

ELA Support Doc

Standard Support Document for Nonprint Sources (texts) REVISED 7/25/08

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(Note: this document was prepared for the South Carolina State Department of Education English Language Arts team, in support of the newly revised ELA Standards. The document may appear on the SCDE website in a modified form.)

IRA/NCTE Standards for The English Arts

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

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

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

SCDE ELA Standards: Guiding Principle 8

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

SCDE ELA

Standards: Guiding

Principle 9

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

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SCDE definition of nonprint sources: Sources of information

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

Asking questions: One of most effective ways of approaching nonprint sources is by having students ask questions. It starts at the earliest of ages:

“Kindergarten students generate *how* and *why* questions about topics of interest. They understand how to use print and nonprint sources of information. They classify information by constructing categories.” This is the start of critical thinking and critical viewing, both of which are part of what is now known as “media literacy.”

From Guiding Principle 8: “The skills of critical inquiry—the ability to question and analyze a message, whether it be textual, visual, auditory, or a combination of these—are a crucial element in literacy instruction. The production of visual media is also a crucial element enabling students to acquire and demonstrate an understanding of advertising, aesthetic techniques, audience, bias, propaganda, and intellectual purpose. Integrating into the ELA curriculum the vocabulary and skills associated with media presentations helps students develop lifelong habits of critical thinking.”

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

PHOTOGRAPH & PICTURES (VISUAL LITERACY)

Photographs, pictures and other images exist everywhere in the world of our students. From books, to magazines, newspapers

and billboards, images are a big part of their world. What do we want students to know and understand about visual images? How do students derive meaning from what they view? Students should recognize that photos/images are texts too, non-print texts. And like all texts, they need to be studied and understood for how they are created to make meanings. This can start in elementary school with picture books and helping students understand how images can be “read.” Photographers/image makers use a number of techniques to create pictures. Those techniques include color, framing, focusing, depth-of-field, perspective (point-of-view) and more. Viewers of photos/images bring prior knowledge, experience and more to these texts.

Since photos can also be digitally alerted, it is important for students to be able to question images, much the same way as they do traditional texts.

Additionally, photos and other images can be catalysts to help motivate students’ writing.

Standards

Grade 3 Researching

Applying the Skills Inquiry & Oral Communications

3-6.2 Use print sources (for example, books, magazines, charts, graphs, diagrams, dictionaries, encyclopedias, atlases, and thesauri) and nonprint sources (for example, pictures, photographs, video, and television) to access information.

SC Textbook Correlations	Websites (Grades 3-8)	Teacher Texts (Grades 4-12)	Reference Articles
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	<p>Visual Literacy & Picture Books: An explanation of how visual literacy can be used to enhance classroom literacy programs</p> <p>http://www.teachers.asn.au/bookzone/vsilit.html</p> <p>Reading Picture Books</p> <p>http://www.learnnc.org/lc/pages/669</p> <p>Word & Image (TIME Magazine teacher guide: the language of photography)</p> <p>http://www.time.com/time/teach/archive/981812/text5.html</p> <p>Introducing Photography Techniques: Some Basic Vocabulary for Teaching Kids</p> <p>http://www.youthlearn.org/learning/activities/multimedia/photo3.asp</p> <p>Critically Viewing Photographs (SDE Lesson Plan)</p> <p>http://ed.sc.gov/agency/offices/cso/standards/ela/CriticallyViewingPhotographs.doc</p>	<p>Reading Images (Chapter 7), from Illuminating Texts: How To Teach Students to Read the World, by Jia Burke, Heinemann</p> <p>Photography: Media Sources (Creative Education) 2008</p> <p>Reading Photographs to Write With Meaning and Purpose, Grades 4-12 (IRA)</p> <p>http://marketplace.reading.org/products/tnt_products.cfm?Subsystem=ORD&Primary_id=6126product_class=IBARBOOK&action=long</p> <p>I</p> <p>Wanna Take Me A Picture: Teaching Photography and Writing to Children</p> <p>http://shopdel.com/anla/catalog.php?product=61&parent=</p>	<p>Literacy Inquiry and Pedagogy through a Photographic Lens (Volume 85, Number 6, July 2008, Language Arts, NCTE)</p> <p>Show me: principles for assessing students' visual literacy: artistic elements were the focus of lessons on reading and responding to literature in one third-grade class. (p 616, Reading Teacher, May 2008)</p> <p>"Reading" the painting: exploring visual literacy in the primary grades. (p 636, Reading Teacher, April 2007)</p> <p>Meeting Readers: Using Visual Literacy Narratives in the Classroom (Voices From The Middle, NCTE, September 2006)</p> <p>Visual Literacy (p 60, Childhood Education, Fall 2005)</p>
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Media Literacy: Introduction and Brief Background

