions in brooklyn

December 22, 2011 by Rhys



We just wrapped up our latest afterschool production at Good Shepherd Services (GSS), at PS 32 in Brooklyn. Samara Gaev lead two groups of middle school students through creative writing and spoken word exercises, then used media literacy fundamentals to help students adapt their writing into the following video production. (behind the scenes filming went on until last night's screening, and will be added to themediaspot.org shortly!) After you watch the video, read on about how

this process combines media literacy, writing and theater arts to facilitate digital student storytelling.

» [Read More](#)

student produced public service announcements at 2011 ncte convention

November 17, 2011 by Rhys

Resources



- The [media literacy page](#) provides key definitions, concepts and frameworks developed by TMS and national media literacy leaders
- Our favorite [media links](#) to organizations in the field that provide online media literacy research, resources and curricula
- Our [viewing list](#) links to films that promote critical analysis of media, and cover the role of media in politics, the economy and culture
- The [reading list](#) includes articles and books on media education, media studies, and novels that illustrate social issues related to media effects
- Our [glossary](#) is a handy list of some key terms and concepts we mention often on this site related to what we do
- The [learning standards](#) aligns our beliefs and core principles of media literacy education to international, national and local educational objectives



NAMLE: <http://namle.net/publications/core-principles/>



NATIONAL ASSOCIATION FOR MEDIA LITERACY EDUCATION

Expanding and inspiring the practice of MLE in the USA

[Media Literacy Ed](#) [Membership](#) [Community](#) [Conference](#) [Marketplace](#) [About NAMLE](#)



[Features](#) [MLE News](#) [NAMLE Action!](#) [NAMLE Conference Blog](#) [Organizational Members](#)

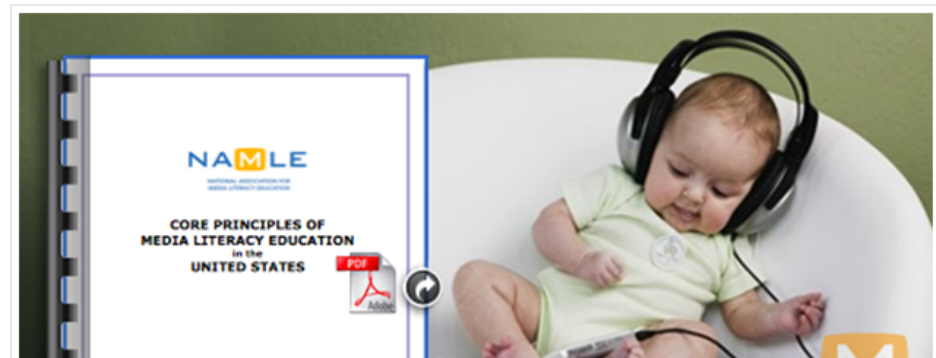
Core Principles of MLE

As the field of media literacy education has matured over the past 25 years, its focus has evolved from WHAT is taught to HOW we teach.

The Core Principles of Media Literacy Education is a NAMLE project to expand the boundaries of the field and encompass the opportunities and possibilities of 21st century learning technologies to transform both learning and teaching – from kindergarten to college.

