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UNIT 5: RATINGS AND REVIEWS

Unit Overview

This unit helps children understand the value of being an active and selective media consumer—making appropriate choices about what to read, watch, and listen to.

Students learn that people of different ages and backgrounds interpret media messages differently. Even though we may watch the same program, we don't make the same meanings of what we see and hear. We interpret messages differently based on our backgrounds and life experiences.

They discover how to use the TV ratings and reviews to select films and TV shows. Students learn about the value of TV ratings in deciding what kinds of programs are appropriate for them.

Children write their own TV or film reviews, sharing their responses to a new show, and interviewing parents and family members to find out their opinions.

This unit provides an opportunity to explore Character Education concepts, including **respect, responsibility, and fairness.**

The “essential questions” of this unit are:

- **Why do people of different ages see different things when they watch the same program?**
- **What is the TV ratings system and why are shows given ratings?**
- **Why should people be selective and active in making choices about what to watch, see, and read?**
- **How can you use a TV guide to make informed choices?**
- **What are the elements of a film or TV review?**



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UNIT 5: RATINGS AND REVIEWS

Learn how different people interpret media messages differently because of their age and experience. Rate different TV programs using the TV ratings system, learn to use a TV guide grid, and write a review of a TV show or film.

CLASSROOM ACTIVITIES

5.1 Conduct an Interview

Talk with a partner about his or her emotions while viewing a video clip about sharks.

5.2 Rate the TV Programs

Read the log lines and decide what kind of rating each show should have.

5.3 Q & A on the TV Ratings

Learn about the TV ratings system in this critical reading activity.

5.4 Create a Slogan

Create a slogan for a print ad or public service announcement about the TV ratings system.

5.5 Can You Read the Grid?

Use this TV guide to check your ability to read a grid.

5.6 Fix It Up!

Edit a student's TV review for grammar, spelling, and punctuation.

PRODUCTION ACTIVITY

Write a TV Review

Write a review of a TV show or film, including the opinions of different family members, teachers, or classmates.

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UNIT 5: RATINGS AND REVIEWS

CONNECTIONS TO MARYLAND STATE CONTENT STANDARDS

The *Assignment: Media Literacy* curriculum has been designed to align with Maryland State Content Standards. Many of the activities and lessons are modeled upon the structure and format used in the MSPAP tests for language arts and social studies.

For each unit, the Grade 3 standards are listed first for each subject area, followed by the Grade 5 standards. The numbers at the end of each line refer to specific instructional goals identified in the Maryland Content Standards.

Use the chart below to identify the specific instructional objectives developed in each unit of the program.

ELEMENTARY LANGUAGE ARTS

Grade 3 Content Standards

1.3.5	Comprehension and Interpretation of Informational Text (all)
3.3.1	Organization and Focus (all)
3.3.3	Revision and Evaluation of Writing (all)
3.3.6	Informational Writing (all)
3.3.7	Persuasive Writing (all)
4.3.1	Acquisition and Application of New Vocabulary (all)
4.3.2	Comprehension and Application of Standard English Language Conventions (all)
6.3.1	Organization and Delivery Strategies (all)

ELEMENTARY SOCIAL STUDIES

Grade 3 Content Standards

8.3.1	Explain the importance of individual and group participation in school and community improvement.
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ELEMENTARY LANGUAGE ARTS

Grade 5 Content Standards

1.5.1	Concepts of Print and Structural Features of Text (#1)
1.5.5	Comprehension and Interpretation of Informational Text (all)
3.5.1	Organization and Focus (all)
3.5.3	Revision and Evaluation of Writing (all)
3.5.6	Informational Writing (all)
3.5.7	Persuasive Writing (all)
4.5.1	Acquisition and Application of New Vocabulary (all)
4.5.2	Comprehension and Application of Standard English Language Conventions (all)
6.5.1	Organization and Delivery Strategies (all)

ELEMENTARY SOCIAL STUDIES

Grade 5 Content Standards

8.5.1	Explain the rights and responsibilities of being a citizen of the United States.
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ELEMENTARY MUSIC

Content Standards

Outcome IV	Aesthetic Criticism: Expectation A, Indicator 1, 2, 3, 4, 5.
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TEACHER NOTES

UNIT 5 | ACTIVITY 5.1 | CONDUCT AN INTERVIEW

This activity helps students to understand that different viewers interpret a media message differently, depending on their age, background, and life experience. Students discover that even when people see the same program, they may interpret the message differently.

Background and Rationale

With all the choices of media messages available on television, in bookstores and libraries, in video rental stores, and in the cinemas, children need to understand that not all media messages are designed for everyone.

By age 8 or 9, children are increasingly interested in watching programs that are targeted to adult viewers. This creates new challenges for families, who find it difficult to monitor their children's choices as easily as in the pre-school or early elementary years.

First, children see interviews with people who have seen a video segment about sharks. After watching this, children make predictions about what they think the shark video will contain. Second, the children see the shark video and describe their reactions and interpretations.

Getting Started

Introduce the video by explaining that people interpret media messages differently. Ask children to watch the video and notice the similarities and the differences in the way people of different ages respond to seeing the exact same TV show about sharks.

Show the video. After viewing, pass out Activity Sheet 5.1 (A) and ask children to answer the questions on the first half of the page. Children may need assistance in reflecting on their expectations.

You can explain that **expectations** are the knowledge and feelings you get about what something is going to be like *before* you have the actual experience itself. Listening to other people talk about a TV show or film they have seen gives us expectations—we create a mental image of what the film or TV show might be like.

The message we want children to understand is that learning to be aware of your expectations about media messages is a part of becoming a critical viewer.