Teachers may wish
to start by familiarizing older students with the general 5 Core

Concepts of media literacy:

1. all media are constructions
2. media are constructed using unique languages with their own set of rules
3. media convey values and points-of-view
4. audiences negotiate meaning (different people see the same media message differently)
5. media are primarily concerned with power and profit

(Source: Center for Media Literacy, <http://www.medialit.org>)

General text recommendation:

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

TeachingMediaLiteracy.com, Richard Beach, Teachers College Press
Introduction to Media Literacy (Elements of Language, HRW)

<http://go.hrw.com/eolang/medialit/>

Critical Thinking/Critical Viewing Questions Students Should Consider:

1. what do I need
to know in order to best understand how this was created and what it
might mean?
2. who created this (message) photograph? (authorship)
3. why is the (message) here? (purpose)
4. in what ways might the image complement the text and vice versa?
5. who is most likely to see the (message) photograph? (audience)
6. what methods are used to make the (message) photo believable;
trustworthy? (techniques)
7. is there something outside the frame I don't see? (omission)
8. can I make any assumptions about this (message) image?
9. where might I get additional info not contained in the (message)
image? (research)
10. what does the producer/creator/photographer want me to think/feel?
(knowledge, understanding)
11. how might others see this same (message) image differently from me?

General text recommendation:

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

Authors: M. Neil Browne, Stuart M. Keely

Companion website:

http://wps.prenhall.com/hss_browne_askingquest_8/

Standards

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

7-6.6 Select appropriate graphics, in print or electronic form, to support written works, oral presentations, and visual presentations.

7-6.7 Use a variety of print and electronic reference materials.

Grade 8 Reading

Understanding and Using Informational Texts

Standard 8. 2 The student will read and comprehend a variety of informational texts in print and nonprint formats.

8-2.4 Create responses to informational texts through a variety of methods (for example, drawings, written works, oral and auditory presentations, discussions, and media productions).

8-2.5 Analyze the impact that text elements (for example, print styles and chapter headings) have on the meaning of a given informational text.

8-2.6 Analyze information from graphic features (for example, charts and graphs) in informational texts.

