

Standards Alignment

MIND OVER MEDIA:

ANALYZING CONTEMPORARY PROPAGANDA

Common Core State Standards for Social Studies

- 7.G& C.1.4 Compare the sources of power and governmental authority in various societies (e.g. monarchs, dictators, elected officials, anti-governmental groups and religious, political factions).
- 7.H.1.3 Use primary and secondary sources to interpret various historical perspectives.
- 7.H.2.1 Analyze the effects of social, economic, military, and political conflict among nations, regions, and groups (e.g. war, genocide, imperialism, and colonization).
- 7.C.1.1 Explain how culture unites and divides modern societies and regions (e.g. enslavement of various people, caste system, religious conflict, and Social Darwinism).
- 7.C.1.2 Explain how cultural expressions (e.g. art, literature, architecture, and music) influence modern society.

Common Core State Standards for Language Arts

- R.I.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- R.I.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- L.W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively, assess the credibility and accuracy of each source, and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

College Board Standards for College Success - English Language Arts

Media Literacy Standard 3 Composing & Producing Media Communication

- M3.1-2.1 Understands that credibility, logical and emotional appeals, and aesthetic composition affect the achievement of purpose and goals (e.g., to inform, to persuade, to entertain, to share a personal perspective) and considers these when developing an informational or creative media communication
- M3.1-2.2 Explains and illustrates how credibility, logical and emotional appeals, and aesthetic composition affect the achievement of purpose and goals (e.g., to inform, to persuade, to entertain, to share a personal perspective) and considers these when developing an informational or creative media communication

National Board of Professional Teaching Standards

Standard IX: Viewing and Visual Literacy

Accomplished early and middle childhood literacy: reading–language arts teachers know, value, and teach viewing and visual literacy as essential components of literacy instruction in order to prepare students to interpret and interact with an increasingly visual world.

"Visual literacy also incorporates the ability to analyze the purposes of visual texts, including for propaganda, commercial, aesthetic, and intellectual uses." (pg 82)

"Accomplished teachers understand that developing students' abilities to interpret and manipulate visual elements requires purposeful and planned instruction. They teach their students how to be discriminating viewers who can synthesize the message and identify the purpose of a given medium and also recognize bias and propaganda embedded in visual media." (pg 84)

National Council of Teachers of English

2013 NCTE Definition of 21st Century Literacies

A literate person possesses a wide range of abilities and competencies, inextricably linked with particular histories, life possibilities and social trajectories of individuals and groups. They develop proficiency with the tools of technology; build intentional cross-cultural connections and relationship with others so to pose and solve problems collaboratively and strengthen independent thought; design and share information for global communities to meet a variety of purposes; manage, analyze and synthesize multiple streams of simultaneous information; create, critique analyze and evaluate multimedia texts; attend to ethical responsibilities required by these complex environments.

1970 Resolution on Media Literacy

Educators should explore more vigorously the relationship of the learning and teaching of media literacy to other concerns of English instruction, and further, that this exploration be made in the total context of the development of students to control and direct their own lives

National Council for the Social Studies

NCSS Position Statement on Media Literacy

"In the 21st century, media literacy is an imperative for participatory democracy because new information/communication technologies and a market-based media culture have significantly reshaped the world. The better we can prepare our students to critically question the information and media they are seeing, hearing, and using, the more likely they are to make informed decisions and to participate as citizens who can shape democracy for the public good."

NCSS National Social Studies Standards

Source: Themes

Time, Continuity & Change

"guide learners in using such processes of critical historical inquiry to reconstruct and interpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, searching for causality, and distinguishing between events and developments that are significant and those that are inconsequential."

Individual Development & Identity

"have learners compare and evaluate the impact of stereotyping, conformity, acts of altruism, discrimination, and other behaviors on individuals and groups"