

## English SOL Institute: Elementary Media Literacy Strand

### *"The Big Five" Laura Jo Darcy and Sharon James King George County Schools*

**SOL 4.3 & 5.3** The student will learn how media messages are constructed and for what purposes.

- a) **Differentiate between auditory, visual, and written media messages.**
- b) **Identify the characteristics *and effectiveness* of various media messages.**

#### **Curriculum Framework**

- Identify attributes of a constructed message: *author, audience, format, content,* and purpose.
- *Create age-appropriate media messages.*

NOTE: Aspects of media literacy that are introduced in 5<sup>th</sup> grade are italicized.

## **THE BIG FIVE**



**Authorship:** Who created the message?

**Audience:** Who is meant to receive the message? How might different people interpret the message?

**Format:** How did the author create the message? What is the media being used? What specific elements (e.g. language, voice, color, sound, illustrations) help to communicate the message effectively?

**Content:** What are the main ideas communicated in the message? What explicit or implicit information, assumptions, facts, or opinions are included in the message?

**Purpose:** Why did the author create the message? Is it intended to persuade, inform, entertain, sell, or a combination of these? How effectively did the author achieve the intended purpose?

**SOL 4.3a/5.3a requires students to access a variety of auditory, visual, and written media. The following resources provide opportunities for students to analyze a variety of media sources related to USI.9.**

Pollacco, Patricia. (1994). *Pink and Say*. Philomel Books: NY.

This picture book narrates an account handed down to the author from an ancestor who survived the Civil War. A young wounded Union soldier is rescued by a former slave also fighting for the Union. The picture book encourages the reader to examine issues of slavery and war from a distinctly Union perspective.

<http://americanhistory.si.edu/militaryhistory/printable/section.asp?id=5>

This collection of the Smithsonian National Museum of American History includes historical information at a more readable level than many sites that we researched. This site will allow students to explore concepts encountered in the picture book (such as prison camps) in a more factual, balanced media.

<http://www.slaveryinamerica.org/narratives/overview.htm>

This site has an extensive collection of information about slavery and the Civil War. Students will listen to recorded narrations of primary sources. Included are many accounts of the slave trade, everyday life on a plantation, and other aspects of life for slaves at this time.

### **Recommended Professional Articles**

Hobbs, Renee. "The Changing Face of Literacy." Virginia Journal of Education. Web. 7 June 2012 <<http://www.veanea.org/home/1812.htm>>.

Lapp, Diane, Barbara Moss, and Jennifer Rowsell. "Envisioning New Literacies through a Lens of Teaching and Learning." *The Reading Teacher* 65.6 (Mar. 2012): 367-377. Print.

Soldiers in the Civil War  
Scavenger Hunt

Name:

<http://americanhistory.si.edu/militaryhistory/printable/section.asp?id=5&sub=9>

READ AND EXPLORE THE WEBSITE ABOVE. THEN, ANSWER THE ITEMS.

In each box, write about one hardship faced by Civil War soldiers.

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About how old were most soldiers in the Civil War? \_\_\_\_\_

Find the image *Soldier Giving Water to a Wounded Companion*. Think about the illustrations in Pink and Say. Tell one way that the images are alike, and one way that they are different.

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Find one other image that is interesting to you. Describe it below. What thoughts or feelings do you have in response to the image?

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Find out two things that women did during the Civil War.

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According to this website, circle the side that held more prisoners during the Civil War?

Union

Confederacy

Explain...
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Complete the following for the website:

Author	
Audience	
Format	
Content	
Purpose	

# Media Literacy Podcast Plan

Name: \_\_\_\_\_

*It is 1863, during the Civil War. My name is \_\_\_\_\_. I am \_\_\_\_\_ years old.*

*It is 2012. My name is \_\_\_\_\_. I am \_\_\_\_\_ years old.*

*We are voices from the past and present, making connections in history long ago and today.*

<b>Author</b>	
<b>Audience</b>	
<b>Format</b>	
<b>Purpose</b>	
<b>Content</b>	Civil War Character _____

## Podcast Idea Organizer

	<b>Then</b>	<b>Now</b>
<b>Name</b>		
<b>I am...</b>		
<b>what I wear</b>		
<b>how I spend my time</b>		
<b>hardships</b>		
<b>things I do or see or hear</b>		
<b>things I am not allowed to do</b>		
<b>worries and fears</b>		
<b>something I don't understand</b>		
<b>hopes and dreams</b>		

# The Big Five Media Message Response Sheet



<p><b>Author:</b> Who created this message?</p>	
<p><b>Audience:</b> Who is meant to receive the message? How might different people interpret the message?</p>	
<p><b>Format:</b> How did the author create this message? What is the media being used? What specific elements- language, voice, color, sound, illustrations, etc.- help to communicate the message effectively?</p>	
<p><b>Content:</b> What are the main ideas communicated in this message? Does the message include facts, opinions, or specific viewpoints?</p>	
<p><b>Purpose:</b> Why did the author create this message? Do you think that the author did an effective job achieving the purpose?</p>	