



# See Her Be Her

## STUDY GUIDE

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All SFFILM Education materials are developed in alignment with California educational standards for media literacy. SFFILM Education welcomes feedback and questions on all printed study materials.

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This project was made possible with support from California Humanities, a partner of the NEH. Visit [www.calhum.org](https://www.calhum.org).

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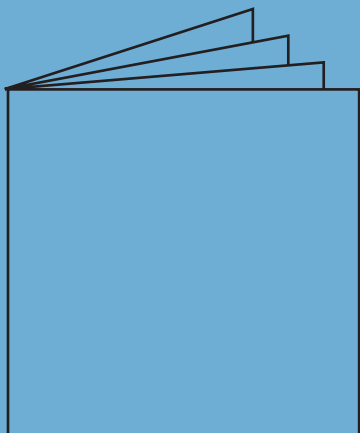






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## About the Film

In this exhilarating documentary by world-renowned sports photographer **Jean Fruth**, we follow seven incredible women baseball teams from around the globe — Canada, Cuba, Puerto Rico, South Korea, Uganda, Japan, and the USA as they train and compete for the Women's Baseball World Cup Title. From USA pitcher Kelsie Whitmore, the only North American woman playing in an all-male professional league, to Japan's Ayami Sato, one of the best female baseball players and pitchers in history, we are invited to witness boundaries pushed and stereotypes shattered. This timely film shows these players and teams standing up against gender inequality in sports and fighting to win the gold medal, all while trailblazing for the future generation of female athletes across the world.

**Recommended Grades:** 5–12

**Program Note:** This film contains brief profanity.

DIRECTOR  
**Jean Fruth**

EXECUTIVE PRODUCERS  
**Billie Jean King, Misdee Wrigley Miller, Wendy Selig-Prieb**

PRODUCERS  
**Jean Fruth, Jeff Idelson, Martin Berthiaume**

(USA 2024) English, Spanish, Japanese, Korean, 110 min

## Subject Areas

- **Asian Studies**
- **Career Path Training**
- **Journalism**
- **Latin American Studies**
- **Sports/Physical Education**
- **Women and Gender Studies**
- **World Studies**





# Teaching the Film

## General Topics:

- Perseverance
- Grit
- Gender equality- Baseball is for everyone

## Activate prior knowledge:

- What do you know about women in baseball?
- Can girls play in Major League Baseball? Why or why not?
- Have you ever felt left out of something because of your gender or background?

## Introduce Key Vocabulary based on Topics

- Trailblazer – Someone who does something first and opens the path for others.
- Stereotype – A general belief about a group of people that may not be true.
- Discrimination – Unfair treatment of people based on things like gender or race.
- Perseverance – Never giving up, even when things are difficult.

**Taking Notes During the Film** - Provide students with the T-chart (See Activities Page “Challenges & Triumphs”)

**Watch and Take Notes** - As you watch the documentary, listen carefully for moments when the players face obstacles. Write each challenge in the left column.

**Find Solutions** - Pay attention to how they responded to difficulties. Write their actions, strategies, or support systems in the right column.

**Compare & Discuss** - After watching, review your chart and discuss. What patterns do you notice? Students write the challenges faced by women on the left side and how they overcame these challenges on the right.

## Present Norms for Discussions:

- Be open-minded and curious. Listen to different ideas, even if they're not like yours.
- Use kind and respectful words. Avoid hurtful language or unfair ideas about any gender.
- Listen without interrupting. Show you're paying attention by nodding or responding kindly.
- Think critically. Ask questions that challenge unfair ideas about gender.
- Be patient and understanding. Everyone has different experiences and ways of thinking. Even if you don't agree, you can help others think in new ways by asking good questions.

**Engage in productive discussions** - select from the discussion questions. (Recommended activities page- “Stand Up for Gender Equality”)

**Engage in recommended activities** - see activities pages.





# Pre-Viewing Topics

## Film's Thematic Vocabulary

- Perseverance- Never giving up, even when things are difficult.
- Equity- Fairness by giving people what they need to succeed.
- Gender equality- The belief that people of all genders should have the same rights and opportunities.
- Inclusion- The act of making sure everyone has an opportunity to participate.
- Trailblazer- Someone who does something first and opens a path for others.
- Pioneer- A person who is among the first to explore or develop something new.
- Stereotype- A general belief about a group of people that may not be true.
- Discrimination- Unfair treatment of people based on things like gender, race, or who they love.

