

PROJECT LOOK SHARP



December 2023 Newsletter

PLS December '23 Newsletter at a Glance

New Lessons:

- *Winter Holidays Around the World* - Elementary
- *The Murders of Osage Indians: Media Forms, Qualities, & Credibility* - Middle & High School
- *Physics or Fiction - Will Tango & Cash Get Electrocutted?* - Upper Elementary & Middle School

Lessons for January:

- *MLK Day* - Media Decoding Lessons for All Grades
- *The January 6th Insurrection* - Lessons and a Demonstration Video

Update on ML3: Librarians as leaders for Media Literacy

New FREE Media Decoding Lessons

[Winter Holidays Around the World](#)

Lower & Upper Elementary

Students analyze covers of children's books to learn about, discuss and ask questions about 8 winter holidays around the world.

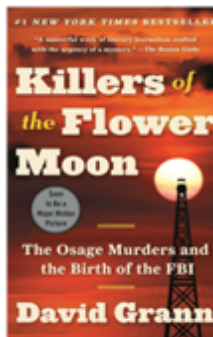


- What do you notice about this holiday?
- What questions do you have about this?
- What is similar and different about these holidays? Why might that be?
- Are book covers a good way to learn about winter holidays?

The Murders of Osage Indians: Media Forms, Qualities, and Credibility

Middle & High School

Students explore how different media forms represent the history of the Osage murders, the credibility of sources, and their own preferences.



Non-Fiction Book



TV Series



Comic Book

- Who made this and for what purpose?
- How might the media form (Wikipedia page, website, feature film, etc.) impact how it presents the history of the Osage murders?
- What questions should you ask to assess the credibility of this source?
- How might our own identity impact how we experience these messages?

Physics or Fiction - Will Tango and Cash Get Electrocuted?

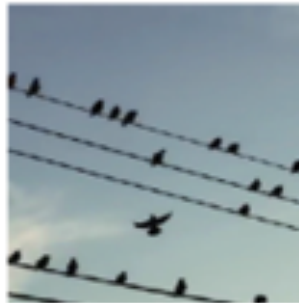
Upper Elementary & Middle School

After viewing clips from a feature film and web videos, students will identify

messages about electrical currents and shock, analyze sources and credibility, and reflect on strategies for finding accurate information.



"Tango And Cash"



"Why don't birds on Powerlines get zapped?" SciShow

- Will Tango and Cash get electrocuted? Why or why not? How do you know?
- Which of these videos is more credible when it comes to facts about electricity?
- Which one of these videos would you be most likely to remember and why?
- What should you ask to determine the credibility of information about science?
- What does this lesson teach us about how we learn, remember, and assess scientific information?

FREE Media Decoding Resources for January

Lessons about **MLK and the Civil Rights Movement** including:

[Sculptures of Dr. King: Reading the Messages](#)

- ELEMENTARY

Students analyze four sculptures for messages about Dr. King's life and legacy.

[A Media Chronology](#)

- MIDDLE SCHOOL - COLLEGE

Students analyze Dr. King's public accomplishments and their representation in the media.

[Constructing King](#)

- MIDDLE SCHOOL - COLLEGE

Students analyze diverse media



representations of Dr. King including conflicting video interpretations of Dr. King and Malcolm X.

Three Speeches

- HIGH SCHOOL ELA

Students analyze 3 of Dr. King's speeches for content, literary devices, and presentation form.

Resources about the **January 6th Insurrection**

[Storming the Capitol: Front Page Constructions](#) - MIDDLE SCHOOL - COLLEGE

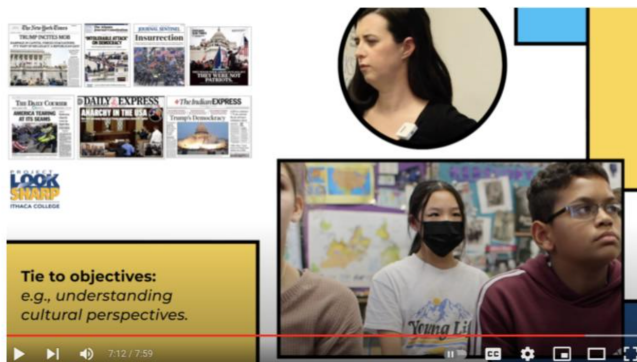
Students analyze domestic and international newspaper front pages for messages about media representation of the storming of the Capitol.

[Two Views of an Insurrection: January 6, 2021](#) - HIGH SCHOOL - COLLEGE

Students analyze the choices made in constructing two news reports on the January 6, 2021 storming of the U.S. Capitol and how we interpret the bias of each.

[Race and Perspective: Contrasting the Police Response to the Insurrection and Black Lives Matter Protests in TV and Print](#) - HIGH SCHOOL - COLLEGE

Students compare two opinion pieces, a TV news commentary and a print article, about the police response to Black Lives Matter protests and to the Capitol insurrection on January 6, 2021 for messages about media construction and how our identity influences our views.



Demonstration Video:

January 6, 2021: Newspaper Front Pages
Middle School teacher, Mary Kate Lonergan, leads her students through a decoding of domestic and international newspapers - using the Project Look Sharp lesson: "Storming the Capital" - to analyze media construction and bias in news coverage.



For More Information: go to [ML3](#) - and sign-up for our periodic [ML3 newsletter](#) -



coming in 2024.

ML3 is a Project Look Sharp initiative in partnership with the American Association of School Librarians ([AASL](#)) and in collaboration with the National Association for Media Literacy Education ([NAMLE](#)) - funded by a planning grant from the federal Institute for Museum and Library Services ([IMLS](#)).

Our goal is to plan how to scale up our successful work in New York State to all 50 states, including assessing the challenges and opportunities nationwide for providing school librarians with the resources, training, and support to be the leaders of integrating student-centered, curriculum-driven, inquiry-based media analysis throughout the curriculum.



PROJECT LOOK SHARP



November 2023 Newsletter

PLS November '23 Newsletter at a Glance

New Lessons:

- *Asian American and Pacific Islander History and Culture: Representation and Authorship*
- *A.I. - Pros, Cons, Credibility and Bias*

Lessons for **Thanksgiving** and **Native American Heritage Month**

Media Decoding Resources about **Israel/Palestine**

New York State **Framework for Media Literacy**

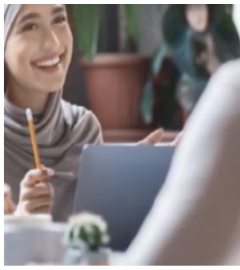


New FREE Media Decoding Lessons

[Asian American and Pacific Islander History and Culture: Representation and Authorship](#)

Students analyze four short videos for messages about Asian American and Pacific Islander histories and cultures and their representation.



- What are the messages in each clip about Asian

		
<i>Celebrating AAPI Heritage Month.</i> Spectrum Reach. 2022	<i>Asian Americans Breaking Through.</i> PBS. 2020	<i>Forever Chinatown.</i> Director James Chan. 2019

each film clip about Asian American and Pacific Islander history and culture?

- Who made this and for what purpose?
- How does your own identity impact your interpretation?

