

## Message, Audience, Production (MAP) Framework for Teaching Media Literacy Social Studies Integration

### AUDIENCE

All media messages - a film or book, photograph or picture, newspaper article, news story, propaganda, advertisement, song or music - are interpreted by each audience member or “reader” in different ways. Informed by a unique set of life experiences, an individual will bring to the media text a cultural frame of reference, determined by such factors as age, gender, class, ethnicity, religion etc. Although producers have a clear idea of a target audience for their work, audiences play an active role in “making sense” of what they see, hear or read. Active viewing involves encouraging students to become conscious of this process, rather than being passive recipients of the highly developed media culture that surrounds them. The intention is to promote critical thinking and independent judgment in students as they respond to and interpret these messages.

Media Literacy is the ability to access, analyze, evaluate and communicate information in a variety of sources. In the context of social studies, this is imperative in analyzing history sources and understanding history. The AUDIENCE component of the Media Triangle asks students to focus on how they “read” and interpret media sources. Using the AUDIENCE/CRITICAL VIEWING questions below, students will have tools and a framework on *how* to read representations of history.

#### Pre-viewing Questions

Ask students to answer the following questions before they view the media message.

1. Why do people interpret and experience the same media text differently?
2. How do producers take this into account?

#### Post-Viewing Questions

1 After ‘reading’ the media text the first time, ask students to answer the following questions:

##### Literal Phase

- Describe the work in as much detail as you can.
- Who do you think is the target audience for this work? How can you tell?
- How and why does it appeal to this target audience?
- How does it appeal to you – do you like it?
- Would your parents or friends like it

II. Examine the text again asking students to think carefully about their “reading”, and then to answer the following questions:

## Analytical Phase

- Are there different ways to read this text? Are there different levels to it - could there be multiple interpretations?
- What did you learn about *yourself* from this media text?
- What did you learn from other people's response and experience of it?
- Is it intended to offer multiple interpretations?
- What other interpretations could there be?
- Are these other viewpoints as valid as yours?

What informs reading?

- Do you need prior background knowledge to understand this text?
- Do you need conceptual or psychological knowledge to draw conclusions?
- Would it appeal to women as well as to men?
- Would it have specific appeal to different cultures? Does it draw on attitudes, assumptions, and cultural difference?
- Does it draw on context specific knowledge – environment, place, and the time in which the work is placed?

III. After having examined the media message, ask students to draw their own conclusions using prior knowledge.

## Summarizing Phase

- Explain the validity of your reading
- Explain different responses
- What evidence do you have to support your opinion of the piece?
- Review the intention of the producers to check against your reading.
- Do you think it is effective as a media text?
- Would you change it in any way?

## **Learning Extension**

After having discussed the media and its audience, ask students to draw their own conclusions using prior knowledge and examining other media sources of the *same* content.

## *Central Questions for Comparing Sources*

1. What do the media works have in common?
2. Do they invite different interpretations?
3. What other information would you need to determine the validity of your reading?
4. What other questions do you still have?
5. Is there ONE historical truth to be found?
6. What does this tell us about how we make sense of history and its different media representations (film, text, etc.)?