

Handout | *Guiding Questions for Media Images 1*

Examining Aspects of Images Up Close and Personal

- **Target Audience:** Based on the age(s) of the person(s), their clothing, activity, the background, the visual stimuli in the image, and the product/article, at whom is each image targeted? Whom does the photographer/advertiser want to attract to look at this image?
- **Focus:** What does the photographer focus on? Which body part(s) do you see? Are certain areas of the body emphasized over others? Does this focus match the product/message of the advertisement/article?
- **Clothing/Makeup:** How much of the person(s) are covered? Why does the advertiser show the person(s) in this particular clothing/makeup? Does the clothing match the product/message of the advertisement/article?
- **Position:** What activities are the person(s) doing? What position are the person(s) in? Do these activities and positions match the product/message of the advertisement/article?
- **Camera Angles:** How has the photo been taken: straight on, from above, from below, from the side? How does this change how you look at the image? What does it make you focus on? Does this match the product/message of the advertisement/article?
- **Color:** Often, darker colors are used to attract males, while lighter colors are used to attract females. How does the color impact the way you feel about the image? If you are stuck or confused, consider how you would feel if you radically changed the color scheme in the advertisement.
- **Lighting:** Is it bright? Does it shine only on certain parts of the person(s) or in certain spaces of the image? How does lighting force you to focus on certain aspects of the image? Does this match the product/message of the advertisement/article?
- **Background:** What is in the background of the photo? In particular, look carefully at small details and negative/empty spaces that might create shapes or outlines. Does this background communicate anything to the viewer?

Additional Aspects to Examine for Television

Commercials: Visual and Audio Appeal

- **Motion:** What kind of motion do the images have? How does this motion connect to the product/message of the advertisement? Does it match? Is it appropriate?



- **Pacing:** How fast or slowly do the images occur? What does this pacing make you focus on? Does it distract your attention from the product/message of the advertisement?
- **Special Effects:** What special effects does the producer use? What do these effects make you focus on? Do they distract your attention from the product/message of the advertisement?
- **Sound Effects:** What sounds do you hear? What do these effects make you focus on? Do they distract your attention from the product/message of the advertisement?
- **Music:** What does this music make you feel? Does it distract your attention from the product/message of the advertisement?

Final Questions for Analysis

- **Patterns:** After looking at a number of images, what patterns in the images emerge?
- **Effect/Impact:** What messages does each image send to males and females about expectations, position in society, capabilities, etc.? What questions does this activity raise for you about portrayal of males and females? Do these messages promote healthy or unhealthy relationships? What do these images say about power among men and women?

Handout | *Guiding Questions for Media Images 2*

Examining the Messages Up Close and Personal

- **Irrelevant Evidence:** Does the image present evidence that does not match the product/message of the advertisement/article? For instance, does it show excessive skin when the advertisement is for a sweater?
- **Emotional Appeals:** Does the image try to provoke your emotions? This is often called propaganda, which aims to make the observer react based on emotions rather than thoughts. (See below for examples.)
- **Logical Appeals:** Does the image try to make the case that there are reasons to like it or believe it? (See below for examples.)

Final Questions for Analysis

- **Patterns:** After looking at a number of images, what patterns in the images emerge?
- **Effect/Impact:** What messages does each image send to males and females about expectations, position in society, capabilities, etc.? What questions does this activity raise for you about portrayal of males and females? Do these messages promote healthy or unhealthy behavior? How do these images imply power and control among men and women?