When children have completed these questions, discuss the answers. It’s important to help children notice the different responses to the video—based on the age, gender, and life experiences of the people who viewed the videotape.

Some children will expect that the film is violent or scary because of the descriptions provided by people in the interviews. Preview the shark video yourself to determine its appropriateness for your students.

Watching the Shark Video

Show this video segment and ask children to pay attention to the different feelings they experience while viewing. You might encourage them to write down some different feeling words as they watch: excited, nervous, happy, tense.

Use Activity Sheet 5.1 (B) after viewing the shark video. You may prefer to use these questions for large group discussion, or as an in-class writing activity. Encourage children to respect the various kinds of responses that children have about what they have seen.

Answers:

Review the True-False questions. These are designed to help children discover that our feelings and emotions can affect how well we remember.

- T** One of the divers was in a cage.
- F** There were three sharks in the scene.
- F** There was blood in the water.
- T** The diver was attacked by the shark—students may say False: the diver provoked the shark.
- F** Both divers are wearing protective clothing.
- F** The gun can be fired many times.

The main point of this activity is to help children recognize and value that everyone interprets a media message based on their experience, age, and personality. Some of our interpretations are shared, while other interpretations are unique.

Name _____ Class _____ Date _____

UNIT 5 | ACTIVITY 5.1 (A)

CONDUCT AN INTERVIEW

Instructions: Answer these questions after viewing the interviews but before you see the shark video.

AFTER VIEWING THE INTERVIEWS

- 1. What do you think the video about the shark will show? Write down what you think the video will be about based on what people said in the video.



- 2. What were some differences and similarities in the way people on the videotape talked about sharks?

- 3. Write down three things that the older children and adults talked about that the younger children did not.



Name _____ Class _____ Date _____

UNIT 5 | ACTIVITY 5.1 (B)

AFTER VIEWING THE SHARK VIDEO

Instructions: Answer these questions after viewing the shark video.

1. What feelings or emotions did you experience while viewing?

2. TRUE/FALSE QUESTIONS

Circle the right answer.

- T F One of the divers was in a cage.
- T F There were three sharks in the scene.
- T F There was blood in the water.
- T F The diver was attacked by the shark.
- T F Both divers are wearing protective clothing.
- T F The gun can be fired many times.



3. Have you experienced something in your own life that reminded you of this video or have you seen something on TV or film that reminded you of this video? Describe it on the back on this page.



TEACHER NOTES

UNIT 5 | ACTIVITY 5.2 | RATE THE TV PROGRAMS

This activity explores the TV ratings system, helping children to identify the different ratings used on television programs by using criteria to rate the content of different programs.

Getting Started

Children appreciate the opportunity to talk about the film and TV ratings systems. Begin this activity by asking children about why films we see at the movies are given ratings—like G, PG, PG-13, and R.

After listening to their responses, ask children why TV shows are rated, with labels like TVY, TVPG, TV14. Children may have noticed the labels or they may not have noticed them.

After listening to their responses, pass out the Activity Sheet 5.2 (A) and ask children to read the descriptions. You may select children to read aloud the various paragraphs or ask children to read silently.

To test comprehension, see if children can give an example of a TV show with a particular rating. Ask, “What’s an example of a TV show that’s rated TVY?”

Rate the TV Shows

Give children Activity Sheet 5.2 (B) and read the instructions aloud. Children will enjoy playing the role of TV producers. Encourage them to work independently to give each of the programs a rating. If they are not sure, invite them to reflect on their expectations about this program, based on other experiences they have had with media.

Students will give different ratings to these listings. As you listen to their ideas, be sure to ask children to provide reasons for their responses. You may find some interesting patterns in the responses given by children.

UNIT 5 | ACTIVITY 5.2 (A)

RATE THE TV PROGRAMS



TVY All Children

These programs can be animated or live-action. Programs with this rating are specifically designed for children from ages 2 to 6. These programs are not expected to frighten younger children.



TVY7 Directed to Older Children

These programs are more appropriate for children who are able to distinguish between make-believe and reality. Shows with this rating may include mild fantasy violence or comedy violence. Some scenes may frighten children under the age of 7. For those programs where fantasy violence may be more intense or show more fighting, such programs will get a special rating of TVY7-FV.



TVG General Audience

This rating means the program is not designed specifically for children, but the content is appropriate for all ages. Shows with these ratings contain little or no violence, no strong language, and little or no sexual dialogue or situations.



TVPG Parental Guidance Suggested

These programs contain material that parents may find unsuitable. Parents may want to watch it with their children. Programs with this rating may contain one or more of the following: moderate violence (V), some sexual situations (S), coarse language (L), or some suggestive dialogue (D).



TV14 Parents Strongly Cautioned

This program contains some material that many parents would find unsuitable for children under 14 years of age. Parents are strongly urged to exercise greater care in monitoring programs with this rating and are cautioned against letting children under the age of 14 watch alone. These programs contain one or more of the following: intense violence (V), intense sexual situations (S), strong coarse language (L), or intensely suggestive dialogue (D).

UNIT 5 | ACTIVITY 5.2 (B)

RATE THE TV PROGRAMS



Instructions: You have been asked to provide ratings for the following new TV shows. Unfortunately, you are under deadline pressure and can't watch each of the episodes. Your assistant forgot to include the names of the TV shows, too. Read the program descriptions below and use the ratings worksheet to select the most appropriate rating from the five choices shown above. Circle the letter ratings if needed.

1. Boy genius moves from the fourth grade up to high school where he becomes friends with the dim guys in his class and gets attention from teen girls. Wednesday 8 p.m.

Rating: _____ FV V S L D (circle as many as apply)

2. Cissy has no date for a big dance, but Uncle Bill gets a surprise when he asks a movie-star friend to be her escort. Saturday 10 a.m.