## General Film Vocabulary

- Documentary- A real story that uses interviews, footage, and narration.
- Representation- The way different groups of people are shown in media (TV, films) and society.
- Advocacy- Public support for a cause or movement.

## Baseball Specific Vocabulary

- Athlete- A person trained in sports.
- Professional- Someone who is paid to play a sport or do a job.
- Statistic- A number that represents a player's performance (e.g., batting average, RBI, ERA, a pitcher's Earned Run Average)
- Slugger- A strong batter known for hitting the ball really hard.
- Pitcher- The player who throws the ball to the batter.
- League- A group of teams that compete in any sport.
- Dugout- The area where players sit during the game.
- RBI(Runs Batted In)- The number of teammates that score runs as a result of a batter hitting the ball.





# History of Women in Baseball

## Women in Baseball

Women have played baseball for a long time, even though they weren't always allowed on official teams. In the 1800s, women played on special teams, but they didn't get the same chances as men. In the 1940s, the All-American Girls Professional Baseball League allowed women to play professionally. However, the All-American Girls Professional Baseball League (AAGPBL) never allowed Black women to play during its existence from 1943 to 1954 due to segregation rules at the time. While the league provided opportunities for women in baseball, it remained racially exclusive. Today, the Women's National Baseball Congress (WNBC) organizes competitive women's baseball tournaments and helps promote the sport. More girls and women play baseball, and some even coach professional teams. Additionally, in 2022, the Professional Women's Baseball League (PWBL) was launched in the United States, offering a professional platform for female athletes who want to play baseball at the highest level. This league represents the growing efforts to create more opportunities for women in baseball.

Women continue to break barriers in the sport, with players participating in both national and international competitions, including the Women's Baseball World Cup and other tournaments across the globe. Baseball is for everyone!

## Maria Pepe

Maria Pepe was one of the first girls to play Little League Baseball in 1972. She loved baseball and played for a team in Hoboken, New Jersey, but was told she couldn't play because she was a girl. There was a lawsuit and her case led to a big change, and in 1974, a court ruled that girls could play Little League too. Because of Maria, many girls got the chance to play baseball. Today, she is remembered for helping to make sports fair for everyone.

## A League of Their Own

**A League of Their Own** is a movie about women who played professional baseball during World War II. In the 1940s, many men went to war, so women played baseball to keep the sport going. The All-American Girls Professional

Baseball League was created, and teams like the Rockford Peaches became famous. The movie shows how hard the players worked and how much they loved the game. It also has a famous line: "There's no crying in baseball!"

## History of Black Women in Baseball

In the documentary **See Her Be Her**, three Black women in baseball are mentioned: Mamie Johnson, Connie Morgan, and Toni Stone. These trailblazing athletes played in the Negro Leagues because at the time the All-American Girls Professional Baseball League did not allow them to join.

## Toni Stone (1921–1996)

Toni Stone was the first woman to play professional baseball in the men's Negro Leagues. She loved baseball from a young age and played whenever she could, even though girls were often told they couldn't. In 1953, she joined the Indianapolis Clowns, taking the place of baseball legend Hank Aaron. Even though some people doubted her, she proved she was just as good as the men and made history!

## Mamie "Peanut" Johnson (1935–2017)

Mamie Johnson was one of the first women to pitch in the Negro Leagues. She was called "Peanut" because she was small, but she was mighty! Many players thought she wouldn't be able to pitch well, but she surprised them with her fastballs. She played for the Indianapolis Clowns and won 33 games as a pitcher!

## Connie Morgan (1935–1996)

Connie Morgan was one of the first women to play second base in the Negro Leagues. She joined the Indianapolis Clowns in 1954, taking over for Toni Stone. Before that, she was a star player in an all-women's baseball team. Connie was a great fielder and hitter, and she helped prove that women belonged in baseball.