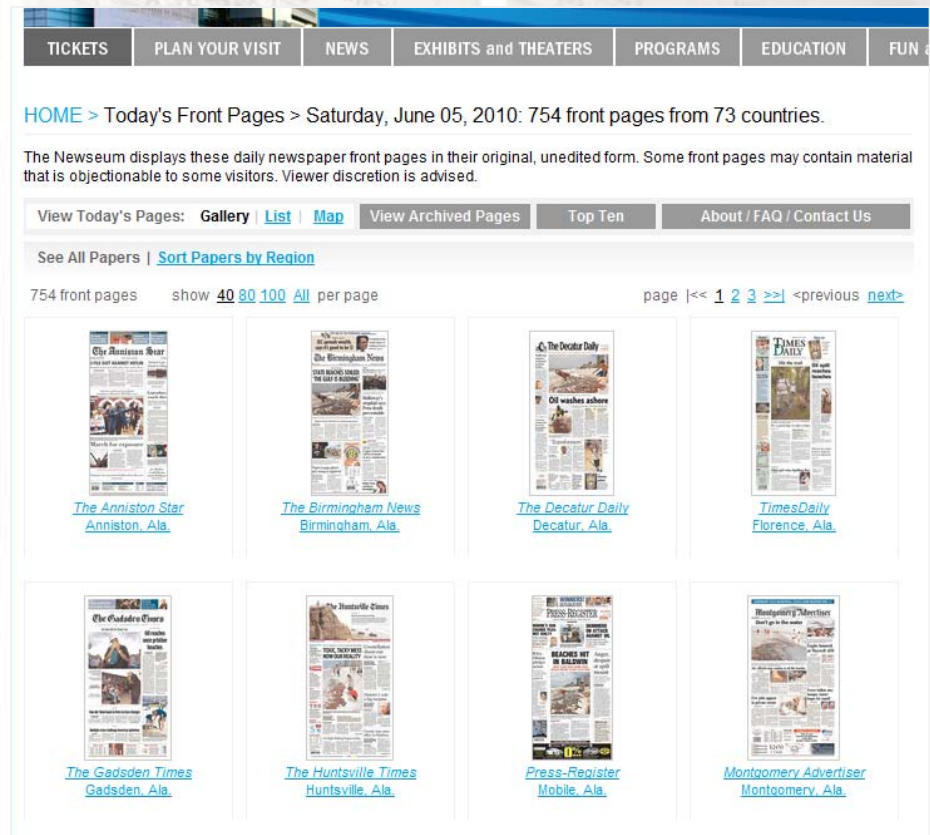
CPMLE Downloads

- ▶ [Core Principles of Media Literacy Education \(PDF\)](#)
- ▶ [1-Page Summary of the Core Principles \(PDF\)](#)



Newseum www.newseum.com

- Primarily a museum dedicated to journalism
- Website features a daily snapshot of headlines across the world
- Can browse by region, in map, list, and gallery form
- Can be used to examine which news is being covered where on which day
- Also features lesson plans for teachers related to the news



TICKETS | PLAN YOUR VISIT | NEWS | EXHIBITS and THEATERS | PROGRAMS | EDUCATION | FUN









[HOME](#) > Today's Front Pages > Saturday, June 05, 2010: 754 front pages from 73 countries.

The Newseum displays these daily newspaper front pages in their original, unedited form. Some front pages may contain material that is objectionable to some visitors. Viewer discretion is advised.

View Today's Pages: [Gallery](#) | [List](#) | [Map](#) | [View Archived Pages](#) | [Top Ten](#) | [About / FAQ / Contact Us](#)

See All Papers | [Sort Papers by Region](#)

754 front pages show [40](#) [80](#) [100](#) [All](#) per page page << [1](#) [2](#) [3](#) >> | <previous [next](#)>

 The Anniston Star Anniston, Ala.	 The Birmingham News Birmingham, Ala.	 The Decatur Daily Decatur, Ala.	 TimesDaily Florence, Ala.
 The Gadsden Times Gadsden, Ala.	 The Huntsville Times Huntsville, Ala.	 Press-Register Mobile, Ala.	 Montgomery Advertiser Montgomery, Ala.

Gallery

See All Papers | [Sort Papers by Region](#)

842 front pages show [40](#) [80](#) [100](#) [All](#) per page

page | << [1](#) [2](#) [3](#) >> | <previous [next](#)>



[The Anniston Star](#)
Anniston, Ala.



[The Birmingham News](#)
Birmingham, Ala.



[The Decatur Daily](#)
Decatur, Ala.



[Dothan Eagle](#)
Dothan, Ala.

The Washington Post

Monday, May 14, 2012 • Edition: Metro • www.washingtonpost.com • 2012-05-14

Mining schools for some support

Coal, other energy industries are spending big to shape lesson plans

BY KEVIN SWEENEY

In the mountains of south-western Virginia, a private school made this spring about a subject of more interest to the region's biggest employer: the mountain coal industry.

When third-grade science teachers in West County, Va., opened their textbooks this spring, they found a chapter on coal. The chapter, written by a former coal miner, was approved and funded by the coal industry. The chapter reflects a broader pattern of an energy sector that is spending big to shape lesson plans in schools.

KNOWLEDGE CONNECTIONS



Preschoolers in a day care center in Virginia are learning about the German Christmas festival, a tradition that is still observed in many parts of the state.

Tests for E. coli strain not required in U.S.

Dually bacterium has sickened thousands in Europe

BY LAWRENCE LAYTON

The bacterium that has killed at least 10 people and sickened about 2,000 more in Europe and caused several deaths in the United States, which the Food and Drug Administration is investigating, is not a toxin-producing strain of E. coli, according to a study by researchers at the University of Illinois.

KNOWLEDGE CONNECTIONS

Yemen torn by feuding families

THREAT OF CIVIL WAR

Popular revolt descends into clash between elites

BY PETER FINN

What began as a peaceful protest movement demanding the departure of a president in Yemen last week has become a bitter civil war between two powerful families vying for control of the country's leading institutions.

The fighting in Yemen has continued since the overthrow of President Ali Abdullah Saleh in 2012. The conflict has been fueled by the power struggle between the two families, the Al-Hadi and the Al-Mutairi, who are vying for control of the country's leading institutions.

KNOWLEDGE CONNECTIONS

In 2012, GOP hopefuls face evangelical faith mark

Republicans look to reenergize political bloc

BY KAREN TRIVETT AND DAN MARRAS, MEMPHIS

It is possible to revive the evangelical political movement in the person voting for the president.

