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UNIT 6: MEDIA MANIA!

Unit Overview

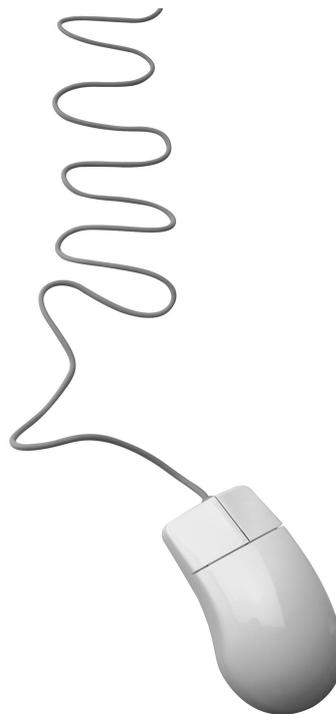
This unit explores the role of different kinds of media in the daily lives of students, especially the amount of time students spend using media. Students analyze data charts that display different facts about media use, and create their own survey questionnaire to gain information about the attitudes and behaviors of other young people.

Students view a fictional case study video about a tenth-grade boy who is addicted to video games. He started by playing with his older brother and his dad, but now he loves to play alone or with a buddy. Students measure their own media use habits, explore the concept of “addiction,” and create journal entries for the main character in the video, reflecting on whether or not he is addicted to video games.

Many of the activities in this unit provide opportunities for exploring Character Education concepts, including **trustworthiness, helpfulness, dependability, and self-direction.**

The “essential questions” of this unit are:

- **How much time do people spend using mass media and what are people’s different attitudes about it?**
- **How can media use affect the quality of our relationships with family members and friends?**
- **Can media use be addictive? Why or why not?**



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UNIT 6: MEDIA MANIA!

Reflect on your own media use habits, including the role of video games and other media in your life and learn more about how surveys and questionnaires measure people's attitudes and behavior.

CLASSROOM ACTIVITIES

6.1 Media Mania

View a realistic drama about a teen who may or may not be addicted to video games.

6.2 Media Use in My Home

Gather data about media use habits in their family.

6.3 Measuring Attitudes and Behaviors

Examine how survey questions are constructed.

6.4 Media Math

Analyze charts of media use habits and make interpretations of data.

6.5 Kids & Media @ the New Millennium

Critical reading on research on young people's media use habits.

6.6 What is Addiction?

Critical reading skills around definitions of addiction in relation to health behaviors and media use.

PRODUCTION ACTIVITY

Create a Media Use Survey

Create your own questions about the role of media and technology in our lives, collect data, and analyze the results.



UNIT 6: MEDIA MANIA!

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 standards are listed for each subject area. 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.

MIDDLE SCHOOL LANGUAGE ARTS

1.8.1	Concepts of Print and Structural Features of Text (all)
1.8.5	Comprehension and Interpretation of Informational Text (all)
1.8.6	Evaluation of Informational Text (all)
2.8.1	Characteristics of Literary Genres (all)
2.8.2	Comprehension, Interpretation, and Analysis of Text (all)
2.8.4	Evaluation of Literary Works (all)
3.8.1	Organization and Focus (all)
3.8.2	Research (all)
3.8.3	Revision and Evaluation of Writing (#1,2,3,4)
3.8.4	Personal Narrative Writing
3.8.6	Informational Writing (#1)
3.8.7	Persuasive Writing
4.8.1	Acquisition and Application of New Vocabulary (#2,3,5,6)
4.8.2	Comprehension and Application of Standard English Language Conventions (all)
5.8.1	Active Listening Strategies (all)
5.8.2	Comprehension and Analysis (all)
6.8.1	Organization and Delivery Strategies (#2,3)

MIDDLE SCHOOL SOCIAL STUDIES

7.8.1	Describe the influence of the media on political life in the United States, including recognizing bias in reporting, analysis, and editorializing.
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MIDDLE SCHOOL MATHEMATICS

