

PROJECT LOOK SHARP



September Newsletter

PLS September '23 Newsletter at a Glance:

- ML3: Librarians as Leaders of Media Literacy
- Piloting our CMD Hybrid Course
- New Lesson: *The Chinese Exclusion Act*
- Lessons for Indigenous People's/Columbus Day
- Lessons Tied to Current Issues
- NAMLE News
- Goodbye Dr. Ayşe Asli Sezgin Büyükalaca
- Welcome Tracy Mack

50 States for ML3

This month begins our 2-year [IMLS](#): grant to plan how to expand our [ML3 initiative](#) across 50 states. In partnership with [AASL](#) and in collaboration with [NAMLE](#) PLS will design a plan for teaching habits of questioning all media messages to all students through the leadership of school librarians nationwide. The initiative will be directed by Project Look Sharp's Director of Curriculum and Staff Development, Chris Sperry (csperry@ithaca.edu).



CMD Hybrid Course

We have been hearing for quite some time from educators and administrators that they want/need a self-paced way to learn and practice [Constructivist Media Decoding](#), PLS's methodology for integrating question-based, student-centered, curriculum-driven media analysis into all subject areas and levels. Cyndy Scheibe and Louise Holmes led a team that developed and piloted a hybrid online class this summer to rave reviews. More than 100 New York State librarians applied to take the course, and 38 were selected from across the state. The course started and ended with 90-minute live Zoom sessions led by Cyndy Scheibe and Chris Sperry. In between there were 4 self-paced units where participants learned the methodology, reviewed resources, designed and led a short practice CMD activity, and evaluated their own learning. To quote one participant: "CMD has changed the way that I approach teaching media with students. Having the option to do it virtually made it possible for me."

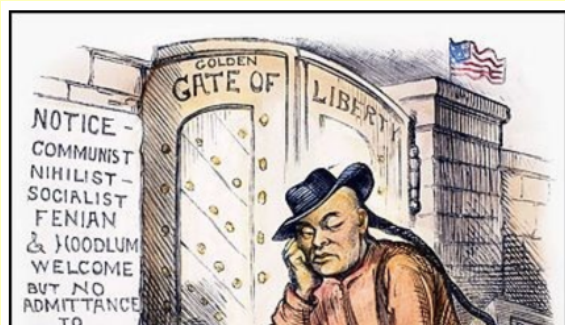
Given the success of this pilot we will be offering it again this spring for librarians nationally as part of our IMLS grant work. In addition, ML3 librarian Bridget Crossman will pilot a hybrid version of the course that combines face-to-face interactions with self-paced activities for educators in her Lake George School District this year. This model would enable trained school librarians (and other trained PD providers) to facilitate the CMD course for their teachers with face-to-face practice decodings. We have found this collegial practicing to be most effective in providing engaging PD in both media literacy and quality teaching.

New FREE Media Decoding Lesson

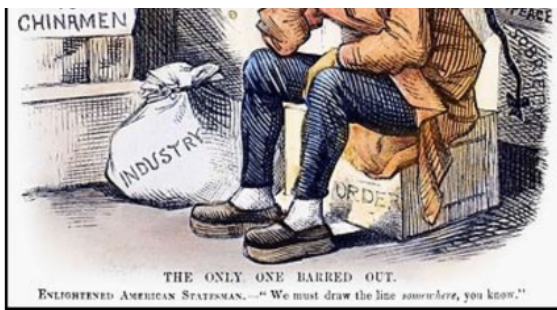
[The Chinese Exclusion Act - Media and Messages](#)

Middle School through College

Students work in groups to analyze 18 media documents - including legislation, legal documents, political cartoons, a pamphlet and handbill, illustrations, and advertisements - for messages about Chinese immigrants and the Chinese Exclusion Act.



- **What are the messages here about the Chinese Exclusion Act?**
- **How does this perpetuate and/or counter stereotypes?**
- **What aspects of historical context are important to consider?**



Consider:

- How might one's ethnic identity impact their interpretation of these documents?

Editorial Cartoon, 1882

Lessons for Indigenous Peoples/Columbus Day

PLS has more than [40 free media decoding lessons](#) that link to this holiday. You can filter this search by level, media type, duration and more. Here are just two examples:

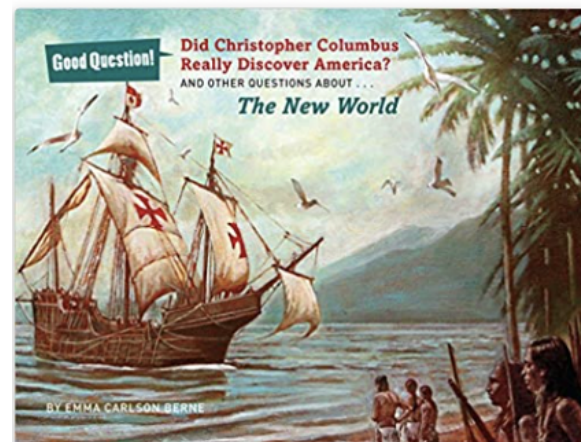
[Columbus "Discovers" America: What's The Story?](#)

Upper Elementary through College

Students analyze three illustrations for messages about Columbus and the Tainos and reflect on changing perspectives on history.



Poster 1892



Book Cover 2015

- What are the messages here about Columbus and about the Tainos?
- How do the different views reflect their historical contexts?
- How might different people interpret these messages differently?

[Historical Monuments: Whose History? Whose Choice?](#)

High School through College

Students analyze excerpts from a public television series, a news report and a web video for messages about how historic monuments/statues have been reappraised in the Black Lives Matter era in the U.S., Australia, and Latin America.



“Mexico removes Christopher Columbus statue before annual protest,” Al Jazeera English, 2020.

- How have changes in political perspectives and power changed what monuments we erect and take down?
- Is one of these videos more objective or less biased than others? What makes you say that?
- How does my own identity impact my interpretations?

Lessons Related to the Climate Crisis

PLS has more than [60 media decoding lessons about climate](#). You can filter this search by subject, level, length, standard, etc.

Examples include the following:

- [Geoengineering: Can Techno Fixes Save Us From Climate Change?](#)
- [Climate Disaster: Young People Act](#)
- [Our Changing Planet: Climate, SEL, and Media Literacy for Our Youngest Students](#)
- [Youth, Hip Hop & Climate Change](#)

Lessons About the Teaching of History

PLS has many lessons that explore diverse and often [conflicting views of history](#) and how it should be taught including the following:

- [Zero: Who Invented It and How Do We Know?](#)
- [Representations of Enslavement in South Carolina – Context is Everything](#)
- [Critical Race Theory – Whose History? Whose Story?](#)
- [Remember the Alamo](#)
- [Mapping Ancient Civilizations: Who's Included and Who's Not](#)

NAMLE News

The [National Association for Media Literacy Education](#) has just updated its [Core Principles of Media Literacy Education](#). This important 4-page document lays out the goals and implications for the practice of media literacy.

If you haven't already, take NAMLE's [short survey](#) about your experiences, challenges and concerns teaching media literacy. Whether you teach a single media literacy lesson or an entire media literacy course, your experiences will be invaluable in helping NAMLE continue to make sure media literacy education is prioritized and educators are supported.

Goodbye Asli

For the last 8 months Project Look Sharp has had the honor of hosting Dr. Ayşe Asli Sezgin Büyükalaca, Associate Professor of Communication Sciences at Turkey's Cukurova University, for a post-doc at Ithaca College. Asli was studying Project Look Sharp's [Constructivist Media Decoding](#) approach to media literacy and devising ways to bring this to schools in Turkey. In her upcoming article in the [Journal for Media Literacy Education](#), Asli advocates for a "switch from a classroom environment based on one-sided lectures to an application in which students are at the center, where they use their ability to question, research, and analyze through a wide variety of media documents."



We will be very sorry to see Asli go but are excited to continue our collaboration as she brings

student-centered, curriculum-driven, inquiry-based media decoding to Turkey.



Welcome Tracy

We are delighted to welcome Tracy Mack in an expanded role with the team at Project Look Sharp. While Tracy has been working with us to publish new lessons since last winter, she will now be coordinating our budget and helping with designing promotional materials as well. Never one for idleness, Tracy will be doing all this on top of her position as the District Librarian for Corinth Central School District.

Thanks for your dedication and skill Tracy!



[View in web browser](#)