Rating: _____ FV V S L D (circle as many as apply)

3. Von Goosewing enlists the aid of a re-animated Duckula ancestor in changing a fuse so he can bring his creature to life. Monday–Friday 4 p.m.

Rating: _____ FV V S L D (circle as many as apply)

4. Twins discover an evil secret when they find Grandpa's old army uniform. Thursday 4 p.m.

Rating: _____ FV V S L D (circle as many as apply)

5. The case of a woman who fell to her death wearing only a slip leads the detectives to her psychiatrist, a television anchorman, and the dead woman's father. Saturday 8 p.m.

Rating: _____ FV V S L D (circle as many as apply)



TEACHER NOTES

UNIT 5 | ACTIVITY 5.3 | Q & A ON THE TV RATINGS

This activity provides a critical reading activity to help children understand the TV ratings.

Getting Started

This activity is ideal as a read-aloud and discussion activity. Pass out copies of Activity Sheet 5.3. You might read the questions and select students to read the different answers. Then, as a group, discuss the answers to the questions on the bottom of the page.

Questions and Answers:

1. *New Starblasters* might get a TVY7-FV rating because of the levels of “action-packed tension,” which features a “Quantum 21 ray gun.”
2. Students will provide different answers. Remind students that more than 1,500 programs are aired on broadcast and cable television every day—and the number is growing.

Making the Math Connection

Students may enjoy the math activity calculating how many people would be needed to watch TV if an independent group of people rated shows. If people watched TV shows for eight hours a day, how many people would be needed each day? (1,500 hours of TV per day/8 hour work day = 187.5 people needed each day to rate TV shows.)

UNIT 5 | ACTIVITY 5.3

Q & A ON THE TV RATINGS

How do the ratings work with the V-chip?

The V-Chip technology built into a new TV set “reads” the rating for a particular TV program. Once parents decide which TV ratings are inappropriate for their children, they can use the V-Chip to block out programs with those ratings.

Can the V-chip restrict an entire channel?

It depends on the TV model you have. If your TV has this feature, your parents can program the TV to block a particular channel permanently until they decide to change the setting.

Who decides how a program is rated?

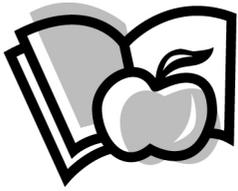
The TV industry is responsible for rating its own programming. This means that the producer who creates the program or the network that broadcasts it decides what the rating will be.

What kinds of violent content may appear in a program with an FV rating?

A TVY7-FV rating indicates a program that may contain some or all of the following characteristics: violence as an important feature of the program; fighting presented in an exciting—even thrilling—way; villains and superheroes valued for their combat abilities; violent acts glorified; violence shown to be acceptable and effective solution to a problem.

Questions:

1. The *New Starblasters* show features action-packed tension between Growler and his arch-enemy, the evil insectasoid Malthion, who uses his Quantum 21 ray gun to destroy the starships created by Growler’s friends. What rating will this show get? Why?
2. Who should decide how a program is rated: the producers of the show, the government, or an independent group of people? Explain your opinion.



TEACHER NOTES

UNIT 5 | ACTIVITY 5.4 | CREATE A SLOGAN

This activity provides a collaborative learning opportunity for children to design an ad campaign for the TV ratings system.

Getting Started

This is an ideal collaborative learning activity. First, assemble children into work teams. This activity is effective in bringing children with different learning styles together.

Invite children to be an advertising agency, and make yourself the head of the company. You might want to give your advertising agency a creative name!

You've been given the account from the Federal Communications Commission to develop eight to ten ideas for a new thirty-second public service ad campaign to help people understand the TV ratings system.

Explain the meaning of a **public service announcement** (PSA). PSAs are TV commercials, or print ads, that are selling a message designed to promote good health or lifestyle behavior. Children will have seen a number of anti-drug and anti-tobacco ads—these are PSAs.

Write this goal on chart paper or the blackboard:

Our Goal: to help people become aware of the value of the TV ratings system in making good choices about what to watch.

Pass out copies of Activity Sheet 5.4. Invite children to brainstorm answers to the questions on the activity sheet. Ask your teams of three to five children to work together to think about the following elements:

Target audience: Who should hear and see this message?

- children our age
- parents
- grandparents
- older brothers and sisters
- younger children
- others?

It's best if children generate their own ideas for a target audience. Help children understand that the message they design will be different depending on which audience they select. It's better to pick just one group.

What do we want them to know? Students will need to generate different ideas, then evaluate their effectiveness, and select one or two to emphasize in their production.

- what the ratings symbols mean
- how to use the ratings in selecting a show
- why children should look at the ratings
- why parents should look at the ratings
- others

It's best if children generate their own ideas for an informative message.

What do we want them to feel? The most effective PSAs activate a strong feeling. Students may want to reflect on some of the feelings from the list below:

- fear
- pride
- competition
- happiness

It's best if children generate their own ideas for an emotional message.

What do we want them to do? Students should identify a specific action that is desired. Some examples include:

- pay attention to the TV ratings
- use the ratings in selecting shows
- notice the ratings in a TV guide

It's best if children generate their own ideas for a behavioral message.

Five Slogan Ideas. Explain that a **slogan** is a short phrase that is easy for people to understand and remember. It's best to leave students some time to generate these ideas. Sometimes the best ideas come from the playfulness that occurs between and among children in small groups. You'll want to monitor students' work and highlight phrases and ideas that are on task. Sometimes a deadline helps students generate ideas faster, too!

Extension

Share the slogan ideas with the large group. For homework, ask children to design a print poster using the slogan they like best.