The question is how many of the evangelical voters will vote for the Republican candidate in the 2012 election. The answer is not clear, but it is a question that is being asked by many in the evangelical community.



Former Massachusetts governor Mitt Romney (left) and his wife Ann, right, are seen together at a campaign event.

Mitt Romney, back in the ring

Launches presidential bid, says Obama 'has failed America'

BY PETER FINN

Former lightbulb salesman Mitt Romney has announced his presidential bid, saying that Barack Obama has failed America.

Romney's bid is seen as a challenge to Obama's re-election bid. Romney has a record of success in business and politics, and he has a strong following in the evangelical community.

KNOWLEDGE CONNECTIONS

THE WASHINGTON POST



[The Gadsden Times](#)
Gadsden, Ala.



[The Huntsville Times](#)
Huntsville, Ala.



[Press-Register](#)
Mobile, Ala.

List View

- All papers alpha order by state or country
- List by region
- Caveat:
 - Paper appear in original, unedited form
 - Today's papers are today only
- Also:
 - Archived pages available for major stories
 - “Top Ten”

[HOME](#) > [Today's Front Pages](#) > Saturday, June 05, 2010: 754 front pages f

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View Today's Pages: [Gallery](#) | [List](#) | [Map](#) [View Archived Pages](#) [Top Ten](#)

See All Papers | [Sort Papers by Region](#)

(Rollover to preview, click to open)

Alabama		
1	The Anniston Star	Anniston, Ala.
2	The Birmingham News	Birmingham, Ala.
3	The Decatur Daily TimesDaily	Decatur, Ala.
4	The Gadsden Times	Florence, Ala.
5	The Huntsville Times	Gadsden, Ala.
6	Press-Register	Huntsville, Ala.
7	Montgomery Advertiser	Mobile, Ala.
8	Opelika-Auburn News	Montgomery, Ala.
9	The Tuscaloosa News	Opelika, Ala.
10		Tuscaloosa, Ala.
Alaska		
11	Anchorage Daily News	Anchorage, Alaska
12	Fairbanks Daily News-Miner	Fairbanks, Alaska
Arizona		
13	The Dispatch	Casa Grande, Ariz.
14	The Arizona Republic	Phoenix, Ariz.
15	The Daily Courier	Prescott, Ariz.

Maps

USA North America Asia Caribbean Europe Middle East Oceania South America Africa



Reset Map



FREE Guide to the World Cup

the guardian newspaper edition

Gaza activists shot in head at close range

Data release shows government lost £600m in bad debts

The Guardian
London, UK

USA North America Asia Caribbean Europe Middle East Oceania South America Africa



Reset Map



deal.gov FREE sunglasses from Karly Division of Amagolis

The Capital

YOUR WEEKEND **No working detectors in deadly fire**

Schools can't wait to get SMART

A duckling rescue, five stories up

'It gives people something to ... talk about'

Stars and Stripes - MidEast Edition
Washington, D.C.

Resources for Teachers



The Newseum provides teachers with online lesson plans designed to engage students and enhance classroom learning. Teachers who book a visit may choose to take a free pre-visit orientation and meet with a Newseum educator to customize their field trip.

- Orientation
- Professional Development
- Lesson Plans

[HOME](#) > [Education](#) > [Resources for Teachers](#)

- > [Plan a Field Trip](#)
- > [Classes & Tours](#)
- > Resources for Teachers
 - [Orientation and Planning Sessions](#)
 - [Lesson Plans](#)
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- > [Contact](#)

Lesson Plans

The Newseum offers flexible lesson plans that can be used in conjunction with a field trip to the Newseum or stand-alone lesson plans for students NOT visiting the Newseum. We encourage teachers to explore all the packets and adapt as needed for your particular learning objectives.

- [For Students Taking a Learning Center Class](#)
- [For Students Visiting the Newseum \(but not taking a class\)](#)
- [For Students NOT Visiting the Newseum](#)

For Students Taking a Learning Center Class

The Newseum offers pre-visit lessons, activities to do in the galleries and post-visit lessons to enhance your field trip and reinforce the ideas your students encountered in their Learning Center class.

Click the activity below to download the corresponding Lesson Packet and Gallery Exploration Worksheet.

Media Ethics

- [Lesson Packet](#)
- [Gallery Exploration Worksheet](#)

Photo Ethics

- [Lesson Packet](#)

Lessons

For Students NOT Visiting the Newseum

The Newseum offers individual lesson plans for use in your classroom in three main areas: Headlines of History, Journalism and First Amendment.

Click the links below to download the corresponding lesson plan.

Elementary & Middle School Lesson Plans

Journalism

- [News Confusion: What is News?](#)

Students play a sorting game to figure out what types of stories and events they learn about the Newseum's ten "what is news?" categories and begin to see how news is different in different places.

- [Are You A Publisher?: Free Press and You](#)

Your students polish their reporting abilities by conducting interviews to find out how different people consume news and how they share information with the world. This will also introduce them to the First Amendment and the idea of a free press.

Headlines of History

- [The Berlin Wall on the Web: Newseum Online Exhibit](#)

Students explore the Newseum's online exhibit about the rise and fall of the Berlin Wall. They construct a timeline of events that precipitated the construction and eventual fall of the Berlin Wall.

First Amendment

- [Blogging the Bill of Rights](#)

This activity asks students to consider how the framers of the First Amendment used the Internet and modern communication to spread their ideas and opinions. Students create a mock blog for one of the framers.

- [Exercising MY First Amendment Freedoms](#)

Students learn about the five freedoms of the First Amendment and write ten sentences explaining how they exercise this right, or create a drawing with a caption.

High School Lesson Plans

Journalism

- [What News is Where?/The Medium Shapes the Message](#)

In this activity, your class gathers an array of news media from a single day. Then the students analyze the collection to discover how and why the choice of medium can shape the information presented.

- [Today's Front Pages](#) (Teacher Note: This lesson is for grades 6–12.)

Using Today's Front Pages, students can compare and analyze coverage of and attitudes toward national news, local news, weather, politics and culture. Students can compare and contrast styles of layout, graphics and photography, as well as news judgment employed by different newspapers.

Related online resources:

- [Today's Front Pages exhibit](#)
- [The Front Page poster](#)
- [Stories of the Century exhibit](#)

Headlines of History

- [From the Headlines to the History Books: News as the "First Rough Draft of History"](#)

Students compare and contrast front page news coverage of a major event to historical coverage of the same occurrence. By looking at both sources, students gain a hands-on understanding of how news becomes history, then they project what changes in information and coverage might occur over time for a current news item.

- [The First Amendment and Social Change: MLK's Letter from Birmingham Jail](#)

Students read Martin Luther King's famous Letter from Birmingham Jail and examine his argument in light of the rights guaranteed by the First Amendment.

First Amendment

- [Would You Fight for All Five?: Weighing Our First Amendment Freedoms](#)

Students explore the interplay between the five First Amendment freedoms, then play an elimination game as a class to determine which freedom their group believes is the most important.

- [Taking Exception: Modern First Amendment Rights Issues](#)

Students read about modern First Amendment court cases. They then take and defend of position on the argument of the case.

Newseum Digital Classroom (New):

<http://www.newseum.org/digital-classroom>

Lesson plans with video, extension activities, discussion and writing tasks...



Welcome to the Digital Classroom, developed by [Newseum Education](#)

The Newseum's award-winning videos and resources bring news literacy, journalism and history to life for students.



[PREVIEW VIDEO LESSONS](#)

Video Viewing Guides:

- Flexible, ready-to-teach lesson plans and handouts
- Video introductions
- Essential questions
- Background information, including key people, events and vocabulary
- Warm-up discussion questions
- Key concepts and quotations
- Comprehension and critical-thinking questions for assessment
- Class discussion and short essay questions
- Extension activity ideas

Sample Newseum Video Lesson

News Apps



Viewing guide and unit lesson plan with worksheets, additional resources, and extension activities available on site for each video

Sample Newseum Video Guide

Recommended grade levels: Middle school through college

Video running time: 6 minutes

ESSENTIAL QUESTIONS

- ▶ What does today's media landscape (the technologies we use to communicate and ways we get information) look like? How has it changed in recent years? What is a news app?
- ▶ How do we get news today?
- ▶ Over time, how has the First Amendment shaped the news and the ways we access the news?
- ▶ What is our role as a news consumer? What is our role as a news creator?
- ▶ How can the means of accessing news shape the content of the news?
- ▶ Why is it important to consult multiple sources when seeking information?

Lesson Plan Sample

Unit Overview

Pre- and Post-Visit News Literacy Activities

We believe that your visit to the Newseum, along with this unit of study on media literacy, will help you and your students better understand the role of the free press, our role as news consumers and how to identify reliable sources of information. The ultimate goal is to build students' media savvy, encouraging them to become critical consumers of information.

By actively participating in this unit, including pre-visit activities, a Newseum experience and post-visit activities, students will come to understand why not all information is trustworthy. Students also learn a set of tools – the information consumer's questions – they can employ to deconstruct and evaluate any information source.

Our guiding question in this unit – **How can I judge the reliability of information?** – engenders a number of additional questions to keep in mind as you embark on your Newseum visit:

How can I distinguish facts from rumors?

What news can I trust?

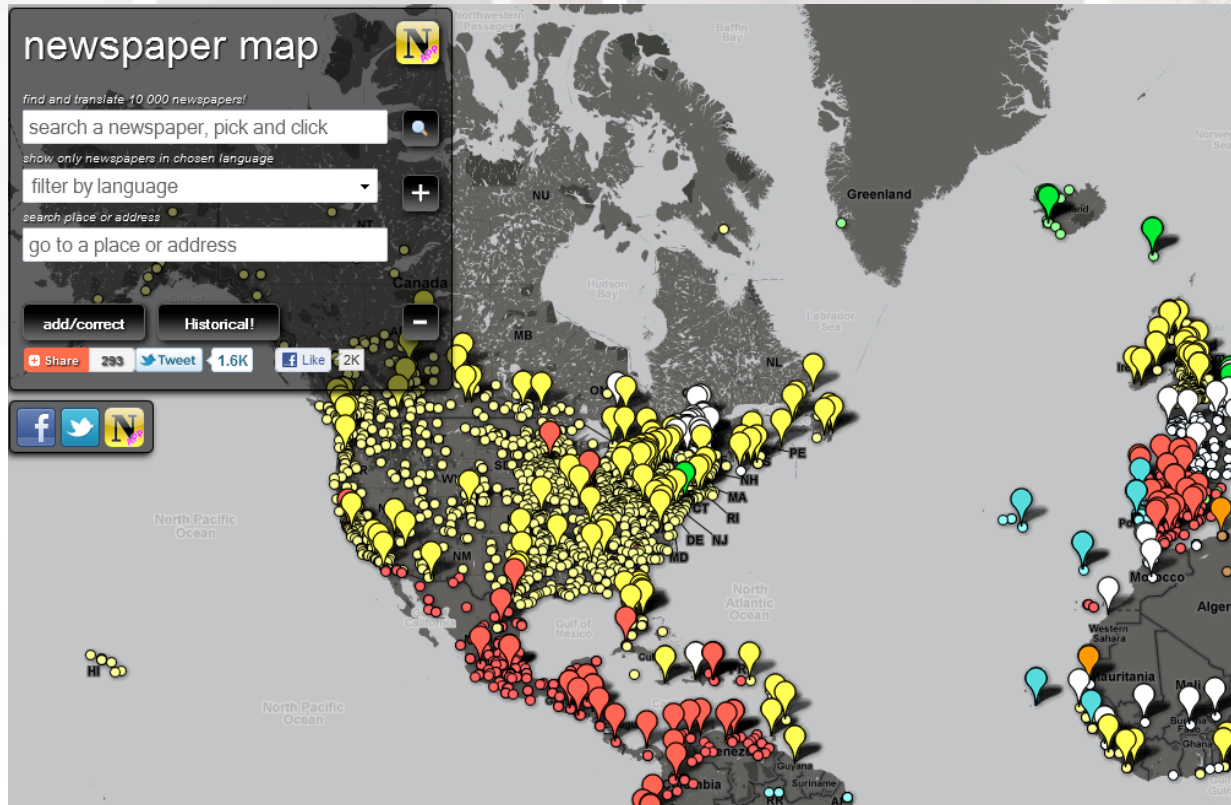
Is Wikipedia a reliable source?

- What is the role of the free press in our society?
- What is our role as news consumers?
- Why is being “media savvy” important?
- How can we identify reliable sources of information?

newspaper map

<http://newspapermap.com>

- Similar to Newseum - provides map to front pages all over the world
- Links directly to the newspaper to further explore



Comparison Activity

Using Newseum, newspaper maps, or a variety of news websites, look at headline news stories

- Categorize the types of articles:
 - Pop Culture/Celebrity News
 - Sports
 - Health & Nutrition
 - Human Interest
 - Crime
 - Politics & Government
 - International News Coverage
 - Environmental & Social Issues

Comparison variations

- Compare
 - Different geographic regions
 - Coverage within a city, state, or region
 - National media outlets (left vs. right)
 - Different nations and cultures

[Obama's day: Back to jobs, still on the oil spill](#)

USA Today - 28 minutes ago

It's a jobs kind of day for President Obama, along with ongoing concern about the Gulf Coast **oil spill**. Late this morning, Obama meets with small business ...

[BP oil spill estimates double](#) - The Guardian

[BP Chairman Svanberg to Meet With Obama on Oil Spill](#) - BusinessWeek

[BP oil spill size may be 'double' estimates, say experts](#) - Daily Mail

NPR - Detroit Free Press
[all 24136 news articles »](#)



The Guardian

[BP oil spill: Florida hoteliers urged to sue BP](#)

Telegraph.co.uk - Richard Luscombe - 1 hour ago

As the first clumps of tar from the Gulf of Mexico **oil spill** began washing up on Florida's beaches, the state's governor, Charlie Crist, ...

[Gulf of Mexico oil spill: Compassion fatigue should not be allowed ...](#) - Daily Mail (blog)

[Panel meeting to aid Fla. businesses hurt by oil](#) - BusinessWeek

[Florida wants escrow funds as heavier oil washes in](#) - Reuters

The Associated Press - MiamiHerald.com
[all 1238 news articles »](#)



Reuters

[The BP oil spill legal primer, part 2](#)

CNNMoney - Roger Parloff - 2 hours ago

Finally, several readers, apparently of an entrepreneurial bent, wanted to know exactly who owns the **spilled oil**. Specifically, they wondered, could they ...

[US official says oil spill not to hurt US-Britain ties](#) - Xinhua

[US says BP's handling of Gulf oil spill won't affect relations ...](#) - The Canadian Press

[Britain steps up to plate for BP](#) - Montreal Gazette

Reuters Africa - Herald Sun



Irish Times

Analysis Activity

- Students choose one news story that has been covered by many news agencies
- Students become an 'expert' on the events
- Students compare coverage
 - between outlets
 - across cultures
 - among media types
- Student illustrate any examples of bias found
- Students react in writing to what they found
- Share findings with classmates

The Choices Program

- “History and Current Issues for the Classroom”
 - Critical Thinking
 - Media & Tech Literacy
- Publish materials (\$)
- Provide free online curriculum materials
 - Great collection of lessons related to current events “Teaching with the News”

<http://www.choices.edu/resources>

THE CHOICES PROGRAM

HISTORY AND CURRENT ISSUES FOR THE CLASSROOM



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Teaching with the News

The CHOICES Program's Teaching with the News initiative provides online curriculum materials and ideas to connect the content of the classroom to the headlines in the news. Topics cover a range of foreign policy and international issues.



Protests, Revolutions, and Democratic Change

This free lesson helps students analyze the potential effects of the protests on democracy and stability in the Middle East and North Africa.

After Mubarak: A New Middle East?

This free lesson, After Mubarak: A New Middle East?, is the second in a series of activities on the recent events in Egypt. It helps students consider the implications of a leadership change in Egypt on the protests for democracy throughout the Middle East and North Africa.

Focus on issues not necessarily covered extensively in mainstream press

THE CHOICES PROGRAM

HISTORY AND CURRENT ISSUES FOR THE CLASSROOM



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Teaching with the News

The Costs of War



AP Photo/Karim Kadim

Lesson: Gulf Oil Spill - Using Political Cartoons

Teaching with the News

The Gulf Oil Disaster



Objectives

In this lesson, students will:

- Explore a range of issues raised by the 2010 oil disaster in the Gulf of Mexico including impact, accountability, U.S. oil dependency, and energy policy.
- Interpret political cartoons and place them in the context of political discussion about the oil disaster and U.S. energy policy.
- Identify the techniques used by cartoonists to express opinions.

Resources

[Handout: Analyzing Political Cartoons](#) 📄

[Powerpoint of cartoons for projection](#) 📄

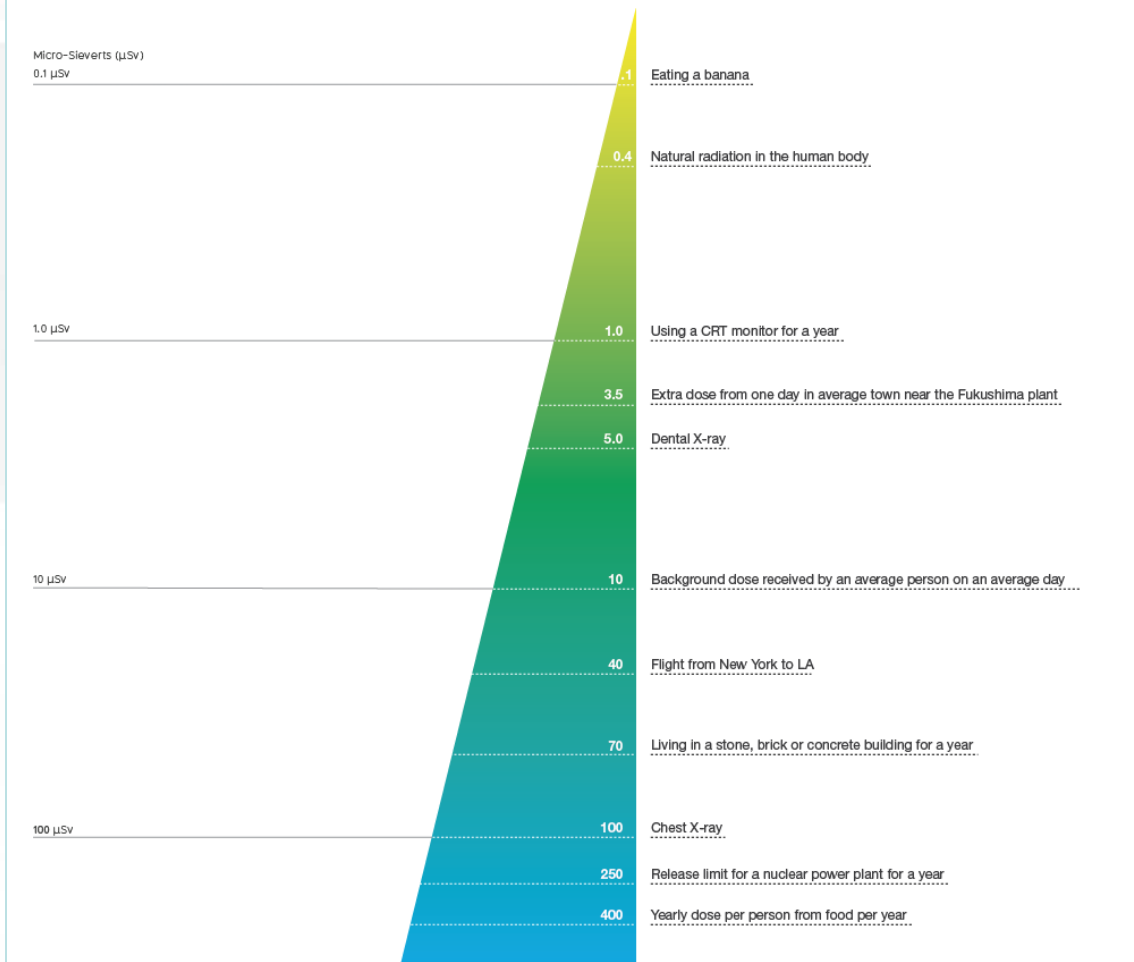
[PBS NewsHour video: Report Says Oil Mostly Gone From Gulf](#)

Information is Beautiful

<http://www.informationisbeautiful.net/>

Interesting visual representations of data:

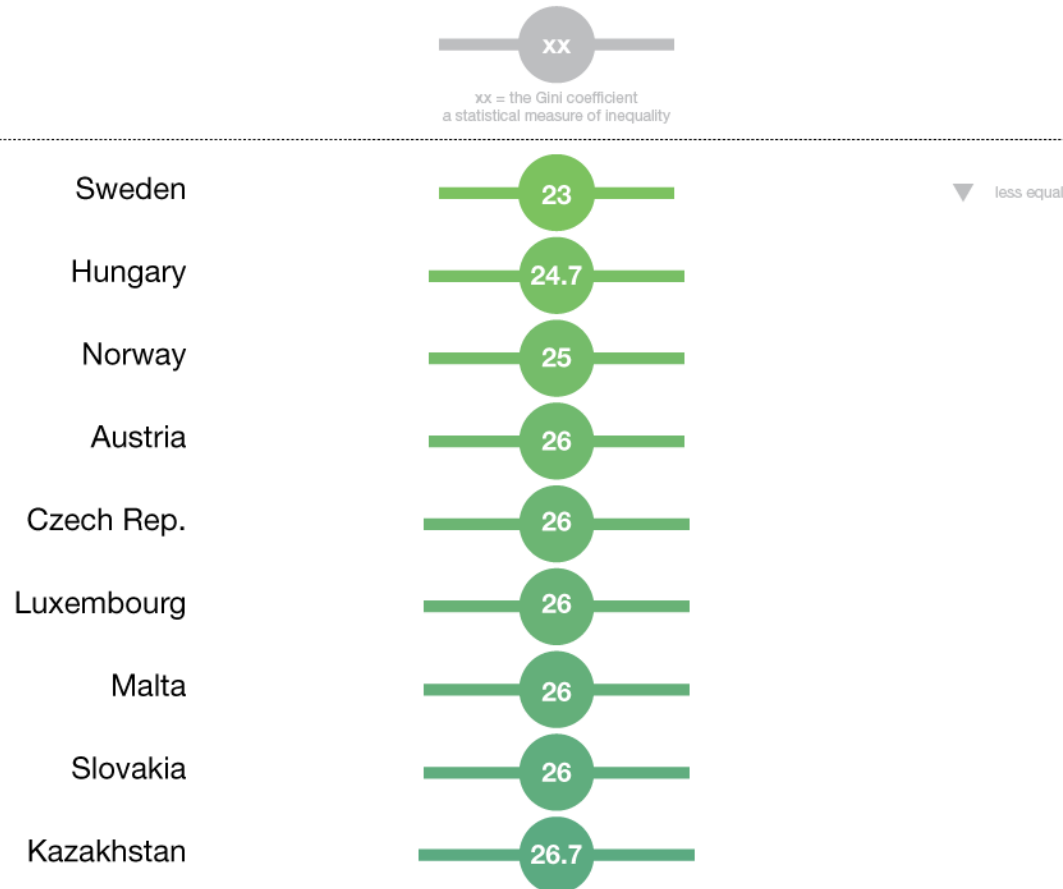
Radiation Dosage Chart



What are Occupy Wall Street Protestors Angry about?

Find America

Income inequality between high earners and low earners



Worldometers

<http://www.worldometers.info/>

Provide real-time world statistics

- Population, Health, Water, Energy, Society & Media, etc.



Society & Media

486,052 [New book titles published this year](#)

379,907,355 [Newspapers circulated today](#)

529,786 [TV sets sold worldwide today](#)

3,913,923 [Cellular phones sold today](#)

133,109,523 [Money spent on videogames in the world today \(US\\$\)](#)

2,173,298,326 [Internet users in the world](#)

259,953,220,985 [Email messages sent today](#)

3,032,549 [Blog posts today](#)

123,753,789 [Tweets sent today](#)

2,678,901,747 [Google searches today](#)

World Mapper:

<http://www.worldmapper.org/>

Maps visually altered to represent statistics on a variety of categories – consumption, population, economics, pollution, etc.

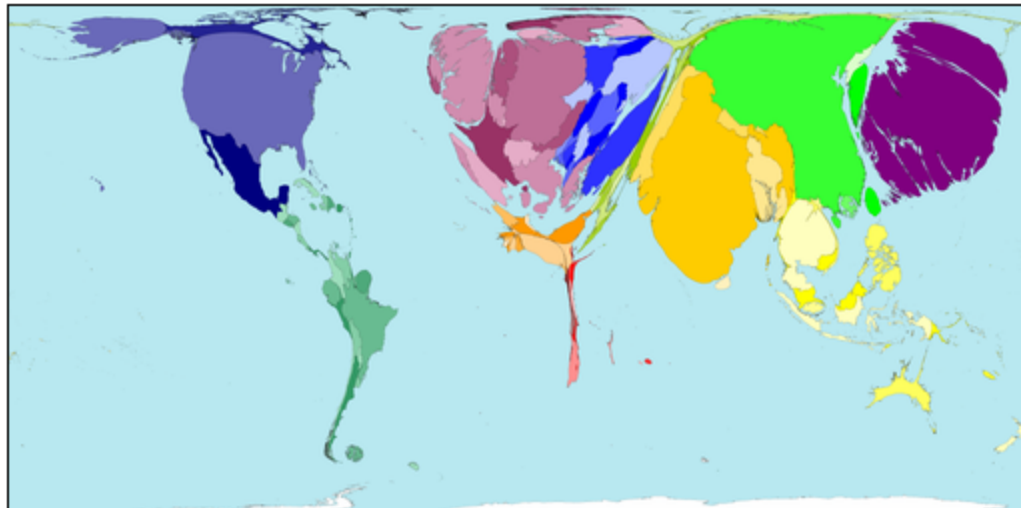
[< Previous Map](#)

Daily Newspapers

Map No. 341

[Open PDF poster](#)

[Next Map >](#)



There are daily newspapers in every territory of the world. In 2002 there were 507 million newspapers circulated every day. This includes newspapers that are free and those that are sold. Newspapers are a means for literate people to learn about current affairs, they are how most journalists present stories.

The highest number of daily newspapers in circulation are in China, Japan and India. In Japan there are 566 copies of newspapers circulated for every 1000 people living there; circulation in China and India is a tenth of this. The world average daily newspaper circulation is 81 per thousand, or 2 newspapers produced for every 25 people in the world.

"I think the duty of doctors is to give health to their patients, the duty of the singer to sing. The duty of [the] journalist [is] to write what this journalist sees in the reality. It's only one duty." Anna Politkovskaya, 2004

Territory size shows the proportion of all copies of daily newspapers distributed there.

Wordle

- Wordle - Convert set of text to images, word size based on frequency of use:
- <http://www.wordle.net/>
- Paste text from different sources on similar topics to see which key words appear more frequently in each source

Fox News



Additional Resources – Media/News/ESL/Sites

- 
- Humane Education Network (Media/Culture):
http://humaneeducation.org/sections/view/cultural_issues_activities
 - KQED (News Stories for Education):
<http://www.kqed.org/education/educators/posts/econdary-ed.jsp>
 - PBS - EXPOSÉ: America's Investigative Reports: <http://www.pbs.org/wnet/expose/>
 - New York Times Learning Resources Center:
<http://learning.blogs.nytimes.com/>

Compilations / Collections of Resources

- Larry Ferlazzo's Edu Blog
<http://larryferlazzo.edublogs.org/>
- ESL, etc. (Global Issues & ESL):
www.esletc.com
- Educational technology in ELT:
<http://educationaltechnologyinelt.blogspot.com/>

Questions? Ideas?

Please contact me:

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USF English Language Program,
INTO USF Academic Programs,
University of South Florida

Thank you!