Emotional Appeals

Bandwagon	This is peer pressure, the “everybody’s doing it, wearing it, eating it, drinking it, listening to it, buying it, being it, so you should too!” argument. It makes people feel they will be loved and accepted if they follow the crowd.
Testimonial	This is the “famous people do this, wear this, eat this, drink this, listen to this, buy this, are this, so you should too” argument. Having celebrities that people “identify with” testify to the benefit of something often makes people feel they can trust the information.
Individuality	This is the opposite of bandwagon, the “you will be so cool, so unique, so different, so special if you do, wear, eat, drink, listen to, buy, be this” argument. It aims to make people feel they will somehow stand out.
Loaded Words	These are words that get an instant reaction, and they can be positive (free) or negative (loser). It includes name-calling, either positive or negative. The observer reacts to the word in a positive or negative way and is thus attracted or repelled.
Humor	This technique gets people to laugh and puts them in a frame of mind to listen/believe by feeling good.
Security	This is the “you want to be safe and alive, don’t you?” argument. It makes people feel they need to do this, wear this, eat this, drink this, listen to this, buy this, be this to be safe and secure.
Stereotyping	This makes generalizations about groups of people based on age, gender, size, skin color, ethnicity, or interests. It lumps people together and assumes people in a particular group all share the same characteristics. It can be used either positively or negatively.
Sex Appeal	This is using a particular gender to appeal to a particular sexual orientation; it aims to arouse emotional response based on the appeal of the person(s) featured.
Slogan	This is the catchy phrase that sticks in your head.

Logical Appeals

Facts and Figures	This provides numbers and data for you to consider.
Card-stacking	This gives you positive information that makes the image seem good. It generally leaves out anything negative; it’s typically one side of the story.
Comparison	This gives you something else to compare the image to. It aims to promote one image over an alternative(s).

Handout | *Media Literacy Rubric 1*

Does media imagery influence YOU?

Consider two questions about the visual imagery you examined:

- How effective is the visual imagery you have examined?
- Does this visual imagery present the “truth”? Does it present simplification or stereotypes of its subjects?

These questions require you to use a skill called “analysis.” Analysis means that you find and examine evidence to make judgments about it. Let’s look at how you can approach this assignment to succeed:

1. First, you have to make an informed judgment — this is your argument — based on the aspects of the imagery that you’ve examined.
2. Then you have to explain how these elements and techniques do or don’t work for a teenage audience.



Each student will be graded on his or her response. The response should demonstrate the following:

To earn an A	To earn a B	To earn a C
<ul style="list-style-type: none">• Discuss at least one piece of evidence from each of seven or more aspects you examined• Provide evidence for each part you discuss• Provide an explanation for how the evidence supports your argument• Include an analysis of the imagery’s “truth” throughout the analysis of evidence to come to a conclusion• Use correct grammar, punctuation, spelling• Show great thought in word choice• Raise questions about what the imagery leaves out	<ul style="list-style-type: none">• Discuss at least one piece of evidence from each of five to six aspects you examined• Provide evidence for each part you discuss• Provide an explanation for how the evidence supports your argument• Consider the imagery’s “truth” in some of the analysis and conclusion• Use mostly correct grammar, punctuation, spelling• Show some thought in word choice	<ul style="list-style-type: none">• Discuss at least one piece of evidence from each of three to four aspects you examined• Provide evidence for each part you discuss• Provide an explanation for how the evidence supports your argument• Have a brief conclusion about the imagery’s “truth”• Generally use correct grammar, punctuation, spelling

Handout | *Media Literacy Rubric 2*

Can YOU do what advertisers do?

You will consider everything you've learned about media imagery and apply it to develop a media campaign that addresses either prevailing societal views of males and females in school, or behavior(s) of males and females in school. You will work like advertisers actually work to create successful advertising campaigns.

Here are the Steps:

Brainstorm Project Ideas: Develop ideas for how to reach your peers at school.

Assess Media: Review the effectiveness and practicality of each form of media to determine which types of projects you will create.

Create Group Project — Phase 1: Divide into groups to work on a specific project. Create a project plan, sketching out what the project will look like.

Get Group Project Feedback: Share project plans with other groups and then discuss with the class to gain feedback on the plan. (This will help groups revise their plans in order to create the best product possible.)

Create Group Project — Phase 2: After feedback, each group will revise its project plan and then execute it.