UNIT 5 | ACTIVITY 5.4

CREATE A SLOGAN

Instructions: “Be all you can be.” “Reach out and touch someone.” “Just do it.” Working in an advertising agency, you’ve been asked to develop a slogan to help people remember to use the TV ratings system in deciding what programs to watch.

Our Goal: to help people become aware of the value of the TV ratings system in making good choices about what to watch.

In a team, answer the questions below before you begin to develop your ideas for the print ad or public service announcement (PSA). Make sure that your slogans are short phrases (usually seven words or less) that help people remember your message.

Target Audience: _____

What do we want them to know? _____

What do we want them to feel? _____

What do we want them to do? _____

Five Slogan Ideas

Put a * next to your favorite!**



TEACHER NOTES

UNIT 5 | ACTIVITY 5.5 | CAN YOU READ THE GRID?

This activity tests children's reading and data interpretation skills by encouraging students to use the TV guide grid to locate information.

Getting Started

Show the video, which describes how to use the TV guide and provides an overview of the steps needed to translate the guide. You should use the TV grid and questions provided.

Pass out the TV questions found on Activity Sheet 5.5 (A) and the sample TV guide on Activity Sheet 5.5 (B). You may want to use this activity for individual seatwork or ask students to work in small groups to complete this activity.

Answers:

- 1.) 10 pm, AMC
- 2.) 8 pm
- 3.) PAX
- 4.) TVPG
- 5.) *A Night at the Roxbury*
- 6.) *The Crossing*, 8 pm, A & E
- 7.) *Avalanche: The Hidden Danger*, 9 pm, DISCOVERY CHANNEL
- 8.) 3
- 9.) 5

Extension

Ask children to take a current TV guide and develop some questions for that day's programming. When students use a TV guide for the current day, you may find that they use their knowledge at home!

Name _____ Class _____ Date _____

UNIT 5 | ACTIVITY 5.5 (A)

CAN YOU READ THE GRID?

Using the January 10, 2000 “TV Tonight” grid, answer the following questions.

1. What time can you see the movie *Save the Tiger* with Jack Lemmon?

What channel is it on?

TIME: _____ CHANNEL: _____

2. What time is *Who Wants to Be a Millionaire* showing? _____

3. On what network can you see *Touched by an Angel*? _____

4. What is the rating of *Moesha*? _____

5. Write the name of the movies that are reviewed as “poor” using the star method of reviewing.

6. What is the name of the TV show about General George Washington and the Revolutionary War?

TIME: _____ CHANNEL: _____

7. If you wanted to learn about avalanches, what is the name of the show you could watch?

TIME: _____ CHANNEL: _____

8. How many movies showing at 8 p.m. are rated PG? _____

9. How many movies showing at 8 p.m. are rated R? _____



TV TONIGHT

Eastern Time; may vary in some cities.
(CC) Closed-captioned (decoder needed).
(V) Available on video. (R) Repeat.

Movies are in screened boxes:

**** - Excellent ** - Fair
*** - Good * - Poor

TV Ratings Key
TVY Suitable for children of all ages
TVG Suitable for children 7 and older
TVPG All audiences
TV14 Parental guidance suggested
TVMA Inappropriate for under 14
Mature audiences

FV Fantasy violence
V Violence
S Sexual situations
L Coarse language
D Suggestive dialogue

8:00 8:30 9:00 9:30 10:00 10:30 11:00 11:30 12:00

NETWORK

ABC	Who Wants to Be a Millionaire: Contestants vie for escalating prizes that can total \$1 million. (CC)		Muhammad Ali: King of the World. Cassius Clay (Terrence Howard) fights Sonny Liston (Steve Harris) for the heavyweight championship and changes his name to Muhammad Ali. (2000) (NR) (CC)		Local news.	Nightline. (Starts 11:35) (CC)	Politically Incorrect. Penn Jillette. (CC)
CBS	The King of Queens. (CC) (TVPG-DL)	Ladies Man: Donna strips. (CC)	Everybody Loves Raymond: Sexuality. (CC)	Becker: Margaret is away. (CC) (TVPG-L)	Family Law: Lynn and Rex join forces to defend a 10-year-old boy accused of murder. (CC)	Local news.	Late Show With David Letterman: Kate Winslet; Ice Cube. (Starts 11:35) (CC) (TVPG)
Fox	Time of Your Life: Sarah, Rony and Joss go on a mission to meet men in New York City. (CC) (TVPG-D)		Ally McBeal: Ally befriends a homeless man who turns out to be a writer. (CC) (TV14-D)		Local programming.		
NBC	Freaks and Geeks: The geeks fear losing a beautiful transfer student to the popular kids. (CC) (TVPG)		Dateline NBC. (CC)		Third Watch: Rescue crews race to save lives after a building collapses on demolition workers. (CC) (TV14)	Local news.	The Tonight Show With Jay Leno: Antonio Banderas; Hilary Swank. (Starts 11:35) (CC) (TV14)
PBS	Antiques Roadshow: Columbus, Ohio. (Part 1 of 2) (CC) (TVG)		The American Experience: Despite personal hardship, Eleanor Roosevelt fights for the disadvantaged, champions human rights and comes to represent the American conscience. (CC) (TVPG)		Charlie Rose. (CC)		
UPN	Moesha: Hangout. (r) (CC) (TVPG)	The Parkers: (r) (CC) (TVPG)	Malcolm & Eddie. (r) (CC) (TVPG)	Malcolm & Eddie. (CC) (TV14-D)	Local programming.		
WB	7th Heaven: Eric and Ruthie shop for a much-needed new car. (r) (CC) (TVG)		Jack & Jill: Jack considers her relationship with Matt. (r) (CC) (TVPG-D)		Local programming.		
Pax	Hope Island: Parents squabble about a sick boy		Touched by an Angel: Family secrets		Diagnosis Murder: Illusionist dies onstage. (CC)	Twice in a Lifetime: Doctor's past has a deadbeat dad.	Paid programming.
Telemundo	La Vida en el Espejo.		El Amor de Mi Vida.		Discovery en Espanol.	Noticiero Telemundo.	Ocurrio Asi. (r)
Univision	Nunca Te Olvidare.		Tres Mujeres. (TV14)		Cristina ... Edicion Especial: Detras de las camaras. (TVG)	Primer Impacto Extra.	Noticiero: Ultima Hora. Viviana a la Medianoche.