SC Textbook Correlation	Websites (6-12)	Texts (6-12)	Videos (6-12)
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<p>Visuals & Graphics, Interpreting Elements of Language, 2nd Course (HRW) pp 785-786</p> <p>Still Photography (Chapter 12) Elements of Language, (HRW) Media Literacy & Communication Skills, pp 113-126</p> <p>Information Graphics (Chapter 10) Elements of Language, (HRW) Media Literacy & Communication Skills, pp 87-98</p> <p>Examining Photographs, p 580, American Pathways to the Present: Modern American History (2005, Prentice Hall)</p> <p>Interpreting Images, p. 461, American Odyssey, The US in the 20th Century (1999, Glencoe-McGraw Hill)</p>	<p>Teaching Strategies: Photography Project (part of the series Teaching Multicultural Literature)</p> <p>http://www.learner.org/channel/workshops/tml/workshop8/teaching3.html</p> <p>Reading A Photograph or a Picture</p> <p>http://wwwfp.education.tas.gov.au/english/vislit.htm</p> <p>Questioning Photographs (a list of questions)</p> <p>http://www.frankwbaker.com/questioning_photos.htm</p> <p>Reading Photographs (using questions to decode, evaluate, and understand photographic images)</p> <p>http://www.learnnc.org/lp/pages/677</p> <p>Reading Media Photographs</p> <p>http://www.noodletools.com/debbie/literacies/newsmedia/polphotos.html</p> <p>How Framing Affects Understanding</p> <p>http://www.frankwbaker.com/framing.htm</p> <p>Is Seeing Believing? (learning to question images) this site includes famous Civil War photograph and background</p> <p>http://www.frankwbaker.com/isb.htm</p> <p>Photography: Be A Media Critic (Knowitall.org)</p> <p>http://www.knowitall.org/sites/artopia/media/artcritic/photography/index.html</p> <p>Sources for Photographic Images: Current News Images</p> <p>http://news.yahoo.com</p> <p>Documentary Photography & Film (from the series American Passages: Unit 12 Migrant Struggle)</p> <p>http://www.learner.org/amerpass/unit12/context/activ-2.html</p> <p>Library of Congress: photographic images from US History</p> <p>http://www.loc.gov/rr/print/catalog.html</p> <p>History of SC Slide Collection (Knowitall.org)</p> <p>http://www.knowitall.org/schistory/</p> <p>Caroliniana Collections (Knowitall.org)</p> <p>http://www.knowitall.org/caroliniana/caroliniana.htm</p>	<p>Reading Images (Chapter 7), from Illuminating Texts: How To Teach Students to Read the World, by Jim Burke, Heinemann</p> <p>Media Literacy Reading the Visual and Virtual Worlds (Chapter 13, pp 336-349), in The English Teacher's Companion A Complete Guide to Classroom, Curriculum, and the Profession (3rd Ed) Jim Burke, Heinemann</p> <p>Visual Literacy: Learn to See, See to Learn, Lynell Burmark (ASCD)</p> <p>http://shop.ascd.org/productdisplay.cfm?productid=101226</p> <p>Image Matters: Visual Texts In the Classroom</p> <p>http://shopdei.com/amla/catalog.php?product=456&parent=</p> <p>Teaching the Visual Media, Peter Greenaway (Jacaranda Books, Australia)</p> <p>Photos That Changed The World (Publisher: Presetl)</p> <p>100 Photographs That Changed The World (Life Magazine)</p> <p>http://www.digitaljournalist.org/issue0309/lm_index.htm</p> <p>Moments: The Pulitzer Prize-Winning Photographs: A Visual Chronicle of Our Time (Tess Press)</p>	<p>ETV Streamline:</p> <p>Introduction: Photography and Visual Images (00:54)</p> <p>Segment from the series: Lights, Camera, Education</p> <p>Other videos:</p> <p>Documenting The Face of America (PBS special- airdated Aug 18, 2008)</p> <p>http://www.documentingamerica.org/Home.html</p> <p>American Photography: A Century of Images (text and DVD; Shop PBS)</p> <p>Language of Photography (Films for the Humanities & Sciences)</p>
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EDITORIAL CARTOONS

Editorial

cartoons, in newspapers, magazines, and on the Internet, are another rich source

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

Standard

Grade 8 Reading

Understanding and Using Informational Texts

Standard 8. 2 The student will read and comprehend a variety of informational texts in print and nonprint formats.

From the standards: Students in grade eight read informational

(expository/persuasive/argumentative) texts of the following types:

essays, historical documents, research reports, contracts, position papers (for example, persuasive brochures, campaign literature), editorials, letters to the editor, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, encyclopedia entries, reviews (for example, book, movie, product), journals, and speeches. They also read directions, schedules, and recipes embedded in informational texts. In addition, they examine commercials, documentaries, and other forms of nonprint informational texts.

8-2.4 Create responses to informational texts through a variety of methods

(for example, drawings, written works, oral and auditory presentations, discussions, and media productions).

8-2.5 Analyze the impact

that text elements (for example, print styles and chapter headings) have on the meaning of a given informational text.

8-2.6 Analyze information

from graphic features (for example, charts and graphs) in informational texts.

8-2.7 Identify the use of

propaganda techniques (including card stacking, plain folks, and transfer) in informational texts.

