

## Media-Decoding Lessons from Project Look Sharp

With smart questions, students can learn to better analyze news and information for truth and bias.

In this age of information overload, students are bombarded with stories, videos, and images of all types. How can we teach them to be smart and savvy about the information they consume? Below are some examples of the free media decoding lessons from Project Look Sharp for all grade levels.

### Lower and Upper Elementary Students

#### How Much Fruit Is in This Drink? How Can You Tell?

In this lesson, students examine juice containers for messages about health and nutrition.



#### Sample questions:

- Is this drink made for kids or adults or both? What makes you say that?
- What does “100%” mean? What does “50% less” mean?
- How could you tell if a product is only made of fruit, if it only has a little bit of fruit, or no fruit?
- Why might the makers of the drink have wanted to make it look fun to kids?
- What does this teach us about food packaging?

### Middle School

#### Four Newspaper Reports on the “Gettysburg Address”

This lesson has students identify the partisan nature of news coverage in the 1860s.

##### Harrisburg Patriot

“We pass over the silly remarks of the President; for the credit of the nation, we are willing that the veil of oblivion shall be dropped over them and that they shall no more be repeated or thought of.”

##### Providence Journal

“Could the most elaborate and splendid be more beautiful, more touching, more inspiring, than those thrilling words of the President?”

##### Chicago Times

“The cheek of every American must tingle with shame as he reads the silly, flat, and dish-watery utterances of the man who has to be pointed out to the intelligent foreigners as the President of the United States.”

##### Chicago Tribune

“The conclusion of the President’s remarks was followed by immense applause, and three cheers given for him.”

#### Sample questions:

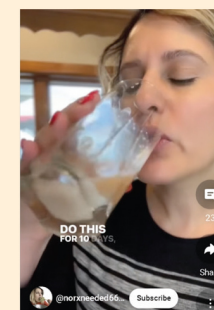
- Which are from Democratic vs. Republican newspapers? What is your evidence?
- Why would political parties be interested in running newspapers?
- What impact might partisan news have had on our democracy?
- Is our news media today partisan? How do you know?

### High School and College

#### Wellness Claims and Social Media

This lesson asks students to analyze four social media posts with health and wellness claims and evaluate their credibility.

##### YouTube



##### Instagram



#### Sample questions:

- What health claims are being made in this video and what is their evidence?
- What is the purpose of this post? How can you research these claims? How can you know your sources are credible?
- Why are these videos so popular? How do they tap into our emotions?

Source: Chris Sperry