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**Am I doing Media Literacy in my class?** If you've found yourself asking this question, then read on...

One important resource that will help you answer this question is NAMLE's [Core Principles of Media Literacy Education](#) document. Here you will find a list of six core ideas that encompass media literacy education, each with key implications for practice.

The first core principle is most helpful in determining if you are integrating media literacy education into your teaching and reads:

**“Media Literacy Education requires active inquiry and critical thinking about the messages we receive and create.”**

The key is *active inquiry!* Media literacy education is much more than simply teaching *through or with* media (e.g., showing a film). Media literacy education is teaching *about* the media and requires that teachers and students engage in critical conversations about aspects of message production, distribution, consumption, and effects (e.g., discussing key questions, such as who created the film and why).

A second important resource that will help you answer this question is NAMLE's [Educator's Guide to Media Literacy Education and the Common Core State Standards](#) document. Here you will find a list of five connections that show how the CCSS are supported by media literacy education.

For example, when you explore the relationships between authors and audiences, you invite your students to critically consider a “wealth of other contextual information, like the time period of a text, how texts have been interpreted differently by different audiences, and many other inferences crucial to our full understanding.” Each of these factors plays into the message and meaning, cultivating a deeper understanding and reading of the text.

Finally, media literacy education is not only about reading, but also about writing the media. When you integrate media literacy into teaching and learning, your students engage in critical analysis and critical creation of messages. Ultimately, media literacy

education becomes a way of teaching where you encourage critical reading and writing of texts in all forms.

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Here are some basic ideas for both inquiry-based and production-based media literacy education that may be helpful in reflecting on your own MLE practice:

**Inquiry-based MLE Activities:**

- Examining movie versions of novels and comparing portrayals, time periods, audiences, meanings, etc.
- Investigating the production of a movie version of a story through analysis of dialogue employed or omitted and camera language.
- Discussing news/magazine articles from various sources or countries of origin to examine opposing viewpoints, similar viewpoints, language used, etc.
- Close readings of graphic novels.
- Analyzing political cartoons, advertisements, and social media.
- Investigating social constructions of race, gender, sexuality, ability, age, etc. and examining how these constructions are established and perpetuated for whom and by whom.

**Production-based MLE Activities:**

- Producing videos to illustrate a concept, persuade an audience, establish a connection, etc.
- Writing articles to illustrate a concept, persuade an audience, convey an original interpretation or idea.
- Creating an advertisement, movie poster, or tagline to convey a message or idea.
- Creating a blog, podcast, or other media piece to share thoughts, ideas, interpretations.
- Making a graphic novel version of a book or other media.
- Developing a Twitter account with sample tweets to represent a literary character, historical person, or event.
- Examining a character, event, or social issue and creating a media representation that shares your own interpretation.