CABLE

A&E	The Crossing. George Washington (Jeff Daniels) leads the attack on the Hessians. With Roger Rees. (1999) (NR) (CC)			The Crossing. George Washington (Jeff Daniels) leads the attack on the Hessians. With Roger Rees. (1999) (NR) (CC)			The Crossing. (1999) (CC)
Animal	Wildlife.	Wildlife.	Animal Legend.	Twisted Tales.	Emer. Vets.	Wild Rescues.	Wildlife.
AMC	The Hollywood Fashion Machine.		A Guide for the Married Man. *** Womanizer shows another man how to cheat on his wife. With Walter Matthau. (1967) (NR) (V)		Save the Tiger. ** A dress manufacturer (Jack Lammon) considers arson and appalls his partner (Jack Gilford). With Laurie Heineman. (Starts 10:15) (1973) (R) (V)		The Private Navy of Sgt. O'Farrell.
BET	Sparks. (CC)	Amen.	Comicview.		Live From L.A.		Tonight With Tavis Smiley. Midnight Love.
Bravo	Desert Bloom. *** A teen comes of age in 1950s Las Vegas. With Jon Voight. (1988) (PG) (V)			Marc Chagall: Painter's life and work. (TVPG)		Desert Bloom. *** A teen comes of age in 1950s Las Vegas. (1986) (PG) (V)	
Cartoon	Ed, Edd 'n Eddy. (TVG)	Tom & Jerry. (TVG)	Bugs & Daffy. (TVG)		Flintstones. (CC) (TVG)	Scooby-Doo. (TVG)	Ed, Edd 'n Eddy. (TVG)
Cinemax	Firestorm. ** Firefighters (Howie Long, Scott Glenn) encounter convicts. With William Forsythe. (1988) (R) (CC) (V)		Lethal Weapon. *** A detective (Danny Glover) with a family hunts drug smugglers with his new partner, a loner (Mel Gibson) with a death wish. (1987) (R) (CC) (V)		Erotic Confessions: Vignettes.		Lethal Weapon 4. ** (CC) (V)
CNBC	Hardball With Chris Matthews.		Rivera Live.		The News With Brian Williams.		Hardball With Chris Matthews. Rivera Live.
CNN	The World Today. (CC)		Larry King Live. (CC)		CNN NewsStand. (CC)		Sports. (CC) Moneyline. Larry King.
CNN/In	Digital Jam.	Business.	Biz Buzz.	Entrepreneurs.	Moneyline.	Your Money.	Digital Jam. World News.
CNN/Sl	Sports News.		Sports News.		Sports News.		Sports Tonight. Sports Tonight. Sports News.
Comedy	Andy Kaufman: I'm From Hollywood. (TV14)		A Comedy Salute to Andy Kaufman. (CC) (TVPG)		Strangers With Candy. (TV14)	Upright Citizens Brigade. (TV14)	Daily Show. (TVPG) Stein's Money. (TVPG) Sat. Night Live. (TV14)
Court TV	Cops. (TV14)	Cops. (TV14)	Homicide: Life on the Street.		Crime Stories.		Cops. (TV14) Cops. (TV14) Homicide.
C-SPAN	Prime Time Public Affairs.						Prime Time Public Affairs.
C-SPAN2	Public Affairs.						Public Affairs.
Discovery	Alaska Fishing: Alaskan salmon fishermen face danger. (TVG)		Avalanche: The Hidden Danger: Prevention. (TVG)		Violent Earth: Nature struggles during floods. (TVG)		Alaska Fishing: Alaskan salmon fishermen face danger. (TVG) Avalanche: The Hidden Danger.
Disc. Peop.	Against the Law. (TVPG)		Justice Files.		Rivals! (TVG)		Against the Law. (TVPG) Justice Files.
Disney	Aladdin and the King of Thieves.	Principal Takes a Holiday. ** Scheming teen recruits a bum as the school principal. With Kevin Nealon. (1998) (TVG) (CC)		Heidi. ** Alps orphan (Noley Thornton) brightens people's lives. With Jason Robards and Jane Seymour. (Starts 10:10) (3 hrs., 13 mins.) (1993) (G) (V) (Part 1 of 2)		Zorro: Zorro solves a murder.	

