

**SLA No. 2: The Evolution of Traditional to New Media**

**Subject Code/Number:** CORE

**Subject Title:** Media and Information Literacy

**Subject Description:** The course introduces the learners to basic understanding of media and information as channels of communication and tools for the development of individuals and societies. It also aims to develop students to be creative and critical thinkers as well as responsible users and competent producers of media and information.

**Teacher:**

## I. Introduction

In this lesson, the learner demonstrates an understanding of the historical background of media and information; basic theories of media and information systems; and concepts of ownership, control, and regulation of media.

*(This learning competency is extracted from the DepEd curriculum guide)*

### A. Learning Competency

- Discuss responsible use of media and information.
- Explain how the evolution of media from traditional to new media shaped the values and norms of people and society.

### B. Learning Outcomes

At the end of the lesson, the learners are able to:

1. Examine the technology or resources available during the prehistoric age, the industrial age, the electronic age, and the new or digital age.
2. Identify the devices used by people to communicate with each other, store information, and
  - a. broadcast information across the different ages.
3. Compare and relate the media and information literacy framework to their own understandings and competencies.

## II. Learning Content

**Initial Task:** Below is a picture of the maiden voyage or sinking of the RMS (Royal Mail Ship) Titanic on April 14, 1912. Answer the questions below:



1. If the Titanic sank somewhere in the Atlantic Ocean, how do you think the news reached people in England and New York at that time?
2. If the Titanic sank today, in what format would people receive or read the news?

## Evolution of Media

**Pre-Industrial Age (Before 1700s)** - People discovered fire, developed paper from plants, and forged weapons and tools with stone, bronze, copper and iron.

Examples:

- Cave paintings (35,000 BC)
- Clay tablets in Mesopotamia (2400 BC)
- Papyrus in Egypt (2500 BC)
- Acta Diurna in Rome (130 BC)
- Dibao in China (2<sup>nd</sup> Century)
- Printing press using wood blocks (220 AD)
- Codex in the Mayan region (5<sup>th</sup> Century)

**Industrial Age (1700s-1930s)** - People used the power of steam, developed machine tools, established iron production, and the manufacturing of various products (including books through the printing press). Examples:

- Printing press for mass production (19<sup>th</sup> century)
- Newspaper- The London Gazette (1640)
- Typewriter (1800) Telephone (1876)
- Motion picture photography/projection (1890)
- Commercial motion pictures (1913)
- Motion picture with sound (1926)
- Telegraph
- Punch cards

**Electronic Age (1930s-1980s)** - The invention of the transistor ushered in the electronic age. People harnessed the power of transistors that led to the transistor radio, electronic circuits, and the early computers. In this age, long distance communication became more efficient. Examples:

- Transistor Radio
- Television (1941)
- Large electronic computers - i.e. EDSAC (1949) and UNIVAC (1951)
- Mainframe computers - i.e. IBM 704 (1960)
- Personal computers - i.e. Hewlett-Packard 9100 (1968), Apple I (1976)
- OHP, LCD projectors

**Information Age (1900s-2000s)** - The Internet paved the way for faster communication and the creation of the social network. People advanced the use of microelectronics with the invention of personal computers, mobile devices, and wearable technology. Moreover, voice, image, sound and data are digitalized. We are

Video chat: Skype (2003), Google Hangouts (2013)  
Search Engines: Google (1996), Yahoo (1995)  
Portable computers - laptops (1980), netbooks (2008), tablets (1993)  
Smart phones  
Wearable technology  
Cloud and Big Data

v

### III. Self-Learning Activities

#### *Activity 1: Knowing You Media at Different Ages*

Provide answers to fill in the table below:

Age	What format/equipment did people use to communicate with each other?	What format/equipment did people use to store information?	What format/equipment did people use to share or broadcast information?
Pre-Industrial Age	Smokes, fires and Horns	Stone, bronze, copper and iron	They share or broadcast info's by making a letter in a papyrus material.
Industrial Age	Telegraph or Typewriter	Printing press and newspaper	Uses newspaper to share and inform people

# MEDIA AND INFORMATION LITERACY

Grade Level: Grade 12



**SENIOR  
HIGH  
SCHOOL**

<b>Electronic Age</b>	Transistor Radio, television and other device.	Computer, Television, and Radio	It is more easier to share information by broadcasting in the television.
<b>Information Age</b>	Web browser, blogs, Social Networks, and Microblogs	Mobile phones and Social Media	Posting and sharing informations in social media

## **Activity 2: Media Timeline**

Draft a timeline of your exposure to traditional and new media on a bond paper. Create that timeline through presentation software (optional). for each item of media, include a picture or image, year, short description, and a personal insight (focusing on the responsible use of media and information). Your output will be rated based on the rubrics below:

Criteria	4	3	2	1
<b>Completion</b>	Timeline is completely finished.	Timeline is incomplete and contains 1 to 3 unfinished elements.	Timeline is incomplete and contains 4 to 6 unfinished elements	Timeline is incomplete and contains 7 or more unfinished elements.
<b>Graphics</b>	All graphics are related to content. All graphics are in appropriate size and good quality. Graphics create an overall theme and make connections that help the audience understand the concepts.	All graphics are related to content. All graphics are in appropriate size and good quality. Graphics do not create an overall theme, but show a general flow of topics.	Some (up to 50%) of the graphics are unrelated to content. Too many graphics on one page. Some of the graphics are distracting. Images are of poor quality. They are either too large or too small.	Most 50%+) of the graphics are unrelated to content. Too many graphics on one page. Most of the graphics distract from the text. Images are poor quality. They are either too large or too small.
<b>Mechanics</b>	Most words are carefully chosen; writing is clear and legible. Most words are spelled correctly and proper punctuation is employed.	Some words are carefully chosen; writing is clear and legible. Most words are spelled correctly and proper punctuation is employed.	Words are chosen with less care; writing is sometimes unclear; most words are spelled correctly and is grammatically correct.	Words are chosen with less care; writing is sometimes unclear; some words are spelled incorrectly and proper punctuation is not employed.
	Major points are presented and	Major points are presented. However,	Major points are presented. However,	Topic is

Content	fully supported with convincing arguments and data.	some of them are not supported with convincing arguments, ideas and data.	most of them are not supported with convincing arguments, ideas and data.	oversimplified or fails to present major points.
---------	---	---	---	--

## IV. Looking Back

**Essay.** Discuss your answers the roles and functions of media in democratic society.

1. Given the available media that we now have in the world, what are its roles and functions in a democratic society?

People nowadays are so into technology. We can be updated immediately about the issues or events all over the world. Everything can be viral in just a few minutes. Even someone can make false news.

Sometimes, because of too much freedom, we expect a nuisance output. Not because we live in a free country, everything should be done according to what you want without thinking what the others might feel or react.

The role of media depends on the people who are behind it. The control should start from us. As an individual, start thinking before we spread the news. We cannot expect the society to change if one person from the group cannot do it on his own.

2. In what way does media affect your life (personal, professional, academic, social, others)?

We're more updated to what are happenings to our society. We can easily communicate to other people. We are more updated to latest news. We can express what we truly feel by just posting. We discover new things through media. We also make new friendship because of medias around us.

## V. Extension of Learning

### Internet of Things as Theory of Media and Information

\*The Internet of Things (IoT) is only one of the various emerging trends in technology and information.

Research and answer the following questions about The Internet of Things (IoT):

1. In your own words, define Internet of Things.

That is, an interconnected, interdependent and interoperable networked world – creates inherent dangers.

2. What brought this theory about? (example: ideas, technology, another theory)

It is said that it's more reliable right now having IOT. It can manage itself and it's not that hassle.

# MEDIA AND INFORMATION LITERACY

Grade Level: Grade 12



**SENIOR  
HIGH  
SCHOOL**

3. Do you like the concept of IoT in the Philippines?

It's good, because many people will get benefit to it in over 80 billion devices to be connected to Internet. Businesses will be the 1st to be affected, Why? Because it optimize processes and also the introduction of new services and business models.

4. How do you think IoT will evolve and affect Filipino society in the next 3 to 5 years?

It will have a big evolution specially on our business and also the tourism. We're more reliable to technologies that's mostly used by individuals. More business man from other countries will come to our country to make a deal about developing products

5. What do you think is the relationship / cause and effect of IoT in media and information literacy?

The media on the internet such as the social media, online news networks, and YouTube brings us information literacy in both positive and negative ways. Fake news is a negative one, and being updated with the pressing issues is a positive one.

The IoT in media also helps us learn a lot of things and thus gives us information literacy but on the other hand, being dependent on IoT will make us lazy.

## REFERENCE

v

Wilson, Carolyn; Grizzle, Anton; Tuazon, Ramon; Akyempong; Kwane; Cheun, Chi-Kim (2011). Media and Information Literacy: Curriculum for Teachers. UNESCO Press ISBN 978-92-3-104198-3 (EN); 978-959-18-0787-8 (ES)

### Submitted by:

**Ms. MISTY MARIE R. ROSAL, LPT**

Senior High School Teacher

### Reviewed by:

**Ms. APPLE JOY RUPEREZ, LPT**

Program Coordinator

**Mr. EARL NIÑO LEDESMA**

Program Coordinator

### Noted by:

**Mrs. ANDRESA S. BULAWAN, LPT**

Assistant Principal

### Endorsed by:

**Mr. BERHN VINCENT DOSDOS, LPT**

OIC, Senior High School Principal

# MEDIA AND INFORMATION LITERACY

Grade Level: Grade 12



SENIOR  
HIGH  
SCHOOL

Approved by:

**DR. JUNREL P. ZARCO**

Vice-President for Academic Affairs

v