1.8.1	Read, write, and represent rational numbers, in a variety of forms, including exponents, scientific notation, and percents.
1.8.5	Add, subtract, multiply, and divide rational numbers.
4.8.1	Conduct a statistical investigation to answer a question.
4.8.2	Organize data and display it using frequency tables, circle graphs, histograms, box and whisker plots, line graphs, and scatter plots.
5.8.1	Determine outcomes of activities using counting techniques.
8.0	Process of Communication—Students organize and consolidate their mathematical thinking in order to analyze and use information and present ideas with words, symbols, visual displays, and technology.
9.0	Process of Reasoning—Students will demonstrate their ability to reason mathematically, using inductive and deductive reasoning, to evaluate mathematical situations. Students will justify and draw conclusions.
10.0	Process of Connection—Students will demonstrate their ability to relate and apply mathematics within the discipline, in other content areas, and in daily life.

MIDDLE SCHOOL HEALTH

Outcome #3	Students will demonstrate the ability to identify and practice health-enhancing behaviors and reduce health risks to live safer, healthier lives. (#3.4, 5.3, 1.2)
Outcome #4	Students will demonstrate the ability to effectively use communication skills to enhance personal, family, and community health. (#1.5, 3.5)
Outcome #5	Students will demonstrate the ability to use goal-setting and decision-making skills to address issues related to personal, family, and community health. (#1.3)



TEACHER NOTES

UNIT 6 | ACTIVITY 6.1 | MEDIA MANIA

Analyze a day in the life of J.T., a high school student who gets good grades but who uses video games in ways that may affect his relationships with his mother and his friends. After viewing the video case study, students discuss the impact that video games are having on J.T.'s life and write journal entries that reveal the role of the mass media in his life.

Getting Started

Introduce the video simply by saying, “Let’s watch this video about a kid named J.T. and see how video games are affecting his life.”

J.T. is a high school student who is not challenged by school and finds pleasure in playing competitive video games. His video game playing is worrisome to his mother, but an important part of his friendships at school. Video game playing may be a substitute or an incitement to aggressive behavior and even violence for J.T.

What Will Happen Next?

After viewing, you might ask them to discuss possibilities for “What will happen next?” You might also ask students to determine whether the story was a documentary or a drama. (It is a drama.)

Positive or Negative?

Another useful question to discuss with students is this: Are video games a positive or a negative force in J.T.'s life? What advice do students have for J.T. to improve his relationships?

Writing Journal Entries

The writing activity for this activity invites students to write imaginary journal entries for one of the characters in the video. This activity involves writing in the first-person voice of one of the characters. After reviewing the assignment on Activity Sheet 6.1, you might want to view the video again with students.

This is an ideal homework assignment. By encouraging students to write from someone else's point of view, this activity gives students a chance to reflect on how video games may affect family and peer relationships.

Name _____ Class _____ Date _____

UNIT 6 | ACTIVITY 6.1

MEDIA MANIA

Instructions: Select a character from the video. You might pick J.T., the video game player, or his best friend, Chris. You might pick Shawna, J.T.'s girlfriend, J.T.'s mom, or Darren, J.T.'s enemy. Create a journal for that character and write four entries, selecting one of the dates marked in the calendar below. Write each journal entry from that character's point of view.

Your journal entries should provide information about the character based on what you've learned from the video case study. Focus on an activity or conflict and describe the character's private thoughts about that activity or conflict. Keep in mind that the four entries are from different periods of time and so should not simply be a continuation of thoughts.