	8:00	8:30	9:00	9:30	10:00	10:30	11:00	11:30	12:00
E!	Talk Soup.	Myst./Scandals.	Lauren Chapin: The El True Hollywood Story. (TV14-D)			Howard Stern.	Howard Stern.	ElRofica '97.	
Encore	The Parent Trap. ** Separated twin sisters plot to reunite their parents. With Lindsay Lohan. (1998) (PG) (CC) (V)				Boys. ** A student falls for a woman linked to an athlete's disappearance. (Starts 10:15) (1996) (PG-13) (CC) (V)		Come See the Paradise.		
ESPN	College Basketball. (From 7:00) (CC) (Live)		College Basketball: Texas at Connecticut. (CC) (Live)			SportsCenter. (CC)		College Basketball.	
ESPN2	NHL Hockey: Phoenix Coyotes at New York Islanders. (From 7:30) (Live)				Match Up of the Millennium.		Super Bowl.	NFL 2Night.	
ESPN Classic	Masters on Monday.		Classic Baseball: '84 World Series: Padres vs. Tigers.			Sports Chail.	Sports Chail.	Masters.	
FNC	The O'Reilly Factor. (CC)		Hannity & Colmes. (CC)		The Edge With Paula Zahn. (CC)		The O'Reilly Factor.		Special Report.
Food	Emeril Live.		Gordon Elliott's Door Knock Dinners.	Hof off the Grill With Bobby Flay.	Cooking Live Primetime.		Emeril Live.		Gordon Elliott's Door Knock Dinners.
Fox Family	Neil. ** Two doctors (Liam Neeson, Natasha Richardson) observe and try to communicate with a wild woodsman (Jodie Foster) in North Carolina. (1 hr., 53 mins.) (1994) (PG-13) (V)				Famous Families: The Cassidy's: C'Mon Get Happy: Host Mariel Hemingway. (CC)		The 700 Club. (CC)		Who's the Boss. (CC) (TVG)
FX	NYPD Blue: A fight leaves Kelly's pal dead. (CC) (TV14)		The X-Files: Mysterious fires kill British officials. (CC) (TV14-DS)		Married ... With Children.	Married ... With Children.	The X Show: Guest Alan Thicke. (CC) (TV14)		The X-Files. (CC) (TV14-DS)
Game	Newlywed.	Family Feud.	Match Game.	3's a Crowd.	Love Buffet.	\$100,000 Pyr.	Inquization.	Newlywed.	Newlywed.
Golf	Golf Talk Live: Call-in show.		Big Three Golf.		Global Golf.	Golf Central.	Golf Talk Live: Call-in show.		Big Three Golf.
HBO	How Stella Got Her Groove Back. ** A 40ish woman (Angela Bassett) has a fling with a 20ish man (Taye Diggs). With Regina King. (1998) (R) (CC) (V)				Waiting to Exhale. ** Four Phoenix women bond while pursuing romance. With Whitney Houston, Angela Bassett and Lela Rochon. (Starts 10:15) (2 hrs., 4 mins.) (1995) (R) (CC) (V)				
HGTV	At the Auction.	Collectibles.	Bartholomew.	Country Home.	If Walls Talk.	Dream House.	At the Auction.	Collectibles.	Bartholomew.
History	Dr. Guillotin and His Execution Machine. (CC) (TVG)		The Big House: Rural New York prison's deadly riot. (CC) (TVPG)		The City Beneath Our Feet: Urban infrastructure. (CC) (TVG)		History's Lost & Found: First Mad Magazine. (CC) (TVG)		Execution Machine.
Independent Film	Split Screen: Filmmakers.	Animation Celebration.	The Madness of King George. *** British monarch (Nigel Hawthorne) loves his queen (Helen Mirren) and suffers mental illness. With Ian Holm. (1994) (PG-13) (V)				Split Screen: Filmmakers.	The Chocolate War. *** With John Glover. (1 hr., 44 mins.) (1988) (R) (V)	
Knowledge	New Media News. (TVG)	Home Computing. (TVG)	On the Money. (CC) (TVG)	Business Traveler.	RxTV. (CC) (TVG)	Meeting the Challenge.	New Media News. (TVG)	Home Computing. (TVG)	Informational programming.
Lifetime	Beyond Chance: Dog helps a developmentally impaired boy. (CC)		Someone is Watching. A boy's claim that a monster inhabits his closet has some basis in reality. With Stefanie Powers, Margot Kidder and Mickey Toft. (1 hr., 36 mins.) (1999) (NR) (CC)			Golden Girls: The grave. (CC) (TVPG-D)		Golden Girls: Mystery. (CC) (TVPG-D)	Oh Baby: Tracy makes a hire.
Movie Channel	Red Corner. ** (From 6:55) (2 hrs., 2 mins.) (1997) (R) (CC) (V)		Desperate Measures. ** A cop (Andy Garcia) with a dying son seeks help from a sociopath (Michael Keaton). With Brian Cox. (1 hr., 40 mins.) (1998) (R) (CC) (V)			Phantoms. ** Professor and sisters examine eerie killings. With Peter O'Toole. (Starts 10:45) (1998) (R) (CC) (V)			
MSNBC	Special Edition.		The News With Brian Williams.		Legends With Matt Lauer.		Special Edition.		News.
MTV	Karaoke.	TRL Wannabe.	TRL. (TVPG)		Real World.	Real World.	Time Out.	webRIOT.	Loveline.