Director

## Jean Fruth

Filmmaker and Photographer **Jean Fruth** does more than take pictures. She tells stories—of vibrant personalities, local cultures, and distinctive communities. From a small darkroom to the most iconic stadiums flooded with lights, Jean’s trajectory as one of photography’s preeminent visual storytellers has taken her on a round-the-horn tour of the world’s most indelible landmarks.

Now Jean hopes to tell an even larger story: about the power of sports to change the world. While baseball has always been her most compelling subject, what drives her now is to serve historically underserved communities as the co-founder of **Grassroots Baseball**, a non-profit that promotes a simple truth: sports isn’t merely a diversion. Its influence doesn’t end at the chalk line. Sports can empower and transform lives—the lives of youth, minorities, and women around the globe.

Sports has always given Jean vivid pictures; now it has given her vital purpose. Her current projects tell the story of the unacknowledged past, the thrilling present, and the

bright future of girls and women in baseball. While shooting photographs for her third book in the Grassroots Baseball series, she directed and produced a documentary that shines an overdue spotlight on premiere women players—“unsung heroes,” she calls them—from diamonds worldwide. **See Her Be Her** features a deep roster of powerful women who truly swing for the fences—for their teams, for their countries, and for the sheer love of the game—but most urgently, for future generations of female athletes everywhere, who have struggled too long for their turn at bat. With **See Her Be Her**, the message to that next generation is clear—if they see her, they can dream to one day be her.

In addition to her Grassroots Baseball work, Jean continues to shoot the Major League game from Spring Training through the World Series. Her diverse portfolio also includes having helped build the archive of the world-renowned National Baseball Hall of Fame & Museum. Jean’s work is routinely featured in prestige media and has been on exhibit in America’s most eminent historical institutions, including the Abraham Lincoln Presidential Museum, the Smithsonian and the Hall of Fame in Cooperstown, New York.

She is honored to be designated by Sony as one of its select **Sony Artisans of Imagery**, a partnership with a small collection of visual artists worldwide. Through her popular workshops, she shares her techniques, her insights, and her love of images—both the power of pictures, and the stories they tell.

Jean is the author/photographer of three books in the Grassroots Baseball Series: *Where Legends Begin* (2019), *Route 66* (2022), and *See Her Be Her* (2024), with proceeds from all books benefitting the Grassroots Baseball non-profit organization.

Jean regularly speaks to corporate groups and students and she tours with the Changemaker Speaker Series, presenting in large performing arts venues across North America.





# Discussion Questions

## Historical

1. How do you think Maria Pepe felt when she was told she couldn't play anymore?
2. How do you think sports would be different today if Maria had never played?
3. How do women like Maria Pepe and Toni Stone change baseball history?
4. What obstacles did women of color face in baseball? i.e. Toni Stone, Mamie Johnson, Connie Morgan

## General

1. What challenges do the women in the film face?
2. What emotions do you feel while watching their stories?
3. Why do you think women's baseball isn't as popular as men's?
4. Who or what surprised you the most about the film?
5. What does it mean to be a trailblazer? Can you think of someone who was the first to do something important? For example: \_\_\_ was the first woman to\_\_\_.
6. How did the women in the film show perseverance and grit?
7. What would happen if women played in Major League Baseball today?
8. If a women's professional baseball league were created today, what challenges would it face? How would it impact girls and women today?
9. Why do you think the film begins and ends in Uganda?
10. What questions do you have for Jean Fruth, the director and photographer of this film?
11. Kelsie Whitmore chooses to wear her hair down while playing. How important is it to express yourself and stay true to who you are in baseball and in life?
12. How important is it for players to support and uplift each other, both on and off the field?