[A.I. - Pros, Cons, Credibility and Bias](#)

Students analyze four short videos for messages about the pros and cons of artificial intelligence, the bias and credibility of each source, and our own thinking about the issue.



A Window to a Better World: AI for Good. United Nations. 2020.



Could AI Lead to Human Extinction? NBC News. 2023.



AI: What Is It, What Are the Benefits & Challenges and What You Can Do to Prepare for it. Jacob Morgan. 2017.

- What are the main points here?
- What biases do you see?
- Who is speaking and what credibility do they have on this subject?
- What questions do you have?

Thanksgiving - Media Decoding Lessons

[Squanto and the First Thanksgiving: Whose Story?](#) Upper Elementary

Students analyze excerpts from three children's books for differing perspectives and messages

Students analyze excerpts from three children's books for differing perspectives and messages about the history of Squanto's role in the first thanksgiving feast.



- Why might the Wampanoag and the English settlers view the Plymouth settlement differently?
- Why might different authors explain historical events in different ways?
- How would you decide which of these books is most true to what really happened and why?

Thanksgiving: Who's Telling the Story? Middle School - College

Students analyze short videos for messages about the meanings and impacts of the stories surrounding Thanksgiving.



The Invention of Thanksgiving.
National Museum of the American Indian.



When is Thanksgiving Day and Why is it Celebrated?
AlJazeera AJ+.



The Pilgrims and the First Thanksgiving. PBS American Experience.

- According to this video how does one's cultural identity inform one's understanding of Thanksgiving?
- How does the mission of the producer shape their messages about Thanksgiving?

41 Lessons for Native American Heritage Month,

including:

[Trails of Tears: Who's Telling the Stories and How?](#) Middle - High School

[Pocahontas: Can We Really Know Who She Was?](#) Upper Elementary - Middle

School

[Indigenous Media Making: Affirming Identity](#) Middle School - College

[First Contact: Who's Telling the Story?](#) Upper Elementary - College

Israel - Palestine - Media Decoding Resources



This 5 minute annotated video shows Chris Sperry leading a decoding of Israeli and Palestinian created maps with high school students, to understand how maps could be factually true but also biased.

[6 Lessons](#) about **The History of the Arab Israeli Conflict**, including:

[Same Land - Different Histories](#) High School - College

[May 14, 1948: Independence or Catastrophe?](#) High School - College

[Whose Fear and Whose Security?](#) High School - College

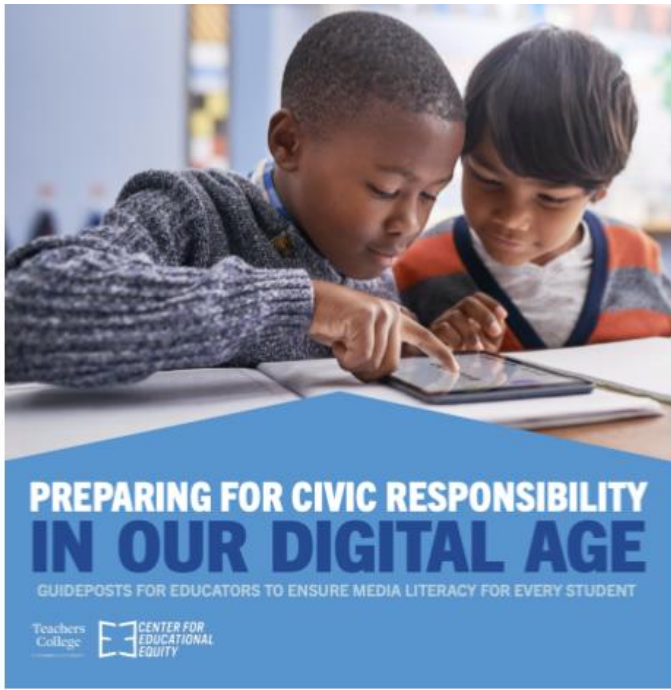
New York State [Framework for Media Literacy](#)



[DemocracyReady NY](#)

collaborated with **Dr. Faith**

DemocracyReadyNY.com



Rogow to produce this important new document. *The framework articulates the **goals, objectives, and methods of media literacy education** in actionable terms for educators in school settings. It is designed to be both flexible and clear, providing schools, districts, and the state with the guideposts they need to implement culturally and developmentally appropriate media literacy instruction for every New York State student.*



Built with ActiveCampaign >



PROJECT LOOK SHARP



October 2023 Newsletter

PLS October '23 Newsletter at a Glance:

New Lessons:

- Mediated AI: **Artificial Intelligence** in Feature Film
- **Japanese Internment** During WW2

Media Decoding for **Halloween** and **Veterans Day**

Lessons for **Sustainability**

Media Literacy Week

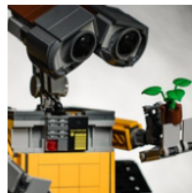
Mapping Impactful Media Literacy Project

ML3 Update

New FREE Media Decoding Lessons:

[Mediated AI: Artificial Intelligence in Feature Film](#)

Students analyze seven film excerpts from the 1950s to the 2020s for messages about the impacts of artificial intelligence on society.



- What are the messages in these film clips about AI?
- What historical context shaped each construction?



Star Wars - 1977 **Wall-E - 2008** **M3GAN - 2022**

Japanese Internment During WW2

Students analyze four short video representations about Japanese internment during WWII for messages about the event, how it is constructed, its historical and cultural context, and our understanding of history.



“Japanese-American Internment During WWII.” History Channel. 2017. 3:31.



Japanese Relocation. U.S. Office of War Information. 1943. 3:01.

- When and why was each video made, by whom, and for what audience?
- Are any of these views of history more objective, more truthful, or more biased than the others?

Halloween - Media Decoding Lesson:

Halloween Costumes: When Does Fun Turn Into Hurt?

Students analyze a commercial and video analysis for messages about cultural appropriation in Halloween costumes and how identity impacts responses to media.



M & M Commercial, 1988, :35 sec.



- What are the messages in each video about dressing up as "Indians" on Halloween?
- Who created this for what purpose?
- Who might benefit and who might be harmed by each of



Cultural Appropriations vs. Appreciation, CBC, 2016, 2:46 min.

...ing... named by...
these messages?

Veterans Day - Media Decoding Lesson:

[Veterans' Statues: Reading the Messages](#)

Students analyze sculptures of war veterans for messages about purpose, point of view and meaning.



- What war or veterans' group is being honored here?
- How are the different wars presented similarly or differently?

Check out our collection of media decoding lessons about **SUSTAINABILITY:**

- 12 Lessons for [Early Elementary](#)
- 19 Lessons for [Upper Elementary](#)
- 52 Lessons for [Middle School](#)
- 62 Lessons for [High School and College](#)

You can filter your search by Keyword, Subject, Media Type, Duration, and more.





From NAMLE

[Media Literacy Week](#) is coming up October 23-27 with a growing list of [events](#), including Project Look Sharp webinars on *Librarians as Leaders for Media Literacy* and *K-12 Resources for Media Decoding*.