Nick	The Wild Thornberys.	Rocket Power.	Brady Bunch. (TVG)	Brady Bunch. (TVG)	All in the Family. (TVG)	The Jeffersons. (TVG)	I Love Lucy. (CC) (TVG)	Mary Tyler Moore.	Happy Days. (TVG)
Odyssey Outdr. Life	Snowy River: McGregor Saga.		Survive the Savage Sea. ** (1 hr., 36 mins.) (1992) (NR)			Lonesome Dove.		Young Riders.	
Sci-Fi	Surfing.	Surfing.	Canoe, Kayak.	Sport Diver.	Surfer Journal.	Surfer Mag.	Surfing.	Surfing.	Canoe, Kayak.
Sci-Fi	The Outer Limits: Alien abduction flashes. (CC) (TVPG)		The Outer Limits: Alien armada is bound for Earth. (CC) (TVPG)			Lexx: The Series: Planet holds men without women. (CC) (TV14)		Rated Lexx: Episodic highlights and clips from the Lexx films.	
Show-time	Coming to America. *** An African prince (Eddie Murphy) and his royal sidekick (Arsenio Hall) come to Queens. With John Amos. (1 hr., 57 mins.) (1988) (R) (V)				A Night at the Roxbury. * Brainless brothers (Will Farrell, Chris Kattan) want their own dance club. (1998) (PG-13) (CC) (V)		The Hoop Life: Marvin's demons affect his play. (CC) (TVMA-LV)		
Speed	Auto Racing.	Motor Trend.	Racing From Goodwood.			Auto Racing.	Inside Winston Cup.		Auto Racing.
Starz	True Vengeance. Terrorists hold an assassin's daughter. With Daniel Bernhardt. (1 hr., 30 mins.) (1996) (R) (V)		In Search of Kunda With Martin Scorsese. ** Interviews with those who made the film. (1 hr., 34 mins.) (1998) (NR)			Kunda. *** Tibet's 14th Dalai Lama, from childhood onward. With Tenzin Thuthob-Tsarong. (1997) (PG-13) (CC) (V)			
Sundance	Android. *** With Klaus Kinski. (From 7:30) (1 hr., 20 mins.) (1982) (PG) (V)		Six O'Clock News. ** Filmmaker Ross McElwee examines the impact of natural disasters and murder on individuals. (1 hr., 43 mins.) (1997) (NR) (V)			Sherman's March. **** Filmmaker Ross McElwee meets eight women in his odyssey. (2 hrs., 35 mins.) (1986) (NR) (V)			
TBS	NBA Basketball: Utah Jazz at San Antonio Spurs. (Live)					Inside the NBA.	CB4. ** Middle-class pals (Chris Rock, Allen Payne, Deezar D) try to be rap stars. (1 hr., 29 mins.) (1993) (R) (V)		
TCM	Men in White. ** Socialite takes a surgeon away from his mentor and work. With Clark Gable. (1 hr., 20 mins.) (1934) (NR)			Young Dr. Kildare. *** Intern (Lew Ayres) handles crises and wins an older doctor's (Lionel Barrymore) nod. (1938) (NR)		Society Doctor. ** Surgeons end their rivalry for a nurse in the operating room. With Chester Morris. (1 hr., 3 mins.) (1935) (NR)			
TLC	Paramedics: Phoenix trauma helicopter rescues victims		U.S. Marshal: The Real Story: Apprehending fugitives. (TVPG)		U.S. Marshal: The Real Story: Los Angeles marshals. (TVPG)		Paramedics: Phoenix trauma helicopter rescues victims.		U.S. Marshal: Real Story.
TNN	Deadly Deception. ** A newswoman (Lisa Eilbacher) urges a carpenter (Matt Salinger) to seek his infant son. (1987) (R) (CC)			The Life and Times of Country Families: The Carter family. (CC)		Dallas: The cartel snubs J.R. and Sue Ellen. (CC) (TVPG)		Bill Dance Outdoors. (TVG)	
TNT	WCW Monday Nitro Live! Tony Schiavone; Bobby Heenan; Larry Zbyszko; Gene Okerlund; Mike Tenay. (CC) (TV14-DLS)					Strip Search. A woman (Caroline Neron) hires a police detective (Michael Pare) to track her stepdaughter, a stripper. With Pam Grier. (1 hr., 30 mins.) (1997) (R) (V)		WCW Monday Nitro Live! (CC) (TV14-DLS)	
Travel	Lonely Planet: The Arctic: Reykjavik, Iceland. (TVPG)		The Trailblazers: Nick journeys with Kirghiz nomads. (TVPG)			Amazing Destinations: Journey along the Pyrenees		Lonely Planet: The Arctic: Reykjavik, Iceland. (TVPG)	
TV Land	Emergency! Doctors oppose a paramedic bill. (Part 1 of 2)		Dragnet.	Adam-12.	Andy Griffith.	Leave It to Beaver.	The Honeymooners.	Sanford & Son.	A-Team.
USA	Walker, Texas Ranger: A deadly designer drug takes its toll on the Dallas elite. (CC) (TV14-V)		WWF RAW. (CC) (TV14-DLV)		WWF War Zone. (CC) (TV14-DLV)		Walker, Texas Ranger: Ranchers kill mustangs grazing on their land. (Starts 11:05) (CC)		
VH1	Ed Sullivan.	Ed Sullivan.	The Rocky Horror Picture Show. *** (1 hr., 40 mins.) (V)			The List.	Behind the Music. (CC) (TV14)		