SC Textbook Correlation (6-12)	Recommended Websites (6-12)	Other Text Recommendations (6-12)
<p>Interpreting Political Cartoons, (many scattered throughout the text) Magruder's American Government (2005 Prentice Hall)</p> <p>Editorial Cartoons, pp. 683;797 in World History: Connections To Today (2005 Prentice Hall)</p> <p>Interpreting Political Cartoons (various scattered through the text)</p> <p>US Government: Democracy In Action (2006, Glencoe)</p> <p>Up for adoption: 2008</p> <p>Media Smart Strategies for Analyzing Media (DVD Chapter: Editorial Cartoons) McDougal-Littell</p>	<p>Daryl Cagle's Editorial Cartoons (see also Teacher's Guide)</p> <p>http://cagle.msnbc.com/ Robert Arial (The State newspaper)</p> <p>http://www.cagle.com/politicalcartoons/PCcartoons/arial.asp</p> <p>Analyzing Editorial Cartoons</p> <p>http://712educators.about.com/cs/edcartoons/a/edcartoons.htm Analyzing Editorial Cartoons (pdf) Chapter 7 Persuasion (Holt, Rinehart, Winston)</p> <p>http://web.archive.org/web/20060902015226/http://go.hrw.com/elotM/0030526671/student/ch07/lq1407284_287.pdf Cartoon Analysis Worksheet (Library of Congress)</p> <p>http://www.archives.gov/education/lessons/worksheets/cartoon.html</p> <p>Learning By Cartooning: Lesson plans & links for teachers</p> <p>http://www.learningbycartooning.org/ Using Editorial Cartoons to Teach about Elections (Education World)</p> <p>http://www.educationworld.com/a_curr/curr210.shtml Lesson Plan</p> <p>ReadWriteThink: Lesson Plan: Analyzing the Stylistic Choices of Political Cartoons</p> <p>http://www.readwritethink.org/lessons/lesson_view.asp?id=923</p>	<p>Analyzing Political Cartoons Chapter 8, pp. 179-183, from Building Literacy in Social Studies (ASCD, 2007)</p> <p>The Best Political Cartoons of the Year, 2008 Edition</p> <p>http://cagle.msnbc.com/news/BookPromo/ (earlier editions also available)</p> <p>Growing Up Cartoonist in the Baby-Boom South: A Memoir and Cartoon Retrospective (Kate Salley Palmer) Warbranch Press</p> <p>http://www.warbranchpress.com/cartoonist.html Dr. Seuss Goes to War: The WW II Cartoons of Theodor Seuss Geisel, New Press (2001)</p> <p>Herblock: A Cartoonist's Life, Three Rivers Press (1998)</p> <p>Arial View, The State Newspaper (1990)</p>

ADVERTISING: COMMERCIALS

Moving images,

such as televised/streamed commercials, offer rich material for young people to

study. They contain “techniques of persuasion/propaganda” which are also found

in everyday life, not just advertising. Every day, we are exposed to literally

thousands of messages, many of which are advertising and marketing. From toy ads

to political candidate messages, to car and food ads: all are easily accessible via television and the web. These ads can be analyzed (read) and created (produced) by students. Like print advertisements, commercials offer teachers a chance to help young people better understand “media literacy” as well as the “techniques of persuasion/propaganda” and the “language of television ads.” If you have the equipment and know how, students can also be encouraged to create actual commercials. If you don’t have it, your students can still create their own scripts and storyboards.

Elementary Standards

Reading: Understanding and Using Informational Texts

Grade 5

Standard 5-2 The

student will read and comprehend a variety of informational texts in print and nonprint formats.

Students in
grade five
read
informational (expository/persuasive/argumentative) texts of the
following types: essays, historical documents, informational trade
books, textbooks, news and feature articles, magazine articles,
advertisements, encyclopedia entries, reviews (for example,
book, movie, product), journals, and speeches. They also read
directions, maps, time lines, graphs, tables, charts, schedules,
recipes, and photos embedded in informational texts. In addition,
they examine commercials, documentaries, and other forms of
nonprint informational texts.

SC Textbook Correlation	Texts (grades 3-5)	Websites (grades 3-5)	Videos (Grades 3-5)
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NA	<p>The Berenstain Bears and the Trouble with Commercials (HarperCollinsChildrens) April 2007)</p> <p>Made You Look: How Advertising Works And Why You Should Know (Annick Press)</p> <p>http://206.186.83.77/catalog/catalog.aspx?Title=Made+You+Look</p> <p>also</p> <p>http://www.annickpress.com/madeyoulook/index.htm</p> <p>Advertising: Media Wise, by Julian Petley, (Smart Apple Media, 2004)</p>	<p>Buy Me That: How TV Toy Commercials Hook Kids (SDE Lesson Plan)</p> <p>http://ed.sc.gov/agency/offices/cso/standards/ela/grades3-5ToyCommercials.doc</p> <p>Food Ad Deconstruction (learn how to read, analyze, deconstruct print ads from magazines)</p> <p>http://www.frankwbaker.com/foodaddeconstructions.htm</p> <p>Lesson Plan: Food Ad Tricks (how food stylists make food look good for TV)</p> <p>http://www.frankwbaker.com/food_ad_tricks.htm</p> <p>Don't Buy It (PBS Kids)</p> <p>http://pbskids.org/dontbuyit</p>	<p>Streamline videos: LifeSkills 101-Media Wise (Slim Goodbody) Advertising (4:23) segment from Discovering Language Arts: Viewing__</p> <p>This segment presents a student-made cereal commercial and analyzes the commercial's advertising techniques. A follow-up activity asks students to create a commercial about a food or clothing item they enjoy. (Teacher Guide Available)</p> <p>Other videos (available for purchase) TV Planet</p> <p>http://www.rmpbs.org/resources/files/programs/kids/tv_planet/index.html</p>
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Standards

Grade 6 Writing

Producing Written Communication In A Variety of Forms

6-5.4 Create persuasive writings (for example: print advertisements and commercial scripts) that develop a central idea with supporting evidence and use language appropriate for the specific audience.

Grade 6 Reading

Standard 6.2 The

student will read and comprehend a variety of informational texts in print and

nonprint formats.

6- 2.9 Identify

propaganda techniques (including testimonials and bandwagon) in informational texts.

7-2.7 Identify the

use of propaganda techniques (including glittering generalities and

name calling) in informational texts.

8-2.7 Identify the

use of propaganda techniques (including card stacking, plain folks, and transfer) in informational texts.

E12.7 Analyze propaganda techniques in informational texts.

Note: items in red added after SCDE document

was published

SC Textbook Correlations	Videos (Grades 6-12)	Websites (grades 6-12)	Texts/Periodicals (Grades 6-12)
Up for Adoption 2008: Media Smart Strategies for Analyzing Media (DVD Chapter: Star Wars- Episode III Ads) McDougal-Littell Media Smart Strategies for Analyzing Media (DVD Chapter: Daisy/America's Back) McDougal-Littell Media Smart Strategies for Analyzing Media (DVD Chapter: Advertising In The Jazz Age) McDougal-Littell	<p>ETV StreamLine: Advertising Images (4:24) segment from Discovering Language Arts: Viewing. Television and film are full of images meant to convey a viewpoint, through which media professionals attempt to appeal to people's interests and desires. Images of attractive people can be used as tools to sell clothing, beauty products, and athletic wear. (Teacher Guide available)</p> <p>Ad-Libbing It (22:03) Ad-Libbing It is an irreverent look at how advertisers try to hook young people on cigarettes and alcohol.</p> <p>The Role of Television Advertising In Presidential Elections (1:10)</p> <p>Skills for Healthy Living: Analyzing Media Influences (27:35)</p> <p>Understand how different media affect the way we feel about ourselves and influence the health choices we make.</p> <p>English Composition: Writing for an Audience (streamed online) Program Title: #17 Persuasion</p> <p>http://www.learner.org/resources/series178.html</p> <p>Available from ITV: (contact your media specialist or DELC operator) Voices in Democracy HS Edition Program #10 Media & Elections Other Videos (Online and Available or purchase) TV Confidential (Grades 6-8)</p> <p>http://www.rmpbs.org/resources/files/programs/kids/tv_confidential/index.html</p> <p>Selling Children: How Media Affects Kids (Connect With Kids)</p> <p>http://www.connectwithkids.com/products/sellingchildren.shtml</p> <p>Merchants of Cool FRONTLINE/PBS (streamed online)</p> <p>http://www.pbs.org/vgbh/pages/frontline/shows/cool/</p> <p>The Persuaders FRONTLINE/PBS (streamed online)</p> <p>http://www.pbs.org/vgbh/pages/frontline/shows/persuaders/</p>	<p>Scriptwriting In The Classroom (PSAs, Commercials, News, Film)</p> <p>http://www.frankwbaker.com/scriptwriting_in_the_classroom.htm</p> <p>Print Advertisement (HRM Elements of Language)</p> <p>http://go.hrw.com/eolang/medscope/module2.htm</p> <p>Techniques of persuasion:</p> <p>Deconstructing an Advertisement (Media Education Foundation)</p> <p>http://www.mediaed.org/handouts/pdfs/DeconstructingAd.pdf</p> <p>Propaganda</p> <p>http://www.propagandacritic.com/</p> <p>The Language of Advertising Claims</p> <p>http://sunset.backbone.olemiss.edu/~eqjbp/comp/ad-claims.html</p> <p>Analyzing Presidential Candidates TV Commercials</p> <p>http://www.frankwbaker.com/media_politics.htm</p> <p>Political TV Advertisement (HRM, Elements of Language)</p> <p>http://go.hrw.com/eolang/medscope/module1.htm</p> <p>Critical Television Viewing Skills</p> <p>http://www.frankwbaker.com/critical_tv_viewing.html</p> <p>The Language of TV/Film: (techniques of video production)</p> <p>http://www.frankwbaker.com/tv1.htm</p> <p>The Grammar of TV & Film</p> <p>http://www.aber.ac.uk/media/Modules/TE33120/</p> <p>Semiotics & Conventions of Television</p> <p>http://130.10.140.19/mesoc/chapter5.html</p> <p>Storyboarding</p> <p>http://torres21.typepad.com/flickschool/2007/12/storyboard.html</p> <p>Create a Storyboard (Knowitall.org)</p> <p>http://www.knowitall.org/sites/artopia/media/studio/storyboard/index.html</p> <p>Blank Storyboard form:</p> <p>http://www.frankwbaker.com/Blank_Storyboard_Form.pdf</p>	<p>Texts: Media Literacy: Thinking Critically About Advertising. Publisher: J Weston Welch</p> <p>http://www.welch.com/product/998</p> <p>Made You Look: How Advertising Works And Why You Should Know (Annick Press)</p> <p>http://286.186.83.77/catalog/catalog.aspx?Title=MadeYouLook</p> <p>also</p> <p>http://www.annickpress.com/madeyoulook/index.htm</p> <p>Identifying Propaganda Techniques in Political Ads pp 175-178</p> <p>Building Literacy in Social Studies (2007, NCSS)</p> <p>Political Campaigns & Political Advertising: A Media Literacy Guide, Greenwood Press, November 2008</p> <p>http://www.greenwood.com/catalog/GR4755.aspx</p> <p>Advertising: Opposing Viewpoints Publisher: Greenhaven Press</p> <p>Periodicals (also available online): Advertising Age</p> <p>http://www.adage.com</p> <p>Ad Week</p> <p>http://www.adweek.com</p>

Motion Pictures: Understanding the Language of Film

Students love the movies and for the most part can talk intelligently about them. But many students don't fully understand that films are also texts, which

need to be read too. Films are rich texts with many layers to study and appreciate. Even elementary students should be asked: how are films made? Film

makers have at their disposal a number of technical/production tools that comprise the languages of film: cameras, lights, sound/music, editing, set design, etc. Students should be encouraged not only to analyze (deconstruct) films, but also to create and produce their own PSAs, videos, or films (provided

your school has video production and editing capability.) Photo Story 3 (Windows) is free, user-friendly software that allows students to create their

own productions by adding narration or sound to their images—thus making a “movie.” iMac computers come fully loaded with easy-to-use movie creating software. If you don't have access to software, students can still create

scripts, screenplays and storyboards for visual productions. Students can also learn how to write film reviews.

Elementary Standards

Grade 3 Research

Applying the Skills of Inquiry & Oral Communication

3-6.2 Use print sources (for example, books, magazines, charts, graphs, diagrams, dictionaries, encyclopedias, atlases, and thesauri) and nonprint sources (for example, pictures, photographs, video, and television) to access information.

5.1 The student will read and comprehend a variety of literary texts in print and nonprint formats.

SC Textbook Correlation	Websites (3-5)	Texts/Periodicals (3-5)	Video (3-5)
NA	<p>Teacher's Guide to Making Student Movies (Scholastic)</p> <p>http://content.scholastic.com/browse/article.jsp?id=6758</p> <p>How We Make A Movie (Pixar Animation)</p> <p>http://www.pixar.com/howwedoit/index.html</p> <p>Media Arts Studio (Knowitall)</p> <p>http://www.knowitall.org/sites/artopia/media/studio/index.html</p>	<p>Texts:</p> <p>Coming Distractions: Questioning Movies (Capstone Press: 2007)</p> <p>FactFinders Media Literacy series)</p> <p>What Is Art? Movies</p> <p>Age Level: 04-08</p> <p>Barron's Educational Series (February 2004)</p> <p>Film: Media Wise (Smart Apple Media 2004)</p> <p>Periodical:</p> <p>Reeling With Words (Writing Magazine, Feb/March 2007)</p>	<p>Available for purchase</p> <p>Making Grimm Movies (companion to From The Brothers Grimm series by Davenport Films)</p> <p>sixty-minute video divided into three parts</p> <p>http://www.davenportfilms.com/pages/main_mgmpage.html</p>

Standard

Grade 6 Reading

Standard 6. 2

The student will read and comprehend a variety of informational

texts in print and nonprint formats.

Understanding and Using Informational Texts

6-2.4 Create responses to informational texts through a variety of methods

(for example, drawings, written works, oral and auditory presentations, discussions, and media productions).

Grade 8 Reading

Understanding and Using Informational Texts

Standard 8. 2 The student will read and comprehend a variety of informational texts in print and nonprint formats.

From the standards: Students in grade eight read informational (expository/persuasive/argumentative) texts of the following types: essays, historical documents, research reports, contracts, position papers (for example, persuasive brochures, campaign literature), editorials, letters to the editor, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, encyclopedia entries, reviews (for example, book, **movie**, product), journals, and speeches. They also read directions, schedules, and recipes embedded in informational texts. In addition, they examine commercials, **documentaries**, and other forms of nonprint informational texts.