Each group will be graded on its product. The product should demonstrate the following:

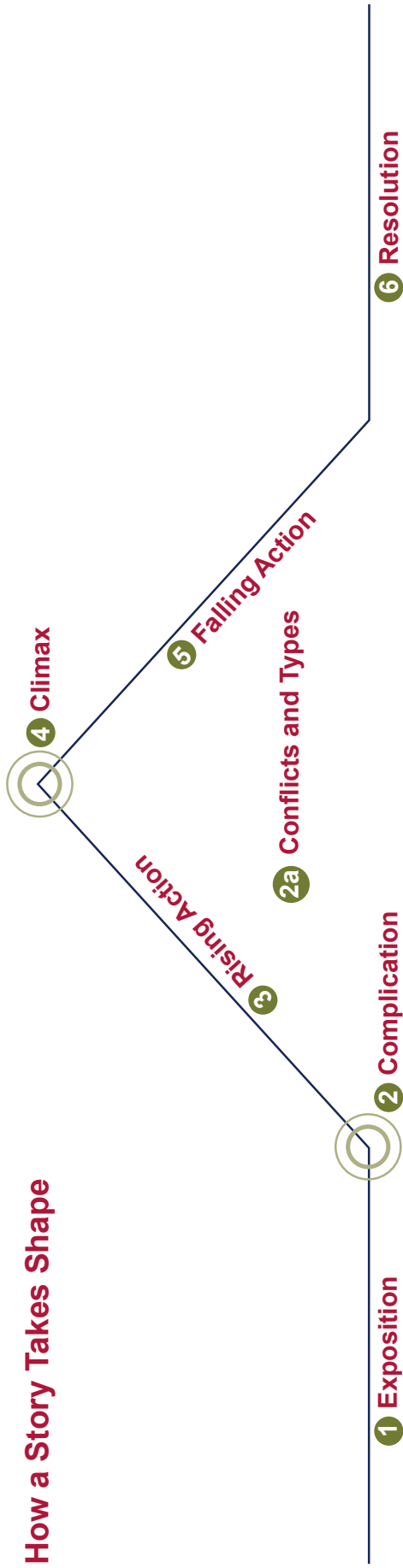
To earn an A	To earn a B	To earn a C
<ul style="list-style-type: none"> • Great consideration to group and class feedback and makes positive changes that go beyond feedback in project plan • Deep and careful thought in word choice to grab students effectively • Effective use of as many visual/sound techniques as possible and appropriate for students • Effective use of as many persuasive techniques as possible, in a way that is appropriate for students • Correct grammar, punctuation, spelling 	<ul style="list-style-type: none"> • Consideration to group and class feedback and makes positive changes in project plan • Careful thought in word choice to grab students' attention • Good use of some visual/sound techniques appropriate for students • Good use of some persuasive techniques appropriate for students • Correct grammar, punctuation, spelling 	<ul style="list-style-type: none"> • Some consideration to group and class feedback and makes a few changes in project plan • Some thought in word choice to grab students' attention • Use of some visual/sound techniques appropriate for students • Use of some persuasive techniques appropriate for students • Correct grammar, punctuation, spelling

Each student will be graded on his or her explanation and/or presentation of the product. The student should:

To earn an A	To earn a B	To earn a C
<ul style="list-style-type: none"> • Explain in great detail the purpose of the product's design • Explain in great detail how it will reach students • Explain in great detail the purpose of the product's placement at school 	<ul style="list-style-type: none"> • Explain in more detail the purpose of the product's design • Explain in more detail how it will reach students • Explain in more detail the purpose of the product's placement at school 	<ul style="list-style-type: none"> • Explain the product's design • Explain how it will reach students • Explain the product's placement at school

Handout | Plot Diagram

How a Story Takes Shape



1 Exposition — gives background on setting and characters

3 Rising Action — emotion and conflict build as the character(s) deal(s) with complication(s)

4 Climax (or turning point) — the highest point of emotion; the complication is at its worst

5 Falling Action — the complication begins to move toward resolution

2 Complication — the problem or challenge that main character(s) must resolve

- 2a Conflicts and Types** —
- Internal vs. external
 - Person vs. person
 - Person vs. nature or force
 - Person vs. group

6 Resolution — the complication is resolved in some way