TEACHER NOTES

UNIT 5 | ACTIVITY 5.6 | FIX IT UP!

Students practice their editing skills using a sample of student writing, with emphasis on identification of spelling errors.

Getting Started

This student writing provides a sample writing for the Production Activity for this unit.

This activity is designed to be used for individual student seatwork or as a homework activity. Encourage students to work independently.

Corrections:

Here is a corrected version of the essay:

The show I **reviewed** is *Futurama*. It airs on **Sunday** nights on FOX at 8 p.m. This show is about a guy who lives in the 24th century. He has a **girlfriend** with one eye. In the episode I watched, one of the lobster **characters** was **having** a nervous **breakdown**. They had to bring him to his home **planet**. When he got there, they learned that his insanity was for a biological **reason, because** it was lobster mating season. Their lobster friend was left without a mate. In the end, they **returned** back to planet Earth.

The show is different from *The Simpsons*. In *Futurama*, the group is not a family. *Futurama* is set in the future and *The Simpsons* is set in the present. Both shows are **making fun** of other TV shows, like *Star Trek*. This episode steals a famous section of a story from *Star Trek*.

My Dad **watched** the episode, too. He liked it. He **said**, "The whole show is about poking fun at a *Star Trek* episode. It was tasteless in parts, but funny." My Mom said, "*Futurama* is goofy—it's not nearly as good as *The Simpsons*." My sister said, "I liked Leela the best—she's smart and funny."

UNIT 5 | ACTIVITY 5.6 (A)**FIX IT UP!**

Instructions: Fix the student's essay to correct the spelling errors. Can you find all fifteen errors?

Futurama**A TV Review by Roger**

The show I reviewd is *Futurama*. It airs on Sunday nights on FOX at 8 p.m. This show is about a guy who lives in the 24th century. He has a girlfrend with one eye. In the episode I watched, one of the lobster caracters was haveing a nervous brakedown. They had to bring him to his home plante. When he got there, they learned that his insanity was for a biological reeson, becuz it was lobster mating season. Their lobster friend was left without a mate. In the end, they returnd back to planet Earth.

The show is different from *The Simpsons*. In *Futurama*, the group is not a family. *Futurama* is set in the future and *The Simpsons* is set in the present. Both shows are makeing funn of other TV shows, like *Star Trak*. This episode steals a famous section of a story from *Star Trek*.

My Dad watchd the episode, too. He liked it. He said "The whole show is about poking fun at a *Star Trek* episode. It was tasteless in parts, but funny." My Mom said, "*Futurama* is goofy—it's not nearly as good as *The Simpson*." My sister said, "I liked Leela the best—she's smart and funny."

Name _____ Class _____ Date _____

UNIT 5 | ACTIVITY 5.6 (B)

WRITE A TV REVIEW



Dear Family:

As part of our *Assignment: Media Literacy* curriculum, your child will be writing a TV review of a show he or she has never seen before. This assignment is an ideal opportunity for a family viewing experience.

In addition, this activity gives your child the opportunity to learn more about your opinions about TV programs. You can help strengthen your child's interviewing, note-taking, and writing skills.

Write a review of a TV show or film and include the opinions of different family members, teachers, or classmates.

How You Can Help

You can help your child to complete this activity by using a TV guide to help your child select an appropriate show. Please work with your child to select a TV show that is appropriate for family viewing, at a time when you can watch together. Use the TV ratings to help you select a program. Write down the name of the show you'll watch together in the space below.

Name of Show Selected: _____

Time: _____

Channel: _____

Signature: _____

Watching Together

This activity provides a shared viewing experience and a chance for you to talk with your child about his or her opinion about a particular TV show. You can share your opinions about the show. Your child should make notes to include at least two sentences about your opinion of the characters, the plot, the setting, or any other aspect of the show you'd like to comment on.

Have your child use the back of this page to make notes. Ask your child to write down one or two of your opinions about the show you watched together. Encourage all your family members to participate—the more opinions your child gathers about the show, the better it is for him or her!



TEACHER NOTES



UNIT 5

WRITE A TV REVIEW

Write a review of a TV show or film, including the opinions of different family members, teachers, or classmates.

Getting Started

Send home the family letter, found on Activity Sheet 5.6 (B), to introduce this activity to parents.

Explain to children that they will be writing a TV review. They will include their own ideas about the show and interview at least one other family member who watched the same show.

Review the Checklist

Use the Production Activity checklist to introduce the activity to children. Encourage students to select a show they have never seen before that has an appropriate rating. You might ask for examples of shows to review. Children can often suggest a little-known show that others will be interested in viewing.

Evaluation

Provide the Evaluation Rubric so that students can see how this assignment will be evaluated. You might want students to evaluate each other's work using this evaluation sheet or you might want to use this as an evaluation tool yourself.

Publishing Student Work on www.AssignmentMediaLit.com

See the Resources section on page 151 to learn how you or your students can send completed film or TV reviews to be published on the *Assignment: Media Literacy* website.

ASSIGNMENT



UNIT 5

WRITE A TV REVIEW

(**ASSIGNMENT:** Pick a TV show or movie using the TV Guide. Watch it with at least one other person in your family. After viewing, write your review. Then interview other family members who have seen the show. Include the opinions of your family members about the show in your review.

CHECKLIST TO COMPLETE THIS ACTIVITY:

Select a show you have never seen before.

- Use a TV guide to select a show.
- Be sure the rating is appropriate for you before viewing.

Write five paragraphs about the show.

- First, describe the show, including the characters and plot of the episode you viewed.
- Second, explain how this show is similar to and different from another show you've seen.
- Next, describe a specific part of the show that you liked a lot.
- Then, describe a specific part of the show that you did not like and give suggestions on how the show could be improved.
- Finally, interview at least one family member about the show and write down a quote or two to include in the review.

Get feedback from classmates and post the review online.

- Write an eye-catching headline for your TV review.
- Share your writing and get feedback from classmates and teacher.
- Send your TV review to the *Assignment Media Literacy* website to share your review with others around the world.

EVALUATION



UNIT 5

WRITE A TV REVIEW

Student Name: _____

You've selected an appropriate TV show or movie.

4	You used a TV guide and the content is appropriate for your age.
2	You did not use a TV guide or and the content is not appropriate for your age.

The review is complete.

4	All five paragraphs are written and they include all the information as listed in the assignment sheet.
3	Most of the paragraphs are written and they include most of the information as listed in the assignment sheet.
2	Some of the information from the assignment sheet is included, but much is missing.
1	You didn't use the assignment sheet in planning your review.

Sentences are well written.

4	The writer uses correct sentence structure with no spelling errors.
3	The writing has some spelling errors.
2	The writer has not edited the document to correct many spelling errors.
1	The writing is hard to understand and confusing to read.

Comments:

Grade: