

PROJECT LOOK SHARP



🍀 March 2024 Newsletter 🍀

PLS March '24 Newsletter at a Glance

New Lessons:

- [Animals and Images: What Do You See?](#) - Early Elementary
- [Kerblam!?! - Violence in Comics](#) - Middle School
- [Comic Superheroes and Historical Context](#) - Middle & High School

Lessons for Women's History Month

New Courses on *Constructivist Media Decoding*

C3 Social Studies and CMD

New Media Decoding Lessons

[Animals and Images: What Do You See?](#)

Early Elementary

Students analyze different types of images for messages about image forms and about reptiles, amphibians



and dinosaurs.



Media Decoding Questions →

- What kind of animal is this? How can you tell?
- What kind of image is this? How can you tell?
- Is this image real? How do you know?

Search all our lessons for [Early Elementary](#) .



KERBLAM!*

Violence in Comics

Middle School

Students analyze comic book covers for messages about violence and about the differences between realistic fiction and fantasy.

- What feelings might the characters have?
- What does this tell me about violence?
- Why might comics have so much violence?
- Is violence really cool?

Other lessons about [Violence and Non-Violence](#).

Comic Superheroes

&

Historical Context

Middle & High School

Students analyze comic book covers for messages about historical context and book cover design techniques.

See other lessons about

Historical Context

See lessons for decoding

Comics and Cartoons



- How was the story shaped by the events that were happening when this was made? What is your evidence?
- Does the cover designer have an opinion about this historical event? If so, what is it and how can you tell?

Lessons for Women's History Month



From the lesson:

[Rosie the Riveter](#)

- What do these illustrations have in common? How do they differ?
- What is the historical context for these images?
- What questions do you have about these images and where could we find the answers?

Search our collection of media decoding lessons for [Women's History](#) using **Keywords** (e.g., [Gender](#)), **Subject Areas** (e.g., [STEM](#), [US History](#), [Global Studies](#), [Health](#)), **Age/Grade Level** ([Lower Elementary](#), [Upper Elementary](#), [Middle School](#), [High School](#), [College](#)), and **Filter** by **Resource/Lesson Duration** (e.g., [Under 15 minutes](#), [30-60 minutes](#)), **Media Type** (e.g., [Film/Video](#), [Webpage](#)), Standards (ELA, C3, NGSS), and more.

New CMD Courses

Project Look Sharp is running a series of new hybrid courses on [Constructivist Media Decoding](#) that we are planning to scale nationally through the leadership of school librarians.

These include:

- **A National Pilot** course beginning in March that will train school librarians in 24 states to be leaders in integrating question-based, student-centered, curriculum-driven media decoding across all grade levels and subjects.
- Versions of this course for school librarians in **New York** and **Washington** state.
- A **CMD course for classroom teachers** taught by ML3 school librarian Bridget Crossman for her teachers in Lake George, New York. We hope this will become a national model for having trained school librarian leaders facilitate the CMD course for their teachers that includes in-person practice media decoding activities with colleagues.
- A PD experience for **school librarian administrators** to familiarize them with these courses.

For more information about this work go to [ML3](#) or contact Cyndy Scheibe at scheibe@ithaca.edu.

C3 Social Studies and CMD

On March 19 at 7 pm EST Chris Snerry will be speaking on a special [C3 Showcase Webinar](#)

On March 15 at 7 pm EST Chris Sperry will be speaking on a special [webinar](#) for the National Council for the Social Studies. In celebrating the 10th anniversary of the C3 Framework, Chris, together with other curriculum designers, will speak about how the C3 standards for social studies are integral to our work and where we need to go from here.

