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LIS 6100
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Library Inquiry Lesson: Medium & Message

A note about the following lesson plan: The lesson is based on the [Nevada Academic Content Standards K-12 Library Standards for Information Literacy](#) as I am based in Las Vegas, Nevada.

- Standard
 - AASL VI.A.3. Evaluating information for accuracy, validity, social and cultural context [zeitgeist], and appropriateness for need.
 - Nevada Standard 1.G.3 Enact new understanding through real-world connections.
 - Goal
 - Introduce students to media literacy principles.
 - Grade / Subject
 - 9-12 students and faculty / all subjects
 - Location
 - At present, classrooms. Once library reopens, at teacher request.
 - So What?
 - Media is connected irrevocably to information dissemination. Media form informs media content (McLuhan, 1964). Therefore it is essential that individuals, in order to be responsible citizens of American society, understand how various media work in order to determine how the message (and their reception of that message) has been influenced by the form of that message.
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TIME	ACTIVITY	DESCRIPTION
5 MIN	WELCOMING/ INTRODUCTIONS	ROLE TAKEN. INTRODUCTION OF MY PURPOSE AND CREDENTIALS FOR LESSON.
15 MIN	GUIDED PHOTOGRAPH ANALYSIS	<p>TAKE AN IMAGE FROM A COMMON ADVERTISEMENT - POSSIBLY THE ORIGINAL STAR WARS POSTER OR AN ADVERTISEMENT THEY SUGGEST- AND ANALYZE IN THE FOLLOWING TERMS:</p> <p>FRAME; SHOT; ANGLE; MIS-EN-SCENE; IF VIDEO, THEN ADD SOUND</p>
20 MIN	PAIRED PHOTOGRAPH ANALYSIS	<p>HAVE STUDENTS BUDDY-UP - POSSIBLY HAVE THIS PRE-ARRANGED WITH TEACHER - DISTRIBUTE NATIONAL GEOGRAPHIC COPIES AND TASK THEM WITH FINDING AN ADVERTISEMENT OR IMAGE TO ANALYZE AND DO THE FOLLOWING:</p> <ul style="list-style-type: none"> + CLEAR IMAGE WITH ME + PROPOSE PURPOSE OF PIECE (CHECKED WHEN CLEARED) + ANALYZE IN TERMS OF <ul style="list-style-type: none"> + MIS-EN-SCENE + ANGLE + SHOT + COLOR + FRAMING <p>[I WOULD WALK AROUND ASSESSING AND ASSISTING WHILE PAIRS WORKED]</p>
10 MIN	GROUP SHARE	<p>PROJECT IMAGES FOR STUDENTS TO EXPLAIN THEIR ANALYSIS TO THE CLASS</p> <p>[I WOULD CHOOSE THOSE WHO WERE SPOT-ON WITH ANALYSIS FIRST]</p>
5 MIN	EXIT TICKET	STUDENTS WOULD USE QR CODE AND/OR LINK TO PROVIDE ONE ITEM THEY LEARNED AND ONE ITEM THEY'D LIKE TO KNOW MORE ABOUT.

Teaching the Medium & Message lesson described above implies the shift from me as English educator to me as Librarian - it is an ontological shift in my perception of myself in the educational space and, at least while at my current school, a necessary one if I am to be able to best support my faculty and our students. Moreover, as the first of many lessons on how media influences message, it would allow me to assess student and faculty knowledge and provide a platform upon which to build other lessons as requested or needed.

The lesson fills a gap for faculty and students curricularly and provides overlap between content areas that, in many areas, is absent from the daily instruction because of the pre-determined “curriculum” mandated by the district and intrinsically tied to teacher evaluations. The mandated curriculum and lack of support — from textbooks to discipline follow-through at the administrative level to lack of a contract at the district level — means teachers have little time to learn something new and little energy for giving more than required. By taking the burden of teaching media literacy from the classroom and into the library, teachers should have the opportunity to learn with their students and be able to analyze the information from their specific courses with more accurate precision. Instead of comparing how well the movie captures the tone of *Romeo and Juliet*, for example, teachers can now look at how accurately Shakespeare’s dramatic intent is translated into cinematic formats (Zefferelli’s and Luhrman’s interpretations).

While there are no new skills I will need to learn for the above lesson, I will need to learn new platforms as they emerge and are embraced by students. Additionally, I will also need to expand my communications background, perhaps pulling from works used by my former cinematic professors in their Introduction to Communications courses. I will also need to

scaffold the information meticulously as our students, even those slated in the advanced classes, are unused to following directions. This is a multi-layered problem that will not be easily addressed by a sole library visit or lesson, however, the better prepared I am with the information - the tinier the steps - the better chance the students have for successful ingestion and future application of the knowledge. Naturally, for the best chance of student internalization and application of the knowledge rests in their teachers using the terminology within the different courses; this means gaining faculty buy-in which translates into continuing to build relationships with my colleagues.