## Gender Inequality

1. Why do you think some people believed that only boys should play baseball?
2. Women in baseball often have to pay fees to participate and do not get paid. What changes do you think are needed to create a professional women's baseball league where players are paid?
3. How can fans and the media help support women's baseball and push for equal pay?
4. What steps can be taken to ensure women have the same opportunities as men in professional sports?
5. Considering the women baseball players in Uganda, how might a mother who dreams of joining a baseball league balance her responsibilities as a mother and pursue her goals?
6. What challenges do mothers face in playing baseball? What changes could make it easier for mothers to chase their dreams in baseball, as depicted in the film? What support systems would you implement if you were the head of the women's baseball league?
7. Margarita Mayeta, head of the Women's Baseball Federation in Cuba, stated, *"...machistas piensan que la mujer es de la casa/ male chauvinists think that women belong at home."* How do you respond to this outdated perception of women's roles in society? Have you encountered similar outdated perceptions from people in your family or community? How have you addressed these perceptions?
8. How has machismo historically influenced opportunities for women in baseball, and what progress has been made to challenge these barriers?
9. What challenges do female baseball players face today that their male counterparts do not, and how can these be addressed?
10. In what ways can media and sports organizations help change traditional gender perceptions in baseball and encourage more female participation?
11. Compare the struggles of past and present women athletes. What are some similarities and differences?





# Discussion Questions (Cont.)

## Mental Health

1. In the film, Gabby discussed her mental health struggles while working hard to make ends meet and afford therapy. How do you think the pressures of balancing a career and personal life can impact a female athlete's mental health?
2. Why is it important for female athletes like Gabby to have access to mental health resources?
3. In what ways can sports organizations and coaches support the mental health of women baseball players who are dealing with financial and emotional stress?
4. Kelsie mentioned that social media can be brutal, and she continues to receive harsh comments. What message would you share with those who post hurtful comments? How can you take a stand against cyberbullying and support those who experience it?
5. Kelsie states, *"Talk back with your action of play. Talk back with your glove."* What do you think she is trying to express about how actions and skills are communicated in sports? Why is it important to communicate through your actions rather than just words in sports?
6. Can you think of a time when your actions in a game spoke louder than what you said? What happened?

## Allyship/ Advocacy

1. Why is it important for girls and women in baseball to have a platform like this film to share their stories?
2. How can you support and encourage other girls who want to play baseball or any sport? For example, by teaching a younger family member how to catch a ball.
3. What advice would you give to a 5-year-old girl who dreams of playing professional baseball?
4. Have you ever had to stand up for something you believed in? What was that experience like?
5. If you were in charge of sports, what changes would you make to ensure fairness and equal opportunity for everyone?
6. What are meaningful ways people can support and promote women's baseball?
7. How important is it to have someone who believes in you and how does that impact your confidence and success?
8. Ichiro Suzuki, a Japanese professional men's baseball player, mentioned in the documentary, that the circle for women's baseball is small but growing. He has been recognized as an ally for advocating for women's baseball in Japan and helping secure a game at the Tokyo Dome. What role do you think professional male baseball players should play in supporting and advocating for women in the sport?



# Activities

## [Activity Sheets \(English/Spanish\)](#)

### 1. Design a Zine

Design a zine featuring Kelsie Whitmore, Ayami Sato, or any other inspiring figure from **See Her Be Her**. Your zine should highlight their journey, challenges, and the changes needed to support women in baseball.

Guiding topics:

- The Pressure on Kelsie Whitmore- Why is there so much expectation on her?
- Unfair Rules for Women in Baseball- Many women players have no team, must pay to play, and juggle other jobs while competing.
- What Needs to Change?- Consider the need for more support, sponsorships, a professional league, and equal pay.
- Spotlight on Kelsie Whitmore or another player- Who is she? What are her accomplishments? What challenges has she faced? Include fun facts and why she is a role model.
- Be creative! Use drawings, quotes, stats, and personal reflections to make your zine impactful.
- Get help from your teacher to make copies and fold your zine, and then spread the word. Leave your zines in libraries or around your school for people to read and enjoy.

Downloadable Template link [here](#)

Template using Canva link [here](#)

\*For a structured activity, a template is provided in the [activities worksheets here](#). Feel free to modify.

### How to Fold a Mini Zine

1. Start with a sheet of paper.
2. Fold it in half (hamburger style), then unfold.
3. Fold it in half the other way (hot dog style), then unfold.
4. Fold the short edges to the center crease, so you now have 8 sections.
5. Cut along the center crease (ONLY between the four middle sections).
6. Fold it in half again (hot dog style) and push the ends together to form an open "X" in the middle.
7. Fold it into a booklet by pressing the pages together until they form a mini zine with 8 pages!





# Activities (Cont.)

## 2. Design a Poster

In the documentary **See Her Be Her**, three Black women in baseball are highlighted: Mamie Johnson, Connie Morgan, and Toni Stone. These trailblazing athletes played in the Negro Leagues because the All-American Girls Professional Baseball League did not allow them to join.

For this assignment, create a poster showcasing their accomplishments. Research their contributions to baseball, find interesting facts about how they broke barriers, and explain how they helped pave the way for girls in the sport today. Be creative and informative! Read the brief bios to get you started. Use [canva.com](https://www.canva.com), [new.express.adobe.com](https://www.new.express.adobe.com), or [picsart.com](https://www.picsart.com) to make a digital poster.

### ***"If you can see it you can be it!"- Pathway to Success***

In the documentary **See Her Be Her**, we learned about incredible women who overcame challenges to achieve their goals. Now, it's your turn to reflect on your own journey. Create a written reflection or illustrated poster that outlines your personal pathway to success.

Create a reflection for your pathway to success.

\*Refer to the [activities and templates](#) for more details.

### **Color and Create a Poster**

Use the included templates to color the pages of Kelsie Whitmore or Ayami Sato. Then, write down facts about their achievements and why they are important role models for girls and women in baseball. Hang your posters on the bulletin boards of your school.

### **Create a Timeline for Women in Baseball**

Students can create a timeline for women in baseball as a class by using a mix of research, collaboration, and digital or hands-on tools.

1. Research and assign small groups different time periods. Have students research notable events, such as:

- The first recorded women's baseball game (1860s).
- The formation of the All-American Girls Professional Baseball League (AAGPBL) in the 1940s.
- Key players like Toni Stone, Mamie Johnson, and Sophie Kurys.
- Women breaking into Major League Baseball (MLB) roles today.
- Women featured and mentioned in the documentary.

2. Have students share their research and collaboratively decide which key moments to include.

3. Add visuals and present

### **Baseball vs Softball dynamic**

Create a poster describing the difference between baseball and softball.



# Activities (Cont.)

## 3. Research and Present

Research women who broke barriers in sports and present your findings. Use the provided [ESPN](#) and [CNN](#) articles as sources. You may choose athletes like Billie Jean King, Toni Stone, Serena Williams, Manon Rhéaume, Mia Hamm, or another trailblazer in sports.

## 4. Guide to Your Vision Board

Help students get started on creating a vision board and highlight the importance of staying true to themselves in their journey to achieving their goals.

\*Refer to the [activities page](#) for more details.

### Ode To Your Biggest Supporter

In the documentary **See Her Be Her**, we learned about Ayami Sato, a talented baseball player from Japan, whose grandmother was her biggest supporter. She believed in Ayami's potential and would show up to all her games. Now, think about someone in your life who has been your biggest supporter—someone who believes in you, encourages you, and helps you achieve your goals. This could be a family member, teacher, coach, friend, or mentor.

\*Refer to the [activities page](#) for more details.

### Stand Up For Gender Equality

Gender inequality affects everyone.

Any person can stand up for gender equality by doing the following:

- Raising their voice against inequality
- Demanding action
- Promoting change that empowers girls
- Foster inclusive environments
- Spread the word. Share information

An **upstander** is someone who stands up for others and against injustice.

1. How would you, as an upstander, respond to each scenario?
2. Instructions:
3. Cut out each section containing a scenario.
4. Get into small groups
5. Provide each group with one scenario
6. Select someone to be the recorder and write or sketch your group's responses.
7. Share each poster with the whole group.

\*Refer to the [activities page](#) for more details.





# Beyond the Classroom

Grassroots Baseball <https://www.grassrootsbaseball.org/>

Short stories: <https://www.grassrootsbaseball.org/seeherbeher-short-stories>

News Library about the film: <https://www.grassrootsbaseball.org/see-her-be-her-in-the-news>

New York Times: New baseball doc spotlights women across globe: 'Ready to give them holy heck'  
<https://www.nytimes.com/athletic/5871426/2024/10/25/mlb-documentary-womens-baseball-league-their-own/>

AP NEWS: See Her Be Her documentary shines light on the progress, challenges of women's baseball worldwide  
<https://apnews.com/article/womens-baseball-documentary-3938fb1a2057a185cbf5b649301421ba>

USA Today: Billie Jean King wants to help carve 'pathway' for MLB's first female player  
<https://www.usatoday.com/story/sports/mlb/columnist/bob-nightengale/2024/09/09/billie-jean-king-see-her-be-her-mlb/75138824007/>

New York Times: New baseball documentary aims to create more chances for women on the field  
<https://www.nytimes.com/athletic/5645425/2024/07/19/documentary-women-baseball-see-her-be-her/>

Japan Times: Japan great Ayami Sato helps shine a light on women's baseball in new documentary  
<https://www.japantimes.co.jp/sports/2024/10/03/baseball/ayami-sato-see-her-be-her/>



# What is a documentary?

A documentary is a film whose goal is to capture truth, fact or reality as seen through the lens of the camera. But there are many kinds of documentaries, and not everyone's idea of truth is the same. The Scottish filmmaker **John Grierson** coined the term "documentary" in 1926 to describe American filmmaker **Robert Flaherty**'s romanticized culture studies, but nonfiction filmmaking dates back to the earliest motion picture reels.

The definition of documentary expanded as filmmakers experimented with technology and the goals of nonfiction. Avant-garde documentarians, like **Dziga Vertov** in the 1920s, believed that the mechanical eye of the camera gave a truer image of reality than the human eye and pointed his lens at newly industrialized cities. **Leni Reifenstahl**'s propaganda films from Nazi Germany used the nonfiction form to convey a political message, a slanted truth

The international cinema vérité or observational movements of the 1960s attempted to remove authorship from the documentary. The observational filmmaker hovered like a "fly on the wall" watching the world without commentary. Modern documentaries often seek to raise awareness about a social, environmental or political issue, guiding their audiences toward civic participation and activism.

While watching a documentary, it is important to remember the core concepts of media analysis: who made the film, for what audience and why? The nonfiction format can be deceptively subjective, as all filmmaking involves an inherent selection process: in the images that are shot, the music and narration that accompanies them and, most significantly, the way in which they are all edited together. Media literacy means always analyzing a documentary for its message and authorial intent.

Even though they are nonfiction films, most modern documentaries structure their content around a traditional story arc: with a beginning, middle, and end, as well as characters, and a conclusion, theme or thesis to impart to the audience. Documentary filmmakers begin their projects with an idea or an issue that they wish to explore more deeply. Through research and planning, they develop a comprehensive plan before they begin shooting.

## A BRIEF TIMELINE OF THE DOCUMENTARY

1895

The Lumiere brothers develop the first motion picture film reel, capturing brief unedited clips of life around them called 'actualities.'

1900-1920

Travelogue or 'scenic' films become popular showcasing exoticized images from around the globe.

1926

**Dziga Vertov**, with the Soviet Kino Pravda movement, released the experimental nonfiction film, **Man With A Movie Camera**.

1939

**John Grierson** collaborated with the Canadian government to form the National Film Board of Canada, with the initial goal of creating Allied propaganda in support of war.

1960s

The 'cinema vérité' movement began in Europe, followed by the 'direct cinema' in the US. Portable cameras and sync sound allowed filmmakers to capture intimate footage with minimal intervention.

1968

The Argentine film, **La Hora de los Hornos**, opened the door to activist cinema of the 1970s, using film as a tool to counter capitalist politics in Latin America.

1988

Independent Television Service (ITVS) was founded.

2000s

The widespread use of digital cameras and editing software made the documentary medium more affordable to independent filmmakers.

Present Day

The term 'documentary' comes to encompass a wide range of nonfiction cinema. Contemporary filmmakers continue to push the boundaries of truth in film and to explore new avenues and applications for the medium.





# Media Literacy Resources: Screening with Meaning

We live in a world where technology mediates a large portion of human interaction and the exchange of information. Every projected image, every word published on a page or a website, and every sound from a speaker reaches its audience through the language of the medium. The ability to parse the vast array of media messages is an essential skill for young people, particularly in a mainstream commercial culture that targets youth as a vulnerable, impressionable segment of the American marketplace. Many students already have a keen understanding of the languages different media use and the techniques they employ to inspire particular emotions or reactions, but they often lack the skill or awareness to fully deconstruct the messages they continuously receive. Analysis of a media message, or any piece of mass media content, can best be accomplished by first identifying its principal characteristics:

1. **Medium:** the physical means by which it is contained and/or delivered
2. **Author:** the person(s) responsible for its creation and dissemination
3. **Content:** the information, emotions, values or ideas it conveys
4. **Audience:** the target audience to whom it is delivered
5. **Purpose:** the objectives of its authors and the effects of its dissemination.

Students who can readily identify these five core characteristics will be equipped to understand the incentives at work behind media messages, as well as their potential consequences. Media literacy education empowers students to become responsible consumers, active citizens and critical thinkers.

## MEDIA LITERACY STANDARDS

### MEDIUM

#### All Media Is Constructed.

- What is the message, how is it delivered and in what format?
- What technologies are used to present the message?
- What visual and auditory elements comprise the media content?
- What expectations do you bring to the content, given its medium and format?

### AUTHOR

#### All Media Is Constructed by Someone.

- Who is delivering the message?
- Who originally constructed the message?
- What expectations do you have of the content, given its author(s)?

### CONTENT

#### Media Is A Language For Information.

- What is the subject of the media message?
- What information, values, emotions or ideas are conveyed by the media content?
- What tools does the author employ to engage the viewer and evoke a response?
- To what extent did the content meet your expectations, given the format/author?

### AUDIENCE

#### All Media Messages Reach an Audience.

- Who receives the message?
- For whom is the message intended?
- What is the public reaction to the media content and/or its message?
- What is your reaction to the media content and/or its message?
- How might others perceive this message differently? Why?

### PURPOSE

#### All Media Messages Are Constructed for a Reason.

- Why was the message constructed?
- Who benefits from dissemination of the message? How?
- To what extent does the message achieve its purpose?
- What effect does the message have on the audience it reaches, if any?



# ISTE Standards for Students

1.2 Digital Citizen – Students recognize the rights, responsibilities, and opportunities of living, learning, and working in a digital world.

1.3 Knowledge Constructor – Students critically curate a variety of resources using digital tools to construct knowledge and create meaningful learning experiences.

1.6 Creative Communicator – Students communicate clearly and express themselves creatively using digital media.

1.7 Global Collaborator – Students use digital tools to broaden perspectives and engage with others to explore global issues.

# Common Core Standards

CCSS.ELA-LITERACY.RI.4.7-8.7 – Interpret and evaluate information from diverse media and formats.

CCSS.ELA-LITERACY.SL.4.2-8.2 – Analyze the main ideas and supporting details presented in diverse media formats.

CCSS.ELA-LITERACY.W.4.6-8.6 – Use digital tools to produce and publish writing, and collaborate with others.

CCSS.ELA-LITERACY.RI.4.7-8.7 – Interpret information presented in different formats (e.g., video, charts, images) and explain how it contributes to understanding a topic.

CCSS.ELA-LITERACY.RI.4.9-8.9 – Compare and contrast how different texts (or media) address similar themes or topics.

CCSS.ELA-LITERACY.SL.4.1-8.1 – Engage in collaborative discussions about diverse topics, building on others' ideas and expressing their own.

CCSS.ELA-LITERACY.SL.4.4-8.4 – Present claims and findings with clear descriptions, facts, and relevant details.

CCSS.ELA-LITERACY.SL.4.5-8.5 – Include multimedia components and visual displays in presentations to enhance understanding.

CCSS.ELA-LITERACY.W.4.7-8.7 – Conduct short research projects that build knowledge through investigation of different aspects of a topic.

CCSS.ELA-LITERACY.W.4.8-8.8 – Gather relevant information from multiple sources and summarize findings.

CCSS.ELA-LITERACY.RL.4.1-8.1 – Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences.

CCSS.ELA-LITERACY.RL.4.7-8.7 – Make connections between a text and a visual or multimedia presentation (such as the film).