JANUARY 2001

S	M	T	W	TH	F	S
2	3	4 <i>Snow Day No school!</i>	5	6	7	8
9 <i>went to the mall</i>	10	11 <i>Almost in a fight</i>	12	13	14 <i>Chris at my house</i>	15
16	17 <i>stayed home sick</i>	18	19 <i>Chris over—out for dinner</i>	20	21	22 <i>Shawna and me— movies</i>
23	24	25 <i>My Birthday!</i>	26	27	28 <i>went to the mall</i>	29
30 <i>Over at Chris's house</i>	31					





TEACHER NOTES

UNIT 6 | ACTIVITY 6.2 | MEDIA USE IN MY HOME

Students complete a media use questionnaire and analyze data about themselves, using charts and graphs to organize the data. They analyze and reflect upon the meanings of the research findings.

Background

Students enjoy filling out surveys and questionnaires and comparing their responses to those of other students. This activity provides an opportunity to become more aware of media use and to reflect on the prominence of media use as a leisure activity.

Getting Started

Pass out Activity Sheet 6.2 and ask students to complete the survey. Ask students to tally the results in small groups, having each group count a sub set of the data and using chart paper or the blackboard to represent the results.

Interpreting the Results

Ask students to break down the differences by gender, to report the results for the girls and boys in the class separately. National data show that girls are less likely to have a video game player in their bedroom, for example.

After the data has been tallied, you might want students to generate different statements of interpretations of the results.

It's important to point out that families have very different patterns in their use of media, which is one important explanation for differences found in questions 3 and 4.

Understanding Statistics

It would be useful to introduce the grouping concepts of *sample* and *population* to students. A **sample** is a selected group of people who participate in some kind of research or data collection. A **population** is the larger group of people with similar characteristics to the sample. For example, if the students in your class are the sample, the population would be all students in the age group in your region, or even in the nation.

UNIT 6 | ACTIVITY 6.2

MEDIA USE IN MY HOME

Instructions: Answer the questions on this page, then summarize the data and analyze the patterns you find within your class.

1. How many of the following items are there in your home?

	0	1	2	3	4+
TV	<input type="radio"/>				
VCR	<input type="radio"/>				
CD player	<input type="radio"/>				
Video game player that you hook up to a					
- TV	<input type="radio"/>				
- Computer	<input type="radio"/>				
- Computer with Internet connection	<input type="radio"/>				

2. Which of these items are located in your bedroom?

	IN MY BEDROOM	NOT IN MY BEDROOM
TV	<input type="radio"/>	<input type="radio"/>
VCR	<input type="radio"/>	<input type="radio"/>
CD player	<input type="radio"/>	<input type="radio"/>
Radio	<input type="radio"/>	<input type="radio"/>
Video game player that you hook up to a		
- TV	<input type="radio"/>	<input type="radio"/>
- Computer	<input type="radio"/>	<input type="radio"/>
- Computer with Internet connection	<input type="radio"/>	<input type="radio"/>

3. How often is a TV usually on in your home (even if no one is watching)?

Check one

- Most of the time
- Some of the time
- A little bit of the time
- Hardly ever
- Never

4. In your home, is the TV usually on during meals, or not?

Check one

- Yes, the TV is usually on during meals
- No, the TV is not on during meals



TEACHER NOTES

UNIT 6 | ACTIVITY 6.3 | MEASURING ATTITUDES AND BEHAVIORS

Students learn how surveys measure attitudes and behaviors. Students analyze a questionnaire and identify the differences between attitudes and behaviors.

Background

This activity provides additional data to examine students' attitudes about the media and helps students explore how the format of a survey or questionnaire can affect the kind of information obtained.

Getting Started

Pass out Activity Sheet 6.3 and review the instructions. Ask students to answer all the questions on the survey first, and then go back and decide whether the question is measuring a student's attitude or a behavior.

You might want to review the difference between attitudes and behaviors:

- **Attitudes** are a person's beliefs and feelings.
- **Behaviors** are what a person actually does.

You might want to tally the results of this survey and discuss the results with the class.

Questions and Answers

1. **When doing my homework, I like to listen to music.** (A)
2. **The only thing that matters to TV producers is money.** (A)
3. **Does your household receive a daily newspaper?** (B)
4. **How often do you read magazines?** (B)
5. **How often do you use science fiction?** (B)
6. **TV watching lets you get a break from the pressures in your life.** (A)
7. **Most celebrities really deserve their fame.** (A)
8. **If you were on a desert island, which form of media would you take with you?** (A)

UNIT 6 | ACTIVITY 6.3

MEASURING ATTITUDES AND BEHAVIORS

Surveys and polls can measure people’s attitudes and opinions—things they think or believe. Survey questions also try to measure people’s behaviors. But actually, surveys measure only how people *say* they behave—not what they actually do. Surveys measure behavior indirectly.

Instructions: First, answer the survey questions below. Then, next to each question, mark whether this question is measuring an attitude (A) or a behavior (B) and put the letter on the line next to each item.

_____ 1. When doing my homework, I like to listen to music.
 Strongly 5 4 3 2 1 Strongly
 Agree Disagree

_____ 2. The only thing that matters to TV producers is money.
 Strongly 5 4 3 2 1 Strongly
 Agree Disagree

_____ 3. Does your household receive a daily newspaper?
 (Circle one) YES NO

_____ 4. How often do you read magazines?
 _____ every day
 _____ 5–6 times a week
 _____ 3–4 times a week
 _____ 1–2 times a week
 _____ less than once a week
 _____ once a month
 _____ hardly ever



_____ 5. How often do you watch science-fiction shows, such as *The X Files* or *Sliders*?
 Frequently 7 6 5 4 3 2 1 Never

_____ 6. TV watching lets you get a break from the pressures in your life.
 Strongly 5 4 3 2 1 Strongly
 Agree Disagree

_____ 7. Most celebrities really deserve their fame.
 Strongly 5 4 3 2 1 Strongly
 Agree Disagree

_____ 8. If you were stranded on a desert island and could take only one form of media with you, which one would it be? _____

(write answer here)



TEACHER NOTES

UNIT 6 | ACTIVITY 6.4 | MEDIA MATH

Students make interpretations and inferences from numerical data by examining data on the amount of time children of different ages spend using different types of mass media.

Background

By looking at data about children's media use outside of school, students get a chance to reflect on the amount of time that they spend using media.

Getting Started

This is an excellent activity for small group work. Pass out Activity Sheet 6.4. Assign students work in teams of four, and ask them to look carefully at the data and discuss the meaning of these numbers.

How the Data was Collected

You might tell them that the numbers come from a 1999 survey of children by the Kaiser Family Foundation, "Kids and Media @ the Millennium." Students in the survey estimated how much time they spent using media by filling out a diary. They were asked them to write down how much time they spent with different types of media each day for seven days. For the 5 to 7 year olds, their parents filled out the survey form.

Note that the numbers are represented in hours and minutes.

You might help students to understand what is a valid interpretation by providing them with one or two examples:

- As children get older, they spend more and more time using CDs and tapes.
- Children who are 8 to 13 years old view more movies on average than teenagers aged 14 to 18.

Students will enjoy making the pie chart showing how much time teenagers use media, sleep, and go to school.

UNIT 6 | ACTIVITY 6.4

MEDIA MATH

Instructions: Using the chart below, analyze the patterns you see and write four statements or interpretations that explain the meaning of the numbers.

AVERAGE TIME EACH DAY CHILDREN USE MEDIA OUTSIDE OF SCHOOL

4:10 = four hours and ten minutes per day

Medium	5–7 years	8–13 years	14–18 years
Television	2:00	3:37	2:43
Videotapes	:21	:29	:29
Movies	:02	:26	:11
Video Games	:13	:32	:20
Books/Magazines	:40	:50	:37
Radio	:23	:35	1:05
CDs and Tapes	:19	:47	1:29
Computer	:08	:32	:30
Total Time	4:10	8:08	7:35



Statement 1:

Statement 2:

Statement 3:

Statement 4:

CREATE A PIE CHART. Most teens aged 14 to 18 sleep for about eight hours per day. They go to school for about six hours per day. On the back of this page, make a pie chart showing how sleep, school, and media use fit into a teen’s twenty-four hour day. Label your chart clearly.



TEACHER NOTES

UNIT 6 | ACTIVITY 6.5 | KIDS & MEDIA @ THE NEW MILLENNIUM

Students critically read a press release about the Kaiser Foundation’s report on children’s media usage. This reading gives students the chance to compare and contrast their media-use habits to a nationwide sample of children in their age group.

Getting Started

Show the video segment for this activity, which provides a brief introduction to the major findings of the Kaiser Foundation’s study. After viewing, ask students which were the most surprising findings.

Pass out copies of Activity Sheet 6.5. Explain that students are seeing a **press release**—a form of writing designed to provide journalists with information as an attempt to get them to cover the story. A press release is created by an organization or individual seeking press coverage. It is written in a news format, and includes contact information so journalists can phone an individual to ask questions.

In looking at the reading, remind students that a press release cannot include all the information presented in a detailed survey report. In constructing a press release based on a report, therefore, the author must select details that he or she thinks will spark the greatest interest in the audience. Remind students also that press releases have one goal: to persuade the media—television, radio, print, Internet—that the information in the release is “newsy” enough to warrant coverage.

This activity is ideal for students to read silently, following up with reading the questions aloud and using the questions in the margins for large group discussion.

Extension

Encourage students to write a press release about a school or community event in order to attract press attention. It’s always a terrific opportunity when students get a chance to participate in an event and then see the coverage of the event in a local newspaper or on TV. Journalists are often receptive to press releases about issues or events that are important to young people. Emphasize to students that they have the power to change things by using the media’s loud megaphone to make a difference.

UNIT 6 | ACTIVITY 6.5 (A)

KIDS & MEDIA @ THE NEW MILLENNIUM

Directions: Most people do not read surveys. Instead, they read articles written about survey findings. The press release below was written by the Kaiser Family Foundation about a survey they conducted. In other words, KFF conducted the survey and is now reporting the findings in a press release that they hope other media will pick up and run as news articles. Read the press release, then answer the questions in the margins.

SUBHEADS. What information from the study is summarized here? What is the overall tone of the message as stated in the subheads?

HEADLINE. How does wording suggest the importance of the study in order to hook audience interest in the story?

NEW STUDY FINDS KIDS SPEND EQUIVALENT OF FULL WORK WEEK USING MEDIA

Many Kids Have Multi-Media Bedrooms, TV on During Dinner, and No Rules

Time Spent with Computers Lags Far Behind TV and Music

WORD CHOICE. What is meant by typical child?

LEAD. Which of the five W's (who? what? where, when? why?) are stated?

STATISTICS. What is the intended effect of use percentages?

New York, NY—The typical American child spends an average of more than 38 hours a week—nearly five and a half hours a day—consuming media outside of school, according to a major national study released today by the Kaiser Family Foundation. That amount is even higher—nearly six and three-quarter hours—for kids eight and older. The study—*Kids & Media @ The New Millennium*—examined media use among a nationally representative sample of more than 3,000 children ages 2–18, including more than 600 who completed detailed media use diaries. The study included children’s use of television, computers, video games, movies, music and print media. The study found that many parents are not exercising much control over their children’s media use: among kids eight and older, two-thirds (65%) have a TV in their bedroom and say the TV is usually on during meals in their home, and nearly that many (61%) say their parents have set no rules about TV watching. Parents watch TV with their kids in this age range just 5% of the time.

UNIT 6 | ACTIVITY 6.5 (B)

KIDS & MEDIA @ THE NEW MILLENNIUM

ARTICLE DIVISION. Set in bold and highlights specific sections. How does this increase readability?

Computers. Nearly seven in ten kids have a computer at home and nearly half have Internet access from home. Despite this widespread access to computers, kids still spend a comparatively small amount of time with computers, averaging less than half an hour a day using a computer for fun, compared to two and three quarters hours a day watching TV.

FINDING. Is this positive or negative information? Why didn't the author use this information in the head or subhead?

Contrary to popular perception, the study did not find evidence of large numbers of children spending hours a day playing computer games or surfing the Internet.

Heavy media users. The study identified a subset of children in the 8–18 year-old range who are classified as “heavy” media users, those who spend more than ten and a half hours a day using media. About one in six kids falls into this category.

WORD CHOICE. What is meant by heavy?

Most kids in this age group report that they have lots of friends, are happy at school, get along well with their parents, don't get into trouble a lot and are not often bored, sad or unhappy. However, those children identified by the study as “heavy” media users score lower on the index than those children who use less media.

SUBTEXT. What is the author suggesting about heavy users vs. those who are not heavy users?

Kaiser Family Foundation. Based in Menlo Park, California, the Kaiser Family Foundation is an independent national health care philanthropy. The study is a project of the Foundation. KFF is committed to work with the entertainment industry on important public health issues

FINAL PARAGRAPH. Provides additional information about the group who conducted the survey. How does this also help to promote the foundation itself?



TEACHER NOTES

UNIT 6 | ACTIVITY 6.6 | WHAT IS ADDICTION?

This is a critical reading activity provides students with information about addiction, particularly on addiction to alcohol. Students explore whether or not people could become addicted to different kinds of media according to the definition of the word.

Getting Started

You might ask students to define the word “addiction” to tap into students’ existing levels of understanding about the concept.

Pass out Activity Sheet 6.6. Feel free to use this activity as a read-aloud, as a small group discussion opportunity, as an in-class reading and writing, or as a homework activity.

You will want to be sensitive to the fact that students may have direct experience with family members who are addicted to alcohol, drugs, or tobacco. Because of this, it is important to provide a supportive atmosphere to discuss the real problems that people face when they are addicted. It’s important to emphasize that there are treatment options for people who have addictions. The first step is to acknowledge that a problem exists.

UNIT 6 | ACTIVITY 6.6 (A)

WHAT IS ADDICTION?

By Pam Steager

The word “addicted” is used a lot these days. Once used only to describe the final stage on the journey from early drug use to drug dependence, it is now applied to a much wider range of compulsive or habit-forming behaviors.

In the second half of the 20th century there was an increased recognition of the high personal, family, and social cost of tobacco, alcohol and other drug addiction. That led to an increase in treatment and recovery programs for the drug dependent and their families. The success of these programs led to similar programs to deal with other compulsive behaviors such as overeating and gambling. Where once there was only Alcoholics Anonymous—the free recovery group founded in 1945 to help people with a dependence on alcohol—you can now find ten to twenty different recovery group meetings listed in most newspapers.

Despite many efforts to reduce it, tobacco addiction is responsible for over 400,000 deaths each year in the United States alone. Alcohol-related deaths are responsible for another 100,000—that’s more than the total deaths from all other drugs combined. Researchers now know that with physiological addictions like those to tobacco and alcohol, the addiction process occurs more rapidly when you start using a harmful substance before your body is fully developed. Physical maturity happens for most girls between the ages of 17 and 19, and for most boys between 19 and 21.

Most definitions of addiction include three common aspects: a craving for the substance or behavior, which means difficulty in leaving it alone or not using it; diminished pleasure with frequent use or the need for increased doses over time, known as tolerance; and withdrawal—the difficulty or symptoms that occur upon stopping use.

Using these three aspects of addiction, it is easy to see how the term can be applied to many behaviors beyond the use of harmful drugs. Most addiction specialists agree that any kind of addictive behavior becomes a problem when it takes up vast amounts of time, money, and energy, creates uncomfortable feelings, and begins to control one’s life.

UNIT 6 | ACTIVITY 6.6 (B)

WHAT IS ADDICTION?

Instructions: Use the reading on the preceding page to answer the following questions.

1. Why did the definition of addiction expand beyond drug dependence? _____

2. How many American deaths each year are tobacco related? _____

3. When does physical maturity occur for most boys? _____

4. What are the three aspects of addiction? _____

5. Do you think people can become addicted to television? Why or why not?

6. Do you think people can become addicted to video games? Why or why not?

7. Do you think people can become addicted to using the Internet? Explain your answer on the back of this page.



TEACHER NOTES



UNIT 6

CREATE A MEDIA USE SURVEY

Create a media use survey and compare and contrast the opinions and media use habits of students to adults in your family and teachers in your school.

This activity involves a team of students in designing a media use survey to measure the attitudes and behaviors of students and teachers (and family members, if possible) in your school.

Review the Checklist

Pass out the Production Activity worksheet and review the steps in the process needed to complete the activity. Encourage students to check off the steps by using the circles in the left margin. Establish a realistic deadline and monitor students' work during the process.

Work in Small Groups

This activity provides an ideal opportunity for collaborative learning. You may want to let students select their work groups or you may prefer to assign teams.

Provide Additional Structure

You may want to structure the content of the surveys by creating a list of some specific topics of special interest. This can be effective in helping students select a wide range of topics and media—including radio, newspapers, TV, rental videotapes, film, Internet, computer games, video games, CDs and tapes, books, and magazines. Consider asking students to explore students' attitudes about advertising and materialism, sexism and racism in the media, media violence, reality TV and news, music videos, and more.

Evaluation

Use the evaluation rubric provided to give students feedback about their projects. You might also want students to evaluate each other's work using this evaluation sheet.

Publishing Student Work on www.AssignmentMediaLit.com

See the Resources section on page 157 to learn how you or your students can send completed survey results to be published on the *Assignment: Media Literacy* website.

ASSIGNMENT



UNIT 6

CREATE A MEDIA USE SURVEY

(**ASSIGNMENT:** *Create a media use survey and compare and contrast the opinions and media-use habits of students to adults in your family and teachers in your school.*

USE THIS CHECKLIST TO COMPLETE THIS ACTIVITY:

Develop ten questions that you would like to answer about people's media-use habits.

- Brainstorm a list of twenty questions that will be appropriate for both students and adults.
- Experiment with different wordings of the questions until you are satisfied.
- Select questions and practice your questions to make sure survey participants understand them.
- Develop a questionnaire and make copies of it.

Collect information from at least thirty people—half students, half teachers or other adults.

- Use a telephone survey to get information from relatives who may not live nearby.
- Write down the answers to each question on a questionnaire.

Analyze the data and create a chart of the results.

- Gather and count the responses you received.
- Create tally sheets of the responses to each of the questions.
- Keep the answers of students and adults separate so you can chart the similarities and the differences.
- Select the five most interesting findings and create a chart to visualize the results.
- Send your completed project to the www.AssignmentMediaLit.com website to publish it.

EVALUATION



UNIT 6

CREATE A MEDIA USE SURVEY

Team Names: _____

The survey includes ten questions that have been designed effectively and written clearly.

4	The survey includes ten questions. The questions are easy to understand and are written clearly. The response expected from the participant is appropriate.
3	The survey includes ten questions, but the questions are not easy to understand or are not written clearly. The response expected from the participant is appropriate.
2	The survey does not include ten questions, or the questions are not easy to understand or are not written clearly. The response expected from the participant is not appropriate.
1	No evidence that the survey items were designed thoughtfully.

The data have been tallied correctly and accurate math skills have been used.

4	Results have been counted accurately, separating student results from adult results. Percentages have been used to report the data for each group.
3	Results have been counted accurately, separating student results from adult results. Percentages have not been used appropriately.
2	Results have not been counted accurately, or student results have not been separated from adult results. Percentages have not been used appropriately.
1	Data has not been tallied correctly and math skills have not been used.