From the Newhouse School at Syracuse University

The [Mapping Impactful Media Literacy Project](#) is looking for K-12 educators to participate in a research project on media literacy and civic engagement. Thanks to [NAMLE](#) they are able to offer a **\$30 gift card** for your time and expertise. This project and field guide explores how equity is understood and applied in media literacy practice and research. [Click here](#) to sign up or contact NHCodeshift@syr.edu.



ML3 Update:

[Project Look Sharp](#), in partnership with the [American Association of School Librarians](#) and in collaboration with [NAMLE](#), was recently awarded a 2-year grant from the federal [Institute of Museums and Library Services](#) to develop a plan to scale up our successful New York State [ML3 initiative](#): **Librarians as Leaders for Media Literacy**. Our Advisory Board made up of school librarians and administrators, teachers, and educational leaders from across the country will be meeting at the [AASL conference](#) in Tampa, FL, this month to get the ball



the [AASL Conference](#) in Tampa, FL this month to get the ball rolling. We will begin with a study of the systems, opportunities and challenges that exist in all 50 states for scaling up our ML3 work. For more **information** about this initiative [click here](#).



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."

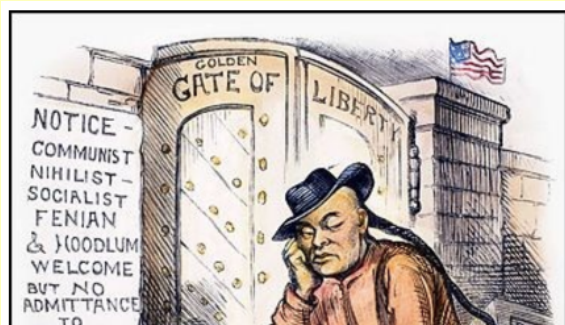
Given the success of this pilot we will be offering it again this spring for librarians nationally as part of our IMLS grant work. In addition, ML3 librarian Bridget Crossman will pilot a hybrid version of the course that combines face-to-face interactions with self-paced activities for educators in 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

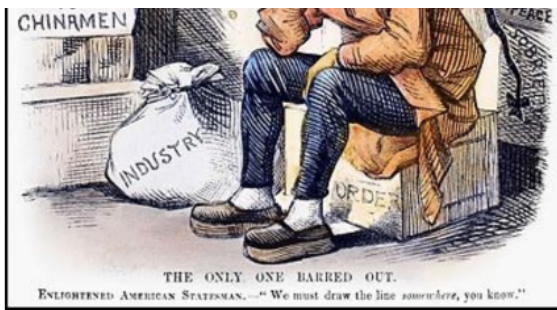
[The Chinese Exclusion Act - Media and Messages](#)

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:

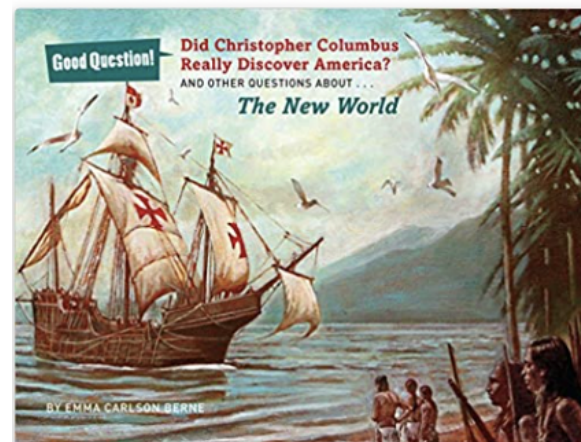
[Columbus "Discovers" America: What's The Story?](#)

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!



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PROJECT LOOK SHARP



August 2023 Newsletter

This Month's Highlights:

ML3 - Librarians as Leaders for Media Literacy
New Demonstration Videos - Early Elementary & Middle School
Five NEW Lessons for Media Decoding

- [Math, Media, and Me for MS/HS](#)
- [Climate, SEL, and Media Literacy for Elementary](#)
- [Origins of Hip Hop: Considering "The Message"](#)
- [Women in Hip Hop: "Ladies First"](#)
- [Migrant Mother: Photos as Fact or Opinion](#)



ML3 Going National

For the last 2 years Project Look Sharp, in partnership with [SLSA](#) (*New York State School Library Systems Association*) piloted a unique initiative to integrate the teaching of critical thinking and media literacy across the state through the leadership of K-12 school librarians. You can read about the initiative, what we accomplished, and access the final evaluation, at [ML3: Librarians as Leaders for Media Literacy](#).

We are excited to announce that in September, Project Look Sharp will begin a new two- year initiative funded by [IMLS](#) (*Federal Institute for Library and Museum Services*) **with plans to bring ML3 to all 50 states**. This initiative will be in partnership with [AASL](#) (*American Association of School Librarians*) and in collaboration with [NAMLE](#) (*National Association for Media Literacy*).

Early Elementary & Middle School Video Demonstrations of CMD

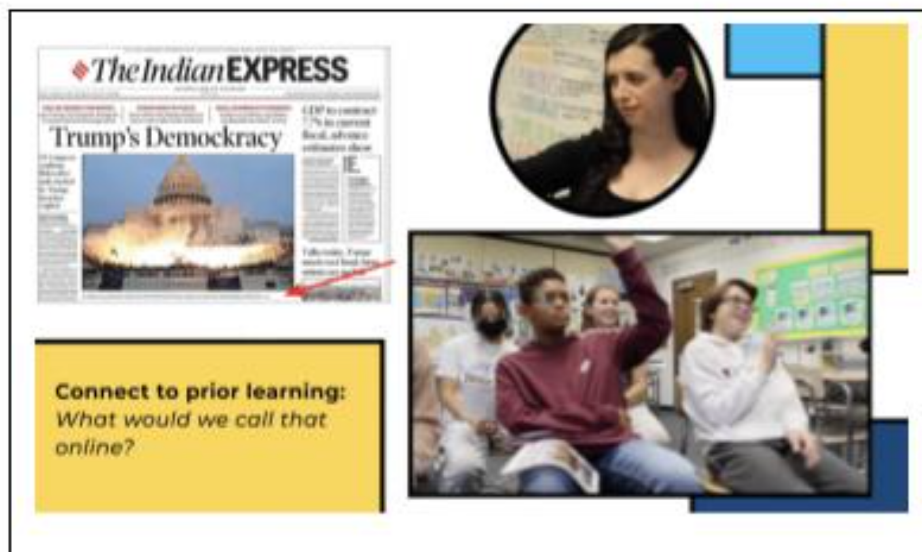
While we have gotten great response to our many [video demonstrations](#) of classroom decoding for upper elementary, high school, and college, we have not had demonstrations showing [Constructivist Media Decoding](#) at all levels - until now. You can now watch the following short, annotated demonstration videos produced by [The Media Spot's](#) Rhys Daunic and Project Look Sharp's Chris Sperry, featuring:

Michele Coolbeth and her K-1 students:

- [What is Media?](#) – Kindergarten (2:50)
- [Who is Family?](#) – Kindergarten (5:27)
- [Wash Your Hands](#) – Kindergarten (2:13)
- [Choosing a Just Right Book](#) – 1st Grade (6:48)

Mary Kate Lonergan and her middle school students:

- [Gender Stereotypes and Google Algorithms](#) (6:10)
- [January 6, 2021: Newspaper Front Pages](#) (8:57)



New Free Lessons for Media Decoding:

You can **SEARCH 800+ FREE** media decoding lessons at [Project Look Sharp](#) by *Keyword, Subject and Level* and **FILTER** by *Standard, Media Type, Lesson Length*, etc.