SC Textbook Correlation (6-12)	Video Resources (6-12)	Other Book Recommendations (6-12)	Website resources (6-12)
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<p>Motion Picture Photography (Chapter 13)</p> <p>Elements of Language, Media Literacy & Communication Skills pp 127-136</p> <p>Literature Grade 6, 7, 8 (McDougal Littell)</p> <p>(pp 150-151 Media Studies: Plot & Setting in Film)</p> <p>Literature Grade 9, 10 (McDougal Littell)</p> <p>(pp 130-131 Media Studies: Creating Suspense In Film)</p> <p>Up For Adoption: 2008:</p> <p>Media Smart Strategies for Analyzing Media (DVD Chapter: Sister of the Traveling Pants; Whalerider)</p> <p>McDougal-Littell Media Smart Strategies for Analyzing Media (DVD Chapter: Lord of the Rings; The Cask of Amontillado; The Birds; Romeo & Juliet) McDougal-Littell</p> <p>Media Smart Strategies for Analyzing Media (DVD Chapter: Apollo 13; Finding Forrester)</p> <p>McDougal-Littell Media Smart Strategies for Analyzing Media (DVD Chapter: The Crucible; An Occurrence at Owl Creek Bridge)</p> <p>McDougal-Littell Media Smart Strategies for Analyzing Media (DVD Chapters: Camelot/King Arthur; MacBeth; Gulliver's Travels)</p> <p>McDougal-Littell</p>	<p>ETV StreamLine</p> <p>The Power of Film; Visual Literacy two segments from the series</p> <p><i>Lights, Camera, Education</i> (Background on this series can be found at the American Film Institute's website:</p> <p>http://www.afi.edu/intro/lce.aspx</p> <p>Fear Factor: Film Techniques; The Medium is the Message: Film Style and Subject Matter-segments from Discovering Language Arts: Viewing (Grades 9-12)</p>	<p>FILM: Media Wise, by Julian Petley, (Smart Apple Media, 2004)</p> <p>How To Read A Film, James Monaco</p> <p>http://readfilm.com/books.htm</p> <p>How to Read A Film (DVD)</p> <p>http://readfilm.com/HTRDVD.html</p> <p>The Director in the Classroom How Filmmaking Inspires Learning</p> <p>http://www.thedirectorintheclassroom.com/book4.php</p> <p>Filmmaking for Teens: Pulling Off Your Shorts by Troy Lanier and Clay Nichols Michael Wiese Productions</p> <p>Girl Director A How-To Guide for the First-Time, Flat-Broke Film and</p> <p>Video Maker, Ten Speed Press</p> <p>Making Short Films (includes DVD)</p> <p>ISBN 1-58115-444-5 Allworth Press</p> <p>Reading in the Reel World: Teaching Documentaries and Other Nonfiction Texts (NCTE)</p> <p>http://www.ncte.org/store/books/124789.htm</p> <p>Great Films and How to Teach Them (NCTE)</p> <p>http://www.ncte.org/store/books/117911.htm</p> <p>Reading In The Dark: Using Film As A Tool in The English Classroom (NCTE)</p> <p>http://www.ncte.org/store/books/media/106296.htm</p> <p>Reel</p> <p>Conversations: Reading Films with Young Adults</p> <p>http://www.amazon.com/Reel-Conversations-Reading-Adults-Literature/dp/0867093773</p> <p>Periodicals:</p> <p>Student Filmmakers</p> <p>https://www.studentfilmmakers.com/store/customer/home.php?cat=248</p> <p>Total Film</p> <p>http://www.totalfilm.com</p> <p>Script Magazine</p> <p>http://www.scriptmag.com/</p> <p>American Cinematographer</p> <p>http://www.theasc.com/</p> <p>Screen Education (Australia)</p> <p>http://www.metromagazine.com.au/screen_ed/index.html</p>	<p>Teacher's Guide: Academy Award Series</p> <p>http://www.oscars.org/teachersguide/index.html</p> <p>Film Production: Be A Media Critic (Artopia: Knowitall.org)</p> <p>http://www.knowitall.org/sites/artopia/media/artcritic/film/index.html</p> <p>Cinema: How Hollywood Films Are Made (Annenberg)</p> <p>http://www.learner.org/interactives/cinema/</p> <p>Lights, Camera, Education (AFI)</p> <p>http://www.afi.edu/intro/lce.aspx (also available via ETV Streamline)</p> <p>American Cinema (multipart series/ streamed on-line)</p> <p>http://www.learner.org/resources/series67.html</p> <p>Documentary Photography & Film (from the series American Passages: Unit 12 Migrant Struggle)</p> <p>http://www.learner.org/amerpass/unit12/context_activ-2.html</p> <p>The Story of Movies</p> <p>http://www.storyofmovies.org/</p> <p>IFC Film School:</p> <p>http://filmschool.ifc.com/index.jsp</p> <p>Lesson Plan:</p> <p>Lights, Camera, Action_Music: Critiquing Films Using Sight and Sound (Read, Write, Think)</p> <p>http://www.readwritethink.org/lessons/lesson_view.asp?id=863</p> <p>Scriptwriting In The Classroom (resource covers scriptwriting and storyboarding of PSAs, Commercials, News, Film)</p> <p>http://www.frankwbaker.com/scriptwriting_in_the_classroom.htm</p> <p>Writing About Film</p> <p>http://www.dartmouth.edu/~writing/materials/student/humanities/film.shtml</p> <p>How to Write A Movie Review</p> <p>http://www.howtodothings.com/hobbies/a2206-how-to-write-a-movie-review.html</p> <p>Movie Trailers as Persuasive Texts</p> <p>http://www.frankwbaker.com/movie_trailers_as_persuasion.htm</p> <p>Using Documentaries in The Classroom</p> <p>http://www.frankwbaker.com/using_docs_in_the_classroom.htm</p>
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Note: the author maintains the Media Literacy Clearinghouse web site, www.frankwbaker.com at which teachers can locate additional resources/lesson plans/activities/books related to all of the above topics.