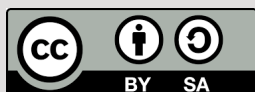




# Module One: Introduction to Media Literacy

## Table of Contents

Module 1: Overview .....	3
Welcome to Module 1 of English for Media Literacy! .....	3
Learning Objectives: .....	3
Part 1: Introduction to Media Studies .....	3
Module 1 Vocabulary Pre-Test .....	4
Module 1: Lesson One: Introduction to Media Studies .....	4
What is media? .....	5
What are the different types of media? .....	5
Traditional Media .....	5
Social Media .....	6
Mass media .....	6
How often do we see or hear media messages? .....	6
Meet Juan .....	6
Media consumption .....	7
What is Media Literacy? .....	7
Lesson 1 Quiz .....	9
Discussion: How often do you see and hear media messages? .....	9
Read about Juan's morning routine. ....	9
Lesson Two: Strategies for Reading in English .....	10
Why use reading strategies? .....	10
Skimming .....	15
Scanning .....	15
Lesson Two Quiz .....	15
Reading Practice Quiz: "Can You Separate Fact from Fiction?" .....	16
Can you separate fact from fiction? .....	16
Lesson Three: Introduction to Media Analysis .....	18
What questions should we ask ourselves in order to analyze media messages? .....	18



Who created this message? .....	19
What techniques were used to attract my attention? .....	20
Lesson Three Quiz.....	20
Discussion: What is your Opinion about Social Media? .....	20

# Module 1: Overview



This work is a derivative of untitled images by [rawpixel](#) and [MabelAmber](#) Pixabay, licensed under [CC BY 4.0](#). This derivative is licensed under [CC BY 4.0](#) by FHI 360 for use in the Online Professional English Network, sponsored by the U.S. Department of State with funding provided by the U.S. government and administered by FHI 360.

## WELCOME TO MODULE 1 OF ENGLISH FOR MEDIA LITERACY!

Media has become an important part of our everyday lives and can be found everywhere from radio to social media. In this unit, you will learn what media literacy means and how you can improve your own media literacy skills. Through selected readings, interviews, and video lectures, you will learn what questions to ask and how to analyze the messages you receive through the media each day. You will also learn and use vocabulary that will help you understand media literacy.

### Learning Objectives:

- Summarize concepts about media and the role it plays in our everyday lives
- Identify the five core concepts of media analysis.
- Apply reading strategies (previewing, skimming, and scanning)
- Define and accurately use content-related vocabulary in course activities and games

### Part 1: Introduction to Media Studies

- Vocabulary (Start Here)
- Lesson 1
- Quiz 1
- Discussion: How often do you see and hear media messages?

### Part 2: Reading Strategies

- Lesson 2
- Quiz 2
- Optional Reading Practice: "Can You Separate Fact from Fiction?"

### Part 3: Introduction to Media Analysis

- Lesson 3: Introduction to Media Analysis
- Quiz 3
- Discussion: Has social media changed the world for the better?

# Module 1 Vocabulary Pre-Test

Before beginning the lesson, take a moment to review the following vocabulary words.

For each word, select one of the following options:

- I have never seen this word before
- I have seen this word before, but I do not know what it means.
- I have seen this word before, and I think I know what it means.
- I know this word.
- I can use this word in a sentence.

>>>> Please note that this quiz can only be completed in Canvas. <<<<

## Module 1: Lesson One: Introduction to Media Studies

---



Untitled Image by [200degrees](#) via [Pixabay](#) is licensed under [Pixabay license](#)

[Video available online for viewing. Script below.]

Hello! Before we can talk about media literacy, we must first understand the concept of media. In this video, we will answer three key questions. What is media? Where do we see or hear media messages? And how often do we see or hear media messages? So, what is media? Media is the different channels, or ways, in which news, entertainment, marketing messages or other information is spread.

In the past, the word media was considered a plural noun. It was plural because it does not just refer to the one way that information is spread. It refers to several different ways. In this case, we would say, what are media? Or media are everywhere. Because the verb, are, follows plural nouns. But instead, we said, what is media? And media is everywhere. Why? Over time the way the word, media, is used has changed. Media still means the many different ways in which information is spread but now it acts like a singular noun. That is why we use the 3rd person singular verb, is, after media. This is true of other words in English too, such as data or agenda. Both words have a plural meaning that act singular when it comes to grammar.

There are many different types of media. The oldest type is print media. This includes newspapers, magazines, and billboards. As technology developed, so did the different types of media. Common types of media moved from radio to television to the Internet. Today, millions of people use social media such as Facebook and Twitter to spread their ideas and messages. In this course, we will be mostly talking about the mass media. Mass media is media that reaches a large number of people. An example would be if you watch the news on television. Many other people might also be watching that same news program. So, this is mass media. Now, onto our second and third questions. Where and how often do we see or hear media messages? To answer these questions, let's look at an example.

Meet Juan. Juan wakes up every morning at 7 AM. As he gets ready for the day, he turns on the TV to watch the morning news. As he drives to work, Juan listens to a radio show, which discusses what is new in sports and

entertainment. Juan sees billboards for new cars and clothing stores along the highway as he drives to work. When Juan arrives at work, he goes online to check his email. He sees emails from different stores, advertising sales. Finally, before starting his workday, Juan checks his Facebook and Instagram accounts where he sees thoughts and ideas his friends have shared. Juan shows us that on a regular day in just a short amount of time, people see and hear many messages through various types of media. Think about your own daily routine. How often do you see or hear media messages? What types of media do you see or listen to? So, let's review.

To answer our first question, what is media? Media is the different channels or ways in which news, entertainment, marketing messages or other information is spread. To answer our second question, where do we see and hear media messages? Media is everywhere. Finally, to answer our third question, how often do we see and hear media messages? We see and hear media messages constantly through various sources including radio, television, billboards, the Internet and more. With all of the media that surrounds us, it is important that we learn how to understand and analyze the messages being sent. This leads us to the topic of media literacy. Later in the unit, we will define media literacy and explain why it is important.

---

## WHAT IS MEDIA?

What do you think of when you hear the word "media"?

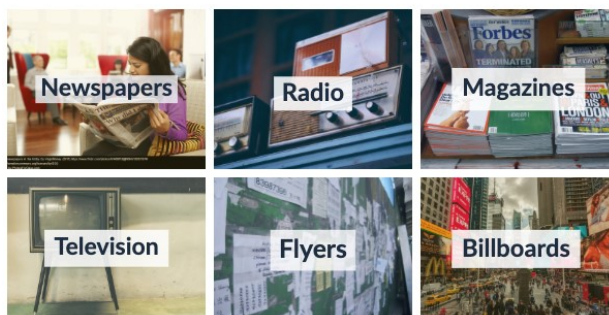
*On a piece of paper, write or draw your ideas about media*



**Media** is the different channels, or ways, in which news, entertainment, marketing messages or other information is spread.

1Untitled Image by [Cler-Free-Vector-Images](#) via [Pixabay](#) is licensed under [Pixabay license](#)

## WHAT ARE THE DIFFERENT TYPES OF MEDIA?



### Traditional Media

There are many different types of media. The term **traditional media** refers to any mass communication method that came before the invention of the internet and social media. One of the oldest types of traditional media is print media. This includes newspapers, magazines, and billboards. As technology developed, so did the different types of media. For example, radio and television are fairly recent additions to traditional media.

This work is a derivative of untitled images by [igorovsyannykov](#) Pixabay, licensed under [CC BY 4.0](#). This derivative is licensed under [CC BY 4.0](#) by FHI 360 for use in the OPEN Program, sponsored by the U.S. Department of State with funding provided by the U.S. government and administered by FHI 360



## Social Media

Today, millions of people use **social media** such as Facebook and Twitter to spread their ideas and messages. Social media refers to any website or technologies that allow individual users to create and share information with a specific audience. Other examples of social media are Instagram, YouTube, and online discussion boards or forums.

This work is a derivative of untitled images by [geralt](#) Pixabay licensed under [CC BY 4.0](#). This derivative is licensed under [CC BY 4.0](#) by FHI 360 for use in the Online Professional English Network Program, sponsored by the U.S. Department of State with funding provided by the U.S. government and administered by FHI 360.

## Mass media

In this course, we will mostly be talking about **mass media**. Mass media is any type of media that reaches a large number of people. Mass media includes both traditional and social media.

## HOW OFTEN DO WE SEE OR HEAR MEDIA MESSAGES?



Untitled Image by [Caique Silva Fotografia](#) via [Pixabay](#) is licensed under [Pixabay license](#)

### Meet Juan

*[Read about Juan's morning routine.](#)*

Juan *wakes up* every morning at 7 AM. As he *gets* ready for the day, he *turns on* the TV to watch the morning news. As he *drives* to work, Juan *listens* to a radio show, which discusses what's new in sports and entertainment. Juan *sees* billboards for new cars and clothing stores along the highway as he *drives* to work. When Juan *arrives* at work, he *goes* online to check his email. He *sees* emails from different stores, advertising sales. Finally, before starting his workday, Juan *checks* his Facebook and Instagram accounts where he *sees* thoughts and ideas his friends have shared.

Think about your daily routine. How often do you see and hear media messages?

## Media consumption

As technology has grown, the ways in which we receive media messages have changed. We *read* text but we also *look at* pictures, data, and charts. We *watch* videos and we *listen to* the radio, podcasts, and other audio recordings. These days we often say that we **consume** media which can refer to any way that we take media messages in.

Reading a text, watching a video, and listening to radio broadcasts are all examples of **media consumption**.

---

## WHAT IS MEDIA LITERACY?



Untitled Image by [200degrees](#) via [Pixabay](#) is licensed under [Pixabay license](#)

[Video available online for viewing. Script below.]

Hello, in this video, we are going to answer the question, what is media literacy? In order to do that, we will start with an understanding of literacy, in general, and then we will discuss the idea of media literacy. To begin, let's define literacy. Literacy is the ability to read, understand, analyze, and create with a written language. Someone who has literacy is a literate person. Part of literacy is analyzing text. Analyzing means looking at something carefully to understand it. Let's look at an example to help make this idea clearer.

Last year, Eve was learning Arabic. She studied the characters every day. One day, she picked up a newspaper written in Arabic and she could say almost all of the words. Unfortunately, she knew the meaning of only a few words. To really have literacy, we need to be able to read, understand, analyze, and create writing. Therefore, even though Eve could read the newspaper out loud, she was not yet literate in Arabic. After one more year of studying, Eve can understand the Arabic newspaper and she can write sentences in Arabic. Now, because Eve can read, understand, analyze, and create writing, Eve is literate in Arabic.

We use the word literacy for subjects other than writing, too. For example, we say that someone who knows how to use a computer is computer literate. In the same way, we can use literacy to talk about media. Someone who is media literate, can read, understand, analyze, and create media. This means understanding, not only the text in a media message, but also other pieces of the message, such as pictures or data. When someone who is media literate, opens a newspaper or sees a post on social media, this person knows to ask important questions about the message and the people who made the message.

You will get practice with these questions later in this unit. Finally, let's see an example of someone who is media literate. Lynn rides the bus into the city every day for work. On the way, she sees advertisements inside the bus from medicine, food, and movies. She understands the advertising messages and asks important questions about

the purpose of these messages and where they came from. She asks the same questions about the messages she sees in social media and on TV. After she analyzes these messages, she makes better decisions about how to act. For example, she can make better decisions about money, entertainment, and government issues. Lynn's friend, Vanessa, does not have media literacy. She can see the same media messages that Lynn sees, but Vanessa does not ask questions about the messages. Because she does not have media literacy, Vanessa's decisions about the world might not be as good as Lynn's. So, to wrap up, media literacy means the ability to understand, analyze and create media messages. Next, we will read an article about media literacy.

---

**Literacy** is the ability to read, understand, analyze, and create using a written language. Someone who has literacy is a **literate** person. Part of literacy is **analyzing** text. Analyzing means thinking about something carefully to understand it.

Someone who is **media literate** **pieces** of the message, such as pictures or data can read, understand, analyze and create media. This means understanding, not only the text in a media message, but also other  
When someone, who is media literate, opens a newspaper or sees a post on social media, this person knows to ask important questions about the message and the people who made the me.



## Lesson 1 Quiz

*Check your understanding of the concepts and vocabulary introduced in Lesson 1. This quiz has 5 questions. You must answer 4 out of 5 questions correctly to pass this quiz.*

>>>> Please note that this quiz can only be completed in Canvas. <<<<

## Discussion: How often do you see and hear media messages?



Untitled Image by [Caique Silva Fotografia](#) via [Pixabay](#) is licensed under [Pixabay license](#)

### READ ABOUT JUAN'S MORNING ROUTINE.

Juan wakes up every morning at 7 AM. As he gets ready for the day, he turns on the TV to watch the morning news. As he drives to work, Juan listens to a radio show, which discusses what is new in sports and entertainment. Juan sees billboards for new cars and clothing stores along the highway as he drives to work. When Juan arrives at work, he goes online to check his email. He sees emails from different stores, advertising sales. Finally, before starting his workday, Juan checks his Facebook and Instagram accounts where he sees thoughts and ideas his friends have shared.

Think about your daily routine. How often do you see and hear media messages? When and where do you see them?

>>>> Please note that this discussion can only be completed in Canvas. <<<<

# Lesson Two: Strategies for Reading in English

## WHY USE READING STRATEGIES?

As we learned in the previous lesson, media is everywhere. Every day, we are surrounded by so much media that it is hard to decide what we should pay attention to.

Using reading strategies can help you decide if a message is important and also help you understand a message quickly.

In this lesson, we will look at three strategies that you can use to help improve your reading speed and comprehension. These strategies are **previewing**, **skimming**, and **scanning**.

---

### Previewing Video



Untitled Image by [200degrees](#) via [Pixabay](#) is licensed under [Pixabay license](#)

[Video available online for viewing. Script below.]

Every day, we are surrounded by so much media that it's hard to decide what we should pay attention to. How can I decide what media to read? If the media is in English, how can I make sure I understand the whole message? In this video, we'll be talking about how to preview a text. With this important skill, you'll be able to quickly learn what a text is about and improve your understanding.

Previewing is a really great way to prepare yourself to learn something new. We'll preview a text in four steps, looking at the title, the pictures and captions, subheadings, and the first paragraph. Let's get started. The first thing we look at is the title.

In this article the title is, "Can you separate fact from fiction?" we need to ask ourselves a very important question. What do I already know about this topic? Perhaps we can't make a guess, and that's okay. Or perhaps we think about the differences between facts and opinions. In any case, by looking and thinking about the title, we're learning about the article and preparing to understand it better.

Next, we look for pictures and their captions. A caption is the words or sentences right below a picture that give more information about the picture. Together with a title, pictures and their captions can help us make a guess about the overall idea of the text. This process, using small pieces of information from previewing to make a guess about something in the whole text, is called predicting.

Let's look at one picture and caption from our example text to try out the strategy. We see people on a crowded bus or subway. Everyone is reading a newspaper or magazine. In other words, they're all consuming media. The caption for this picture says, "the need for media literacy grows as messages become more frequent and

complex.” The caption tells us that media literacy is very important because people are exposed to a lot of media and it's becoming more complex or complicated.

In addition to pictures, we should pay attention to any subheadings in the text. Subheadings are the small titles that introduce different sections of the text. In our text, we see these subheadings. What is media literacy? Why is media literacy important? How can I become media literate? We can predict that the text will talk about all of these ideas.

Now, comes our last step in previewing. Media texts, especially news articles, often give the most important information first. So, let's look at the first one or two paragraphs. We see some interesting numbers in the first paragraph and then right below we see two phrases, increased consumption of online information and the need for media literacy. Even if some of these words are new for us, we should be ready to combine what we know about the title, the pictures, the captions, and the subheadings to predict the main idea of the text. The main idea is the overall general message of the text.

In our example, we could guess that the text will tell us that media literacy is important, and it will give us some advice about how to improve media literacy. To summarize, we've previewed the text by looking at the title, pictures and captions, subheadings and first paragraph. We've thought about what we already know about the topic and predicted the main idea of the text. After previewing, we can decide if we want to read the text more carefully. If we choose to read the text, previewing has prepared us to understand the text much more successfully. Next, we'll play a short game about previewing.

**Previewing** is an excellent way to prepare yourself to learn something new. With this important skill, you will be able to quickly learn what a text is about and improve your understanding.

We preview a text in four steps:

1. Read the title and ask, "*What do I already know about this?*"
2. Look at the pictures and captions,
3. Read any subheadings,
4. Read the first paragraph (or two)

## 1. Read the Title

Look at this image of a magazine article. Can you find the title?

### Can You Separate Fact from Fiction?

By Mary Matthews-Ross

Nov. 14, 2015



Billboards are just one type of media that people consume daily.

In 2014, Americans spent about 7.4 hours a day consuming media on the Internet. They weren't in the lead. The Philippines, a country of islands in the Pacific Ocean, won that award. The people of the Philippines spend about 9.6 hours a day on Internet from their desktops, laptops and mobile devices. People are spending a huge amount of time on the Internet all over the world. There is a great need for media literacy.



The need for media literacy grows as messages become more frequent and complex.

Page 1 of 3

### Why is media literacy important?

Media literacy teaches you to think carefully about information. You learn to ask the right questions, look at different points of view and make connections between new and old ideas. These questions aren't just important for watching television or checking a smartphone. Critical thinking helps you do well in other parts of life such as in the classroom or at the office.

The Center for Media Literacy is an organization that teaches media literacy. It gives five more reasons to understand the media today:

- You need two skills to be a citizen of a democracy: critical thinking and self-expression. Media literacy teaches both.
- You hear and see more media messages in one day than other people did in the past. Media literacy teaches you how to understand these messages.
- Media has a big effect on the way we understand and act. Media literacy helps you understand these influences. It gives you the power to make better decisions.
- Images are becoming more and more important. Learning how to "read" these images is just as necessary as reading the text.
- Media literacy helps you understand where information comes from. It also helps you understand who it benefits and how to find other views.

### How can I become media literate?

Pay careful attention to what you read, watch and hear. Do this often. You'll become more aware of its purpose. You'll also be able to tell fact from fiction. For more information about media literacy, visit the Center for Media Literacy and the National Association for Media Literacy Education.

© 2015, Can You Separate Fact From Fiction for the 4th Teacher Program, sponsored by the U.S. Department of State and administered by PBS. This work is an adaptation of "Can You Separate Fact From Fiction" by Mary Matthews-Ross and Stephanie Kipp, licensed under the Creative Commons CC BY-NC license, and can be found here: [http://www.usaid.gov/our\\_work/cross-cutting\\_initiatives/education/can\\_you\\_separate\\_fact\\_from\\_fiction/](http://www.usaid.gov/our_work/cross-cutting_initiatives/education/can_you_separate_fact_from_fiction/). Adaptation content is licensed under the Creative Commons Attribution 4.0 license, unless where noted. For more on this license, visit <http://creativecommons.org/licenses/by/4.0/>

Page 2 of 3

In this article the title is, *Can You Separate Fact from Fiction?*

## Can You Separate Fact from Fiction?

By Mary-Katherine Ream

May 14, 2015



Billboards are just one type of media that people consume daily.

In 2014, Americans spent about 7.4 hours a day consuming media on the Internet. They

After reading the title, we need to ask ourselves a very important question: *What do I already know about this topic?* When you ask yourself this question, you may remember words and information that will help you understand. You will also prepare your mind to make connections between the information you already know and the new information you are going to read.

### 2. Look at pictures and captions

Next, we look for pictures and their **captions**. A caption is the words or sentences right below a picture that give more information about the picture.

Together with a title, pictures and their captions can help us **predict** or guess the overall idea of the text.

Let's look at one picture and caption from our example text to try out the strategy.



The need for media literacy grows as messages become more frequent and complex.

We see people on a crowded bus or subway. Everyone is reading a newspaper or magazine. In other words, they're all **consuming media**. The caption for this picture says, "*the need for media literacy grows as messages become more frequent and complex*". The caption tells us that media literacy is very important because people are exposed to lots of media and it's becoming more complex or complicated.

### Read the subheadings

In addition to pictures, we should pay attention to any **subheadings** in the text. Subheadings are the small titles that introduce different sections of the text.

In our text, we see these subheadings. *What is media literacy? Why is media literacy important? How can I become media literate?* We can predict that the text will talk about all of these ideas.

### 4. Read the first paragraph

The first paragraph of the text is an excellent place to look for the main idea. Let's read the first paragraph of Can You Separate Fact from Fiction. Is it similar to what we have learned from the title, pictures, captions, and subheadings?

#### The first paragraph of *Can You Separate Fact from Fiction?*



Billboards are just one type of media that people consume daily.

In 2014, Americans spent about 7.4 hours a day consuming media on the Internet. They weren't in the lead. The Philippines, a country of islands in the Pacific Ocean, won that award. The people of the Philippines spend about 9.6 hours a day on Internet from their desktops, laptops and mobile devices. People are spending a huge amount of time on the Internet all over the world. There is a great need for media literacy.

---

*In 2014, Americans spent about 7.4 hours a day consuming media on the Internet. They were not in the lead. The Philippines, a country of islands in the Pacific Ocean, won that award. The people of the Philippines spend about 9.6 hours a day on Internet from their desktops, laptops, and mobile devices. People are spending a huge amount of time on the Internet all over the world. There is a great need for media literacy.*

---

We see some interesting numbers in the first paragraph and then right below we see two phrases, *spending a huge amount of time on the internet* and *a great need for media literacy*.

Even if some of these words are new for us, we should be ready to combine what we know about the title, the pictures, the captions, and the subheadings to predict the **main idea** of the text. The main idea is the overall, general message of the text.

In our example, we could guess that the text will tell us that media literacy is important, and it will give us some advice about how to improve media literacy.

To summarize, we have previewed the text by looking at the title, pictures and captions, subheadings and first paragraph. We have thought about what we already know about the topic and predicted the main idea of the text. After previewing, we can decide if we want to read the text more carefully. If we choose to read the text, previewing has prepared us to understand the text much more successfully.

As we continue reading, we can use the strategies of skimming and scanning which we will discuss next.

## Skimming and Scanning Video



Untitled Image by [200degrees](#) via [Pixabay](#) is licensed under [Pixabay license](#)

[Video available online for viewing. Script below.]

Hello, in this video, we're going to talk about two important skills that will help you read quickly, skimming, and scanning. First, let's discuss skimming. Skimming is reading quickly for the main idea. Remember, the main idea is the general, overall message of a text. If our purpose is only to find the main idea quickly, then we don't need to read the whole text. In fact, if we read just a few sections, we should be able to learn the main idea.

When we skim, we're going to read only the title, first paragraph, first sentences of other paragraphs and sometimes the last paragraph. We'll start at the top of the text with the title. The title should tell us most of what we want to know about the main idea. Let's look at an example. Here, the title is, Santiago and Nairobi Emerge as Hot Spots for Businesses Doing Good. So, we know that this text is about two cities and the new businesses that do-good things. After the title, we should pay attention to the first one or two paragraphs. In most media messages we can find a sentence here that tells us about the main idea. In the first paragraph we see this phrase, Santiago and Nairobi are emerging as hot spots for business leaders seeking to drive social change. This is similar to what we saw in the title.

For the rest of the text, let's look just at the first sentence in each paragraph. Writers often introduce the main idea of each paragraph in the first sentence. With this strategy, we see the phrase East Africa is one of the global centers of impact investing. So, we know that this area is important for impact investing, which is another way to say spending money to help society. In other paragraphs, we see phrases such as access to finance remains the major challenge and in Chile, social entrepreneurs also found it hard to access investment but did receive support from the government. In several paragraphs, we've seen information about places, East Africa and Chile, and money, investing, finance and support.

All of the information from skimming the title, first paragraph and first sentences of other paragraphs, tells us that the main idea of this text is about making businesses in these two cities.

Now, we'll talk about scanning. Scanning is also about reading quickly, but the purpose of scanning is different. Scanning is reading quickly to find some specific information. The first step in scanning is to think about the information we want. For example, if we want to find information about a person or place, we might look for words that start with big letters, like Ellen Johnson Sirleaf or Monrovia. If we want to find out when something happened, or how many of something there were, we might look for numbers such as 2015 or \$100. Numbers and words with big letters are easy to find quickly, so we just look for those instead of reading all the sentences in the text.

In addition, we'll want to think about where in the text we might find what we're looking for. Subheadings or pictures can help us know where to look. In our example text, if we want to find information about a specific organization in San Diego, we can look under the subheading, Government support in Chile, for words that start with big letters. To summaries, skimming and scanning are skills that can help you read quickly. We use skimming to find the main idea and scanning to look for specific information. Next, you'll play a game about skimming and scanning.

## SKIMMING

Once you have decided that a text is worth reading, you can continue reading using a strategy called **skimming**. Skimming means reading quickly for the main idea.

To skim you should read the title and pay attention to the first two paragraphs.

For the rest of the text, just look at the first sentence in each paragraph. Writers often introduce the main idea of each paragraph in the first sentence.

## SCANNING

**Scanning** is also about reading quickly, but the purpose of scanning is different. Scanning is reading quickly to find some specific information.

The first step in scanning is to think about the information we want. For example, if we want to find information about a particular person, place, group, organization, or thing we might look for words that start with big letters such as Americans or The Philippines

If we want to find out when something happened, or how many of something there were, we might look for numbers such as 2014 or 9.6 hours.

Numbers and words with big letters (also known as proper nouns) are easy to find quickly, so we just look for those instead of reading all the sentences in the text.

In addition, we will want to think about where in the text we might find what we're looking for. Subheadings or pictures can help us know where to look.

To summarize, skimming and scanning are skills that can help you read quickly. We use skimming to find the main idea and scanning to look for specific information.

## Lesson Two Quiz

*Check your understanding of the concepts and vocabulary introduced in Lesson Two. This quiz has five questions. You must correctly answer 4 of the 5 questions to pass the quiz.*

>>>> Please note that this quiz can only be completed in Canvas. <<<<



# Reading Practice Quiz: “Can You Separate Fact from Fiction?”

Hello! This an optional reading practice activity. This quiz will **not** be graded.

Instructions: Use your previewing, skimming, and scanning skills to find answers to the questions below.

## CAN YOU SEPARATE FACT FROM FICTION?



"Times Square Night" by [Chensiyuan](#) via [Wikimedia Commons](#) is licensed under [CCO](#)

Billboards are just one type of media that people consume daily.

In 2014, Americans spent about 7.4 hours a day consuming media on the Internet. They weren't in the lead. The Philippines, a country of islands in the Pacific Ocean, won that award. The people of the Philippines spend about 9.6 hours a day on the Internet from their desktops, laptops and mobile devices.

People are spending a huge amount of time on the Internet all over the world. There is a great need for media literacy.

### What is media literacy?

People are flooded with messages. It doesn't matter if they get them online, on television or in newspapers. Media literacy is about understanding how and why messages are being spread. It starts with asking the right questions: Who created this message? What words or images are used in this message, and why? How is this message supposed to make me feel?



NYC Subway Riders with their Newspapers by [Travis Ruse](#) via [Wikimedia Commons](#) is licensed under [CCO](#)

The need for media literacy grows as messages become more frequent and complex.

### Why is media literacy important?



Media literacy teaches you to think carefully about information. You learn to ask the right questions, look at different points of view and make connections between new and old ideas. These questions aren't just important for watching television or checking a smartphone. Critical thinking helps you do well in other parts of life such as in the classroom or at the office.

The Center for Media Literacy is an organization that teaches media literacy. It gives five more reasons to understand the media today:

1. You need two skills to be a citizen of a democracy: critical thinking and self-expression. Media literacy teaches both.
2. You hear and see more media messages in one day than other people did in the past. Media literacy teaches you how to understand these messages.
3. Media has a big effect on the way we understand and act. Media literacy helps you understand these influences. It gives you the power to make better decisions.
4. Images are becoming more and more important. Learning how to "read" these images is just as necessary as reading the text.
5. Media literacy helps you understand where information comes from. It also helps you understand who it benefits and how to find other views.

#### **How can I become media literate?**

Pay careful attention to what you read, watch and hear. Do this often. You'll become more aware of its purpose. You'll also be able to tell fact from fiction. For more information about media literacy, visit the Center for Media Literacy and the National Association for Media Literacy Education.

>>>> Please note that this quiz can only be completed in Canvas. <<<<

## Lesson Three: Introduction to Media Analysis

### WHAT QUESTIONS SHOULD WE ASK OURSELVES IN ORDER TO ANALYZE MEDIA MESSAGES?



Untitled Image by [200degrees](#) via [Pixabay](#) is licensed under [Pixabay license](#)

[Video available online for viewing. Script below.]

Hello, in this video, we will begin to discuss the questions that we should ask ourselves in order to analyze media messages. As we mentioned, analyzing means looking at something carefully to understand it. Although there are certainly many things to think about when we see or hear media messages, the Center for Media Literacy created five specific questions to help guide you. In this video we will focus on the first three questions.

The first question is, who created the message that is being sent? The second question is, what techniques were used to attract my attention? And the third question is, how might other people understand or interpret this message differently from me?

Let's look at question one. Who created the message that is being sent? The key word in this question is created. To create means, to make or build. All media messages are made by people. Those people make choices about what to include in the message, and what not to include. For example, when you look at a newspaper article often there is a picture at the top, someone chose that picture. There were many other pictures to choose from, but someone chose that exact one. Also, when you watch television show, you might see a 15 second video clip. The complete video might be 25 minutes long, but someone decided that that 15 second clip was enough to include. The images and videos we see, and the words that we read, tell us a story. It is important to think about what choices were made and how it affects or changes the story we are told.

Let's move on to the second question. What techniques were used to attract my attention. A technique is the manner or method in which something is done. When the media creates a message, they use certain techniques to capture the attention of their audience. Think about a recent advertisement you saw. What made it interesting? Often times, the media uses humor or comedy to attract people to their message. They also use certain symbols or words. The media can also choose certain colors or images to attract people as well. The goal is for you as a viewer to continue to read or watch the media message.

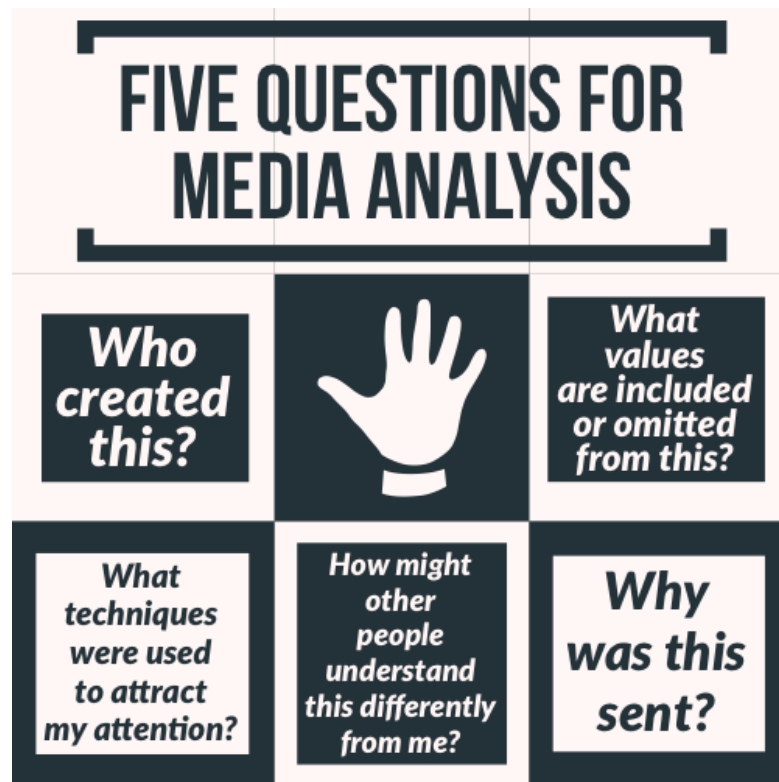
The third question we should ask ourselves is how other people might understand or interpret this message differently from me? Even if two people see exactly the same message, they may understand or interpret that message differently. Why? People understand messages differently because each person interprets messages based on age, culture, gender, and beliefs. Think about a website or advertisement you have seen. If you showed it to your mother or father, would he or she react to it exactly the same way you did? What if you showed it to a friend from another country? What you think about that website or ad might not be the same thing that your parent or friend thinks.? In the next video, we will look at the last two questions you should ask to analyze media messages.

---

Analyzing means looking at something carefully to understand it.

There are many things to think about when we see or hear media messages. The Center for Media Literacy created five specific questions to help guide you:

1. Who **created** the message that is being sent?
2. What **techniques** were used to attract my attention?
3. How might other people understand or **interpret** this message differently from me?
4. What **points of view** and **values** are included or **omitted** from this message?
5. Why was this message sent?



"Five Questions for Media Analysis" by FHI 360 is licensed under [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/)

## Who created this message?

The keyword in this question is **created**. To **create** means, to make or build. All media messages are made by people. Those people make choices about what to include in the message, and what not to include.

For example, when you look at a newspaper article often there is a picture at the top, someone chose that picture. There were many other pictures to choose from, but someone chose that exact one. Also, when you watch a television show, you might see a 15-second video clip. The complete video might be 25 minutes long, but someone decided that that 15-second clip was enough to include.

The images and videos we see, and the words that we read, tell us a story. It is important to think about what choices were made and how it affects or changes the story we are told.

## What techniques were used to attract my attention?

A **technique** is a manner or method in which something is done. When the media creates a message, they use certain techniques to capture the attention of their audience.

Think about a recent advertisement you saw. What made it interesting?

Often, the media uses humor or comedy to attract people to their message. They also use certain symbols or words. The media can also choose certain colors or images to attract people as well. The goal is for you as a viewer to continue to read or watch the media message.

## How might other people understand or interpret this message differently from me?

Even if two people see the same message, they may understand or **interpret** that message differently. Why?

People understand messages differently because each person interprets messages based on age, culture, gender, and beliefs.

Think about a website or advertisement you have seen. If you showed it to your mother or father, would he or she react to it the same way you did? What if you showed it to a friend from another country? What you think about that website or ad might not be the same thing that your parent or friend thinks.

## Lesson Three Quiz

*Check your understanding of the concepts and vocabulary introduced in Lesson 3. This lesson is worth 10 points. You must receive 7 points or higher to pass this quiz.*

>>>> Please note that this quiz can only be completed in Canvas. <<<<

## Discussion: What is your Opinion about Social Media?

How has social media impacted or changed your life?

How has social media changed the world? Is this a positive or negative change?

>>>> Please note that this quiz can only be completed in Canvas. <<<<

>>>> This is the end of Module 1 <<<<