[Math, Media, and Me](#)

Middle School and High School - by Sox Sperry

Students analyze web videos and feature film clips for messages about how mathematicians solve complex problems, our own reactions to math, and media portrayals of math problem solving.



- What are the messages about how mathematicians solve problems in each of these short video clips?
- Is this an accurate portrayal?
- Why might Hollywood films present math in this way?
- How might these portrayals impact one's experience of math?

More media decoding [math lessons](#).

[Our Changing Planet: Climate, SEL, and Media Literacy](#)

Early and Upper Elementary - by Bridget Crossman

Students analyze excerpts from a picture book for messages about the impact of climate change and the actions people can take for the planet - while also reflecting on their emotional responses and the intent of the author/illustrator.



- What are the messages about the impacts of climate change?
- What are the messages about what people can do?
- How does this make you feel?
- Why do you think the author and illustrator might have wanted readers to feel that way?

More **elementary level** media decoding lessons about the [environment](#).

[Origins of Hip Hop: Considering "The Message"](#)

Middle and High School – by Sox Sperry

Students analyze song lyrics, a music video, and an excerpt from a documentary for messages about the origins of hip hop as reflected in the song, "The Message."



- What are the messages in the visuals, the lyrics, and the music about living in New York City in 1975?
- What are the messages about the beginning of hip hop?
- How does this make you feel and why?
- How might different people (older, younger, urban, rural, Black, white, etc.) interpret this differently?

More media decoding lessons about [music and U.S. history](#).

[Women in Hip Hop: "Ladies First"](#)

Middle School through College – by Sox Sperry

Students analyze song lyrics, a music video, and an excerpt from a documentary for messages about women's place in hip hop in Queen Latifah's song "Ladies First."




- What are the messages about women in hip hop?
- What social issues from 1989 are referenced in the video?
- How does reading the lyrics, watching the music video, and watching the documentary clip impact your experience differently?

More media decoding lessons about [women and music](#).

[Migrant Mother: Photos as Fact or Opinion](#)

Upper Elementary through High School – by Mary Kate Lonergan

Students analyze Dorothea Lange’s “Migrant Mother” photograph and reflect on the constructed nature of photographs by evaluating whether photographs are fact, opinion, or something else.

	<ul style="list-style-type: none">• What questions do you have about this photo?• Who took this photo and why was it taken? (After reading the handout)• What message do you think Dorothea Lange was trying to communicate?• Are photographs fact, opinion, or something else?
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More media decoding lessons about [photography and U.S. history](#).

Experiencing Technical Issues with Project Look Sharp Website?

Some people have reported issues accessing our website:

- **Problem resetting your password?** Check your spam/junk/clutter/important filter for the password reset email.
 - **Not receiving emails or newsletter from Project Look Sharp?** We have learned that some districts are blocking our emails. In this case, ask your IT department to whitelist email communications from our domain, projectlooksharp.org. Or use a personal email account to set up your account.
 - **Experiencing delays in accessing resources on Project Look Sharp's website?** Recently, Project Look Sharp's outreach has grown exponentially. While this is good news, it does mean that we are experiencing growing pains. To address this, we will be transitioning our website to a dedicated server. We apologize for the inconvenience for any delays, but it should be resolved soon!
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Project Look Sharp, 1119 Williams Hall, 953 Danby Rd., Ithaca College, Ithaca, NY 14850, United States



PROJECT LOOK SHARP



June 2023 Newsletter

This month's highlights:

- NEW: Resources for Delivering Professional Development on Media Decoding
 - NEW: [Over 100 new mini-lessons on Social Justice](#)
 - [Tips to Overcome Technical Issues When Accessing PLS' Website](#)
-

[Delivering Professional Development on Constructive Media Decoding Resources](#)

As part of our 2-year ML3 grant, [Librarians as Leaders of Media Literacy](#), we have created a new component to our website. The tab, [Resources for Delivering PD on Media Decoding](#), available under the Professional Development menu on the homepage, gives educators the tools they need to collaborate with and provide PD for other educators in their schools, districts, and regions. The slide sets and presenter guides include scripts, activities, and videos that can target specific educator groups (e.g. early elementary, secondary social studies, etc.). These PD resources will introduce educators to Project Look Sharp resources and approach for integrating constructivist media decoding into the curriculum. No special training is needed for using these resources.






These resources are intended to make it as easy as possible for you to share Project Look Sharp's approach and resources with other educators and administrators, including doing short PD presentations at faculty meetings and conference days.

- ▶ 1. PD Handouts
- ▶ 2. Tips for Collaboration and Advocating
- ▶ 3. Videos for PD
- ▶ 4. Slide sets for delivering PD
- ▶ 5. Other PD Resources

Introducing Constructivist Media Decoding

30 minute PD Presentation for K-12 all Subjects

We intend these slide decks and presenter guides to enable you (even without training from Project Look Sharp) to be able to introduce the *Constructivist Media Decoding* approach and resources to other educators. Please modify the slides and use your own words to address the needs of your audience. The presenter guides include links to resources for specific audiences such as early elementary and secondary subject areas.
Prepare the **handout** and **videos** ahead of time.

Time	Slide	NOTES to presenter	Your Notes
start		Explain the focus of the PD. Depending on your audience, emphasize that this approach will help you to: 1) teach your core curriculum <u>and</u> critical thinking, 2) engage ALL students, 3) address challenging topics, 4) incorporate SEL, PBL, DEI, etc. Feel free to add your own framing about the importance of integrating media literacy.	
		<i>By diversifying the texts in our classrooms and by teaching our students to continually question the constructed nature of knowledge and their own interpretations, we give them the power to read their worlds.</i>	
		<i>But how do we do this given the overwhelming demands on our time and curriculum? Constructivist Media Decoding enables all educators to teach these habits AND our core subject area content and skills to all students.</i>	
1 min	VIDEO	5.5 minutes: This short video will give an overview of the methodology and free resources for this work. For presenting to librarians show this 9 minute video .	
7 min	HANDOUT and/or for early elementary.	Handout Categories & Questions for Media Decoding This methodology of Constructivist Media Decoding is based on the use of key decoding questions and categories that can be applied to the analysis of all media documents in the classroom, including our textbooks, video clips, charts and	


Over 100 New Mini-Lessons on Social Justice

In response to your requests for short decoding activities we have broken large slides lessons from the kit, [Media Construction of Social Justice](#), into over 100 new mini-lessons that can be delivered in under 15 minutes. Each mini-lesson includes a 2-page teacher guide with background information, questions, and possible answers for use in decoding engaging media document(s).


We have posted more than a dozen mini-lessons on each of the following:

- Abolition of Slavery
- Women's Suffrage
- Early Labor Movement
- Black Freedom/Civil Rights
- Women's Liberation
- Immigrant Rights

Mini-lessons on Chemicals in the Environment, Resource Depletion, and Endangered Species are coming soon. You can find mini-lessons by filtering your search for **Resource Duration** and selecting **Under 15 minutes**:



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Filter Your Search Results

home > search

Keyword Search Subject Age/Grade Level Search

Tip: Put Phrases in "Quotes"

Your Search Results (810)

- Lessons (738)
- Professional Development (72)

Sort Results Results Per Page **Filter Results**


**"It Takes Roots to Weather the Storm",
Climate Justice Poster**

US History

Action

High School, College

Subject Areas ▶
Age/Grade Level ▶
Media Type ▶
Student Activities ▶
Resource Duration ▼
 Under 15 Minutes
 15-30 Minutes
 30-60 Minutes
 Over 60 Minutes
Geographic Reference ▶



Students analyze a poster for messages about climate justice activism and about implicit values in media messages. This simple decoding activity has been taken from a larger lesson with many slides

**CHECK
OUT**

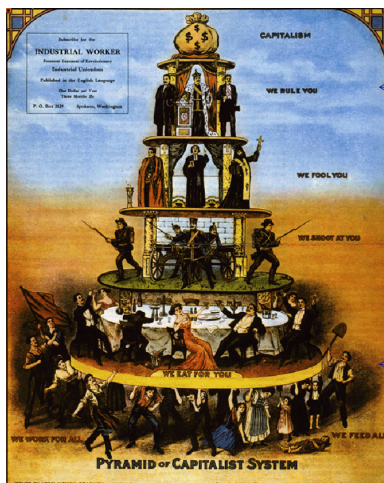
a few recently
published
mini lessons:

George Washington: Farmer & Slave Owner



What are the messages about slavery presented in this 1853 lithograph? What is your evidence from the document?

Pyramid of Capitalist System Poster



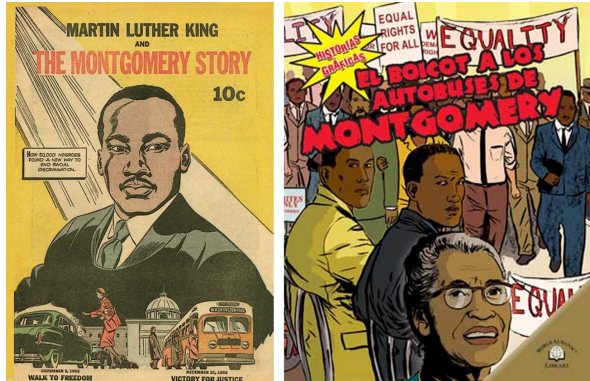
What are the messages about capitalism in this 1911 poster? Who might have made this and why? What workers are missing from this poster? Why might that be

Beautiful Women Poster



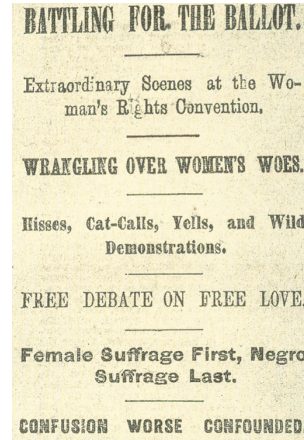
What are the messages about women's identity in this 2009 poster?

The Montgomery Bus Boycott: Different Interpretations



How do these headlines characterize the 1869 American Equal Rights Convention?

Women's Rights Convention Headlines



How do these headlines characterize the 1869 American Equal Rights Convention?

"Louisiana Cancer Alley Residents Sue" Blog Post



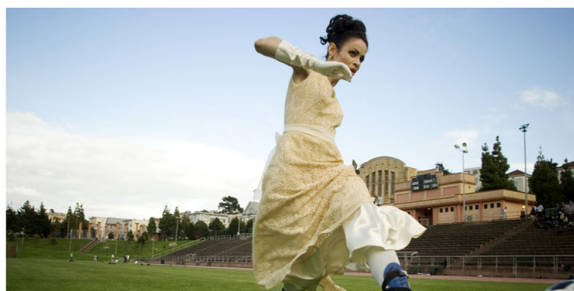
What are the messages in this blog post about the tactics of environmental justice activists?

Advertising Targeting LGBTQ Consumers

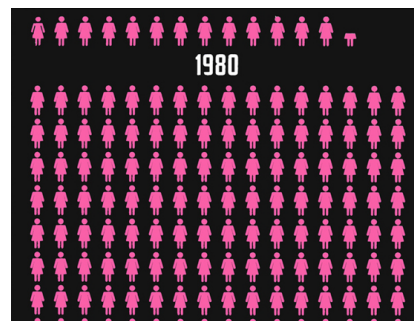


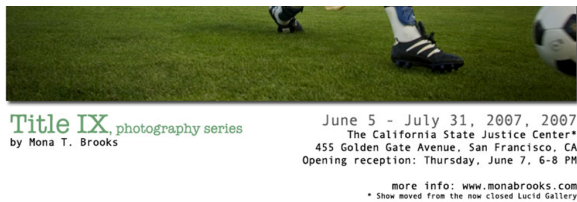
Who might Southwest Airlines be targeting in this 2009 ad? What is your evidence?

Title IX: Impacts and Identities



Women in Prison Poster





What are the messages in this blog post about the tactics of environmental justice activists?



According to this poster about how many times more women were in prison in 2005 than in 1980?

Minuteman Project Webpage



What are the messages about undocumented immigrants? What symbols are used and why?



Experiencing Technical Issues with Project Look Sharp Website?

Some people have reported issues accessing our website:

- **Problem resetting your password?** Check your spam/junk/clutter/important filter for the password reset email.
- **Not receiving emails or newsletter from Project Look Sharp?** We have learned that some districts are blocking our emails. In this case, ask your IT department to whitelist email communications from our domain, projectlooksharp.org. Or use a personal email account to set up your account.
- **Experiencing delays in accessing resources on Project Look Sharp's website?** Recently, Project Look Sharp's outreach has grown exponentially. While this is good news, it does mean that we are experiencing growing pains. To address this, we will be transitioning our website to a dedicated server. We apologize for the inconvenience for any delays, but it should be resolved soon!



Project Look Sharp, 1119 Williams Hall, 953 Danby Rd., Ithaca College, Ithaca, NY 14850, United States

PROJECT LOOK SHARP



May 2023 Newsletter

[Can't see any images? Click here to view in web browser](#)

This month's highlights:

- New [short promotional videos](#) about media decoding & ML3
 - [New lessons](#) for integrating media decoding
-

Updated Promotional Videos

We fixed a few mistakes and updated a promotional our videos:

- [Introduction to Constructivist Media Decoding & PLS website resources](#) (5.5 minutes)
- [Introduction to Constructivist Media Decoding & PLS Resources PLUS Librarians as Leaders](#) (9 minutes)






Please share these short videos!

New Lessons

Like all of our 580+ lessons, they are free to educators and use engaging media documents with standards-aligned questions to teach core content and habits of critical thinking about media messages.

Click on any of the links below to access our free media decoding lessons:

Five Methods of Media Manipulation

SPONSORED CONTENT 	<ul style="list-style-type: none">• Influencers paid to promote a certain product to their followers• Followers may not be able to tell they're viewing an ad• Influencers or content creators may not label that content is paid promotion
SATIRE 	<ul style="list-style-type: none">• A humorous critique• May be confused as truth rather than satire• Sarcasm usually relates to current events
PSEUDOSCIENCE 	<ul style="list-style-type: none">• Tries to pass itself as real science• uses scientific-sounding language, cherry-picked data or outright false claims• promotes "miracle cures"• Often contradicts scientific experts
CONSPIRACY THEORY 	<ul style="list-style-type: none">• Offers simple explanations for otherwise random or complex events; often pins it on sinister group pulling the strings• rejects evidence that refutes conspiracy, and experts• Can restore a sense of control in anxious times
MISINFORMATION 	<ul style="list-style-type: none">• Information is wrong. May include a bit of factual information• Intention may be to inform; influencer may not know the information is wrong• Miscalcaptioning, misleading headlines, altered content

Sources: Morrison, Sara. "TikTok and its influencers have a secret sponsored content problem." Vol., 11 July 2022. Raphael, Rina. "These TIKTok Creators Are Fighting Health Myths." The New York Times, 5 July 2022.

©Feb. 2023 Lesson: TikTok Timebombs by Beth Cuddy
Project Look Sharp – Ithaca College

For each of the 5 videos, what method of manipulation is demonstrated? How can you research the credibility of this information? Why is disinformation often more viral than truth?

Pocahontas:

Can We Really Know Who She Was?

Upper Elementary through Middle School

by Sox Sperry

Students analyze clips from videos for messages about Pocahontas and about judging the credibility of contemporary sources about historical events.

TikTok Timebombs: Methods of Media Manipulation

High School through College

by Beth Cuddy

Students analyze and evaluate the accuracy, purpose, and techniques of manipulation in TikTok videos, and reflect on their own reactions and biases

For more lessons, click the button below:

Disinformation
(37 lessons)



What are the messages about Pocahontas and John Smith in each of the videos? Which version of history would you trust and why? Which version has had the most impact on our historical memory and why?

impact on our historical memory and why?



What war or veterans' group is being honored here? What are some questions you might ask about this sculpture? How are the different wars presented similarly or differently? Why might that be?

Veterans' Statues: Reading the Messages

Lower Elementary through Middle School

by Sox Sperry

Students analyze sculptures of war veterans for messages about purpose, point of view and meaning.

For more lessons, click the button below:

War
(122 lessons)

Peace
(30 lessons)

Zero: Who Invented It and How Do We Know?

Middle School through College

by Sox Sperry

Students analyze short videos for messages about zero, when and where it was invented, the credibility and point of view of information, and about the influence of culture on history.

For more lessons, click the button below:


Math
(19 lessons)

History of Zero



Why was the invention of zero so important to the field of mathematics? When and where does each video say zero was invented? What questions shall I ask when determining the accuracy of information in each video?

national ship, named *the Brananyvine*, in honor of his first battle in the cause of American freedom. (§§ 261, 263, notes.)



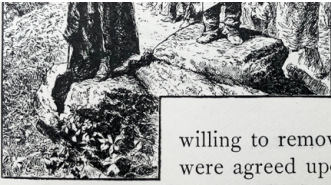
406. Removal of Indians.—
In 1825 Mr. Monroe recommended to Congress the removal of all Indian tribes to the country west of the Mississippi, far beyond the limits of the States and Territories

Trail of Tears: Who's Telling the Stories and How?

Middle School through High School

by Sox Sperry

Students analyze a 19th century American history textbook excerpt and contemporary videos about



Moving the Southern Indians.

States and Territories then existing. The Creeks and Cherokees of Georgia had so improved their lands that they were unwilling to remove. At last, however, terms were agreed upon,—a large sum of money to be paid by the United States, with a guarantee of undisturbed possession of lands in the *Indian Territory*,—and under the two following Presidents the removal was effected.

What are the messages here about the Haudenosaunee and the early women's movement in the United States?

and contemporary videos about the Cherokee trails of tears for messages about point of view, techniques, credibility, and the representation of history.

For more lessons, click the button below:

US History
(330 lessons)

Did you know? You can filter your search by level, standard, media type, etc. Or you can start with a keyword and then use the filter.



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PROJECT LOOK SHARP



April 2023 Newsletter

This month's highlights:

- New [short promotional videos](#) about media decoding & ML3
- New [demonstration video](#): Decoding with 1st Graders
- New [website elements](#)
- [New lessons](#) for integrating media decoding
- [Lesson Collections](#) for Earth Day, April's Arab American History month & the War in Iraq

New Promotional Videos

We have been working with filmmaker Rhys Daunic from [The Media Spot](#) to create short promotional videos to introduce to a wide audience:

- [Constructivist Media Decoding](#)
- [ML3: Librarians as Leaders of Media Literacy](#)

Please download and share these short videos!

New CMD Demonstration Videos

We are excited to host our first demonstration video showing classroom decoding with the youngest students. See East Syracuse school librarian Michele Coolbeth lead 1st graders through [how to choose books](#) in the library. This is the first of a series of new media decoding demonstration videos created with filmmaker, [Rhys Daunic](#).

New Website Elements

Based on your requests, we have added the following to the [Project Look Sharp](#) website.

[Rotating Lessons](#)

Each month, three snapshots of featured lessons will be displayed on the front page:

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[About Us](#) [Free Classroom Materials](#) [Professional Development](#) [What's New](#)

Search our extensive collection of free media literacy lessons and PD resources

Keyword Search Subject Age/Grade Level [Search](#)

Tip: Put Phrases in "Quotes"

[New to Media Literacy?](#) [Getting Started with Decoding](#)

[Key Questions for Media Analysis](#) [Demonstrations of Media Decoding](#)

Choose Your Role

[Teacher](#) [Librarian](#) [Schools&Orgs](#) [Teacher Ed](#)

Inspire and enrich your teaching by engaging all students in rigorous and reflective analysis of rich media documents.

"I have found what I have learned through PLS to be invaluable!! Students feel comfortable sharing their ideas about a media piece without the pressure to produce a right or wrong answer. It gets students to think critically and more deeply about a topic, so that they can develop a more rational opinion of the situation based on evidence from the media. They can be active participants in their own learning."

-- Elementary School Teacher
Binghamton, NY

Recent Featured Lessons

Female Superheroes: Powers Change Over Time

- What are the messages about women and power and who created them?
- How have their superpowers changed over time?
- What factors led to these changes?

[Other decoding lessons for Women's History.](#)

Censoring Seuss: Cancel Culture or Cultural Respect?

- Why did the Seuss Family remove these books?
- Is it ever appropriate to censor books?
- How might your identity impact your answers?

[Other decoding lessons for Black History](#)

GMOs: Bias and Credibility in Media Messages

- Who made each video and for what purpose?
- Are the facts credible?
- Where do you see bias?
- How do your [biases](#) impact your analysis?

[More decoding lessons for Science/Environment](#)

[Librarian Created Materials](#)

Librarians across New York State have been working hard to develop media and information literacy materials. The Project Look Sharp website now showcases these efforts including bulletin boards, a media credibility video game, flyers, bookmarks and more. [Check it out today!](#)

[Enabled Searching for Professional Development Materials](#)

Now when you conduct a search on our website, you will get a listing of available lessons AND professional development resources including webinars, articles and much more!

Home > Search

Keyword Search Subject Age/Grade Level

Tip: Put Phrases in "Quotes"

Your Search Results (653)

- Lessons (581)
- Professional Development (72)

Sort Results Results Per Page



Where's the Media? How Can You Tell?

Students analyze an array of images of potential new and old media forms for messages about what constitutes media and the purposes of media through the ages.

General Media Literacy,
Library/Information Literacy, ELA/English
Language Arts

Action

Upper Elementary, Middle School,
High School

New Lessons

Like all of our 580+ lessons, they are free to educators and use engaging media documents with standards-aligned questions to teach core content and habits of critical thinking about media messages.

Click on any of the links below to access our free media decoding lessons:



*How does digital culture impact the spread of hate Speech?
What questions should you ask about the source, credibility, & bias
of each video?*

Hate Culture, the Internet, and What We Can Do?

High School through College

by Sox Sperry

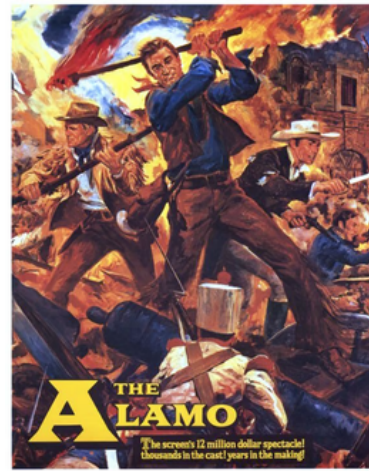
Students analyze videos for messages about how digital platforms, especially social media, accelerate hate ideology and about actions people can take to challenge hate speech.

Remember the Alamo

Middle School through College

by Sox Sperry

Students analyze feature film, educational video, and TV news clips for the reasons behind the 1836 Battle of the Alamo, the credibility of media messages, and how cultural and historical context shapes how history is presented and viewed.



THE MISSION THAT BECAME A FORTRESS. THE FORTRESS THAT BECAME A SHRINE.
JOHN WAYNE / RICHARD WIDMARK / LAURENCE HARVEY
FRANKIE AVALON PATRICK WAYNE / LINDA CRISTAL
JOAN O'BRIEN / CHILL WILLS / RICHARD BOONE
produced and directed by JOHN WAYNE / original screenplay by JAMES EDWARD GRANT
music composed and conducted by DIMITRI TYOMKIN / TECHNOLOR

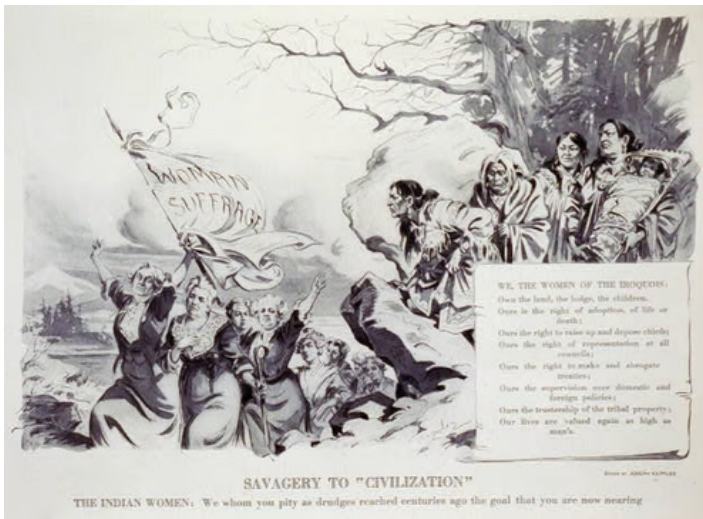
Whose views or perspectives on history are highlighted here? Whose are left out?

The Early Feminists and Haudenosaunee Women: The Origins of Women's Rights in the U.S.

Middle School through College

by Sox Sperry

Students analyze and ask questions about a 1914 political cartoon and a 2020 documentary film clip for messages about the impact of Haudenosaunee women on the early women's rights movement in the United States.



What are the messages here about the Haudenosaunee and the early women's movement in the United States?

Where's the media?

How can you tell?

Upper Elementary through High School

by Sox Sperry

Students analyze an array of images of potential new and old media forms for messages about what constitutes media and the purposes of media through the



ages.

*Is this media? What part? How can you tell?
How does media reflect and impact culture?*

Lessons for April

Click on the links/buttons below to access our free media decoding lessons for April.

Ramadan

March 22 through April 20th



*What types of media do you see here?
What questions do you have about Ramadan?
What do you notice about the moon*

Discovering Ramadan

*Early Elementary
through Middle School*

by Michele Coolbeth

Students analyze a tweet, calendar, and book covers related to the celebration of Ramadan to discover unique traditions associated with the holy month and to contrast media forms.

Earth Day

April 22

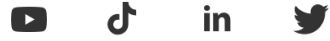
**Earth Day
(167 lessons)**

April is Arab American History month

**Arab American History
(7 lessons)**

20th Anniversary of War in Iraq

**War in Iraq
(13 lessons)**



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March 2023 Newsletter

This month's highlights:

- **New Lessons** for integrating media decoding
- Lessons for **Women's History Month**

New Media Decoding Lessons

Like all of our 570+ lessons, they are free to educators and use engaging media documents with standards-aligned questions to teach core content and habits of critical thinking about media messages. As part of our plan to diversify authorship of our lessons, these lessons have been co-created by Project Look Sharp working with school librarians, teachers and media literacy experts.

Click on any of the links below to access our free media decoding lessons:



*What are the messages about sharks?
Are these messages true facts about real sharks?*

Baby Shark: Introducing Analysis Skills

Early Elementary

by Faith Rogow

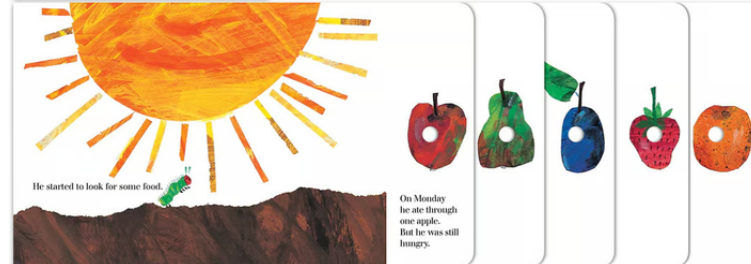
Students analyze the viral video “Baby Shark” to practice observation, link evidence to a document, assess what is true and not about sharks, and reflect on the credibility of media messages.

How Do I Choose? Picking the Right Book for Me

Early Elementary

by Sharron Fox

Students analyze book covers and pages from various children's books to determine personal preferences in reading for a variety of purposes.



*Would you choose this book to read? Why?
Who is it written for? How do you know?*



*What types of media do you see here?
What questions do you have about Ramadan?*

Discovering Ramadan

Early Elementary through Middle School

by Michele Coolbeth

Students analyze a tweet, calendar, and book covers related to the celebration of Ramadan to discover unique traditions associated with the holy month and to contrast media forms.

What do you notice about the moon?

Science or Fiction: Does Carrying an Umbrella in a Thunderstorm Make You More Likely to be Hit by Lightning?

Upper Elementary

by Sox Sperry

Students analyze a cartoon and a weather channel video for messages about whether carrying an umbrella is potentially hazardous and about credibility in Internet videos.



*Who made each video and why?
Which one is more memorable? Why?
Which one should you believe? Why?*



*How are working women portrayed?
What is the historical context for each image?*

Rosie the Riveter: Depiction of Women During WWII

Upper Elementary through High School

by Mary Kate Longeran

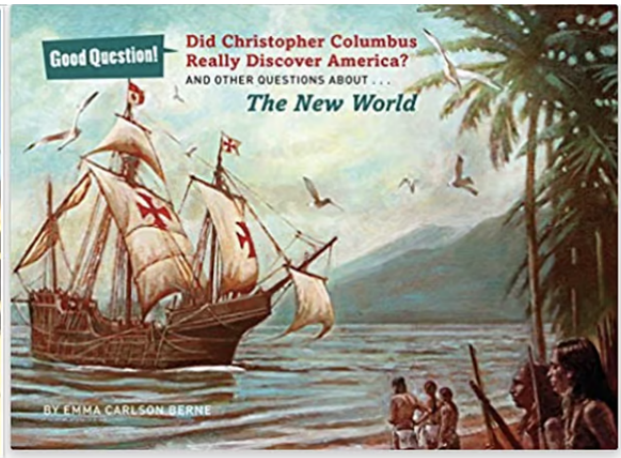
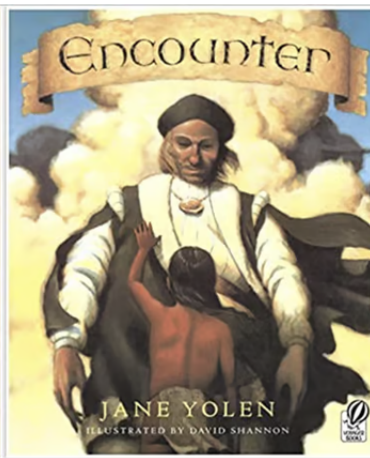
Students compare three illustrations depicting Rosie the Riveter, from 1943 and 2017 to analyze gender messages and historical context.

Columbus "Discovers" America: What's the Story

Upper Elementary through College

by Roma Matott

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



What are the messages about Columbus? About the Tainos?
How do these reflect change our view of history over time?



What is the message of this meme?
Are the claims credible? How do you know?
How might one's politics impact their critical thinking about each of these?

Political Memes and Bias:
What Resonates,
What's True and
What Do We Share?

Upper Elementary through College

by Beth Cuddy

Students analyze political memes about Trump and Biden to think about their purpose and target audience, how to determine their accuracy/credibility, and to reflect on their own biases and critical thinking.

March is Women's History Month



Click on the button below to access our 40+ free media decoding lessons about women's history:

Women's History
(41 lessons)



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PROJECT LOOK SHARP



January 2023 Newsletter

This month's highlights:

- Lessons for **Black History Month**
- New Lesson on ***Indigenous Media Making***
- **New Staff** for Project Look Sharp

Lessons on Black History:



Elementary
(2 lessons)

Middle School
(10 lessons)

High School
(16 lessons)

Click on any of the buttons above or links below to access our free media decoding lessons:

Elementary level lesson:

[Sculptures of Dr. King: Reading the Message](#)



High School & College lessons:

[Critical Race Theory](#)

Students analyze clips from a variety of **video** sources for messages about the teaching of U.S. history, critical race theory and the power of media to persuade.

[Polling on Structural Racism](#)

Students analyze **charts and graphs** showing polling



Why was this made? How are the sculptures different?

[Decoding the Twenty](#)



What are the messages about US history? How might people's identity impact how they view the choice of Tubman vs Jackson?

Middle School lessons:

[Black Identity](#)

Students analyze excerpts from four [songs](#) to reflect on the meaning of black identity in the black freedom/civil rights movement.

[Youth Activism Black Identity](#)

Students analyze four short [film excerpts](#) to reflect on the role of young activists in the black freedom/civil rights movement.

[A Media Chronology](#)

Students analyze diverse [visual media](#) representations of Dr. Martin Luther King's public accomplishments.

data on how different groups view structural racism in the US.

[Miles Davis: Inspiration to a Masterpiece](#)

Students analyze video clips from [a feature film and a documentary film](#) for messages about musical inspiration and collaborative creativity.

[Race and Perspective](#)

Students compare two [opinion pieces, a TV news commentary, and a print article](#), about the police response to Black Lives Matter protests and to the Capitol insurrection on Jan. 6, 2021, analyzing media construction and how our identity influences our views.

[Covering Black Lives Matter](#)

Students analyze [newspaper front pages](#) for messages about media representation of nationwide protests following the murder of George Floyd.

[Representing Enslavement](#)

Students analyze [primary and secondary texts](#) from the 19th, 20th & 21st centuries for messages about African slavery in South Carolina.

To view more PLS lessons, click the button below:



New Lessons

We have nearly a dozen new lessons in the hopper, many of them co-written with teachers and librarians. We have one to announce below but check the website over the next month for new lessons for the youngest students from Faith Rogow, Michele Coolbeth and Sharon Fox. Other new lessons include ***Columbus: Whose Story?*** from Roma Matott (Elementary through High School), ***Rosie the Riveter*** about gender and historical context from Mary Kate Longeran (Middle School), ***Memes and Political Bias*** by Beth Cuddy (high school & college), and ***Rapping the Revolution in Iran*** by Sox Sperry (High School & College). Stay tuned!

Today we can announce the new lesson, [Indigenous Media Making](#), just posted on the PLS site. Like all 570 of our lessons, they are free to educators and use engaging media documents with standards-aligned questions to teach core content and habits of critical thinking about media messages.

Indigenous Media Making: Affirming Identity



Students analyze short videos from TikTok, a feature film, a video game, a hip hop video, and a documentary film for messages related to Indigenous identity and cultural pride.

This lesson is part of the resource collections on Sox Sperry's new website:



How Might Ancestral Voices Help Us Take Action in Uncertain Times?

What's going on at Project Look Sharp?



Our apologies for any difficulties accessing our website recently. Thank to our website angel, Ari Kissiloff, we are now back to full functionality. Please let us know if you continue to have difficulties with the site.

You may have noticed that we have not posted a newsletter since November when our wonderful Administrative Coordinator, Josh Solomon, finished his tenure at PLS. We now have a new slate of part-time experts who have taken over Josh's full-time work including:

- **Tracy Mack** - Librarian from the Albany area who will be orchestrating our lesson production.
- **Roma Matott** - ML3 Librarian who is working on promotion, design work, and our online course.
- **Ari Kissiloff** - Assistant Professor of communications at Ithaca College who is guiding our website.
- and **Josh Solomon** is staying on part-time to help us with budget.

Thanks to these folks, and to you, for your patience as we retool for even better things ahead!



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