

» » » LESSONS AND ACTIVITIES

DEVELOPING MEDIA LITERACY

(See Resource A)

OBJECTIVES:

- Students identify and analyze how words, figurative language, images and characterization can be used to convey particular ideas, attitudes or opinions.
(California Content Standards for English-Language Arts, Grades 9-10, 11-12, Reading Standard 3.0)
- Students determine the adequacy or appropriateness of an author's evidence for his/her conclusions and make reasonable assertions about texts through accurate, supportive citations.
(California Content Standards for English-Language Arts, Grades 7-12, Reading Standard 2.0)
- Students note instances of bias, stereotyping and unsupported inferences, fallacious reasoning, persuasion and propaganda in pictures, text and historical interpretations.
(California Content Standards for History-Social Science, Grades 9-12, Analysis Skills)
- Students take, defend and evaluate a position on the influence of the media on people's lives.
(California Content Standards for History-Social Science, Grade 12, Standard 12.8)

ACTIVITY:

Students compare two web sites and complete the attached evaluation form. Students review the web sites to analyze the purpose and point of view of the content and the authority of the author(s).

The teacher provides printouts of one of the following pairs of web sites:

<http://www.thekingcenter.com> "The official web site of The King Center in Atlanta, Georgia"
Informational and educational web site offering a review of the life and work of Rev. Martin Luther King, Jr., including speeches and papers, biographical timeline and his philosophy and methods of nonviolence.

AND

<http://mlking.org> "Martin Luther King, Jr. Online: An Historical Examination"
Content rich web site offering revisionist history perspective on the life and work of Rev. Martin Luther King Jr.

OR

<http://motlc.wiesenthal.net> "Museum of Tolerance Multimedia Learning Center"
A comprehensive resource on the Holocaust and World War II, with over 3,000 text files, and tens of thousands of photos.

AND

<http://www.ihr.org> "The Institute for Historical Review"
A web site offering a revisionist perspective on history including the Holocaust and World War II.

Students work individually or in groups, using the attached Web Site Evaluation Form to:

- 1) Provide descriptive summaries of each web site.
- 2) Analyze each web site for message effectiveness and accuracy.

PRODUCT/APPLICATION:

Student discussion, summaries and analyses. Students might also compare and critique the analyses of other student groups.

EXTENSION:

Building on the first part of this lesson and other related activities, students respond to questions in small groups or as a class, in short or long answers.

Questions for discussion might include:

- To what extent should schools control use of the Internet? What would be the benefits and/or costs if schools exerted more control of content and access?
- How can schools and other organizations safeguard student exposure to questionable content and still protect First and Fourth Amendment rights?
- What kind of content should be allowed to be available on the Internet? What content should be restricted? Who should restrict or prohibit specific content from being accessed on the Internet? The government? School officials? Parents? Others?

Students work individually or in groups to take and defend a stand related to one of the above related issues or others that might have arisen during the discussion. Students may prepare presentations or drafts of compositions for this assignment. Either application should include well developed, logical, supporting ideas. Compositions can be scored using the appropriate grade level rubric found on the Museum of Tolerance Teachers' Guide web site.

Your name(s): _____

Web Site URL: **http://** _____

Title of Web Site: _____

CONTENT

Briefly describe the contents of this site: _____

Is the purpose (e.g. inform, persuade, sell, entertain) of the site indicated on the homepage? **YES/NO**

If not, can you guess the purpose of the web page? **YES/NO**

If yes, how? _____

Could that purpose cause the web author to be biased? **YES/NO**

Do you feel as though the document is trying to convince you of something? **YES/NO**

Is the information useful for your purpose? **YES/NO**

Would it have been easier to get the information somewhere else? **YES/NO**

Would information somewhere else have different meaning? **YES/NO**

If so, why? _____

Did the information lead you to other sources that were useful? **YES/NO**

When was the document created? _____

Is the information current? **YES/NO**

Does up-to-date information matter for your purpose? **YES/NO**

Does the information appear biased? **YES/NO**

Does the author express his or her opinion as fact? **YES/NO**

Does the author support his or her ideas with references to show that s/he has done research? **YES/NO**

Does the information contradict something that you found somewhere else? **YES/NO**

Do most of the pictures complement the content of the page? **YES/NO/Not Applicable**

AUTHORITY

Is there a person or organization responsible for the web page? **YES/NO**

Write the name of the person or organization: _____

Is there an email address to contact the author or authors? **YES/NO**

What authority or credentials does the person or organization have or present? _____

Is the Web page linked to a homepage for an organization, commercial enterprise or individual? **YES/NO**

Has the site been reviewed by an online reviewing agency? **YES/NO**

Does the domain (i.e. com, edu, gov) of the page influence your evaluation of the site? **YES/NO**

Are you positive that the information is true? **YES/NO**

What can you do to prove that it is true? **YES/NO**

Are you satisfied that the information is useful for your purpose? **YES/NO**

If not, what can you do next? _____



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