Digital Media Literacy and Digital Natives
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Teaching Exercise

Handout or have students read this article on a teachers strike:

Give students no more than 2 minutes to skim the article. Then hand them the worksheet to fill out with the following questions without looking back at the article:

- What are the facts?
- What is the message?
- Who made it?
- Who is the target audience? How do you know?
- Why was it created?
- What was the tone?

After students have filled out the worksheet, discuss their answers as a group, then collect their worksheets. Tell them to keep their answers and the discussion in mind while watching the following video news report on the same topic.

Have students answer the same questions for the video as they did for the article, in addition to the following questions:

- How do the images help augment the news story?
- How does the different format impact the way you receive and evaluate the content?
- Are you impacted any more or less impacted by the message?

Lead a class discussion on if/how their answers to the video changed compared with their answers for the written article. Explain that the reason for only allowing them 2 minutes to look over the written article is because that is the average time someone skims a written news article.

2) http://www.newsy.com/videos/chicago-teachers-union-to-vote-on-ending-strike#ooid=tyY3F3N TqZC0Y7yVSkzPTJwLbykSP8R8
# Basics of Media Literacy

## 5 Core Concepts

<table>
<thead>
<tr>
<th>5 Key Questions</th>
<th>1. All media messages are constructed.</th>
<th>2. Media messages are constructed using a creative language with its own rules.</th>
<th>3. Different people experience the same media message differently.</th>
<th>4. Media have embedded values and points of view.</th>
<th>5. Most media messages are organized to gain profit and/or power.</th>
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</thead>
<tbody>
<tr>
<td>1. Who created this message?</td>
<td>2. What creative techniques are used to attract my attention?</td>
<td>3. How might different people understand this message differently?</td>
<td>4. What values, lifestyles and points of view are represented in, or omitted from, this message?</td>
<td>5. Why is this message being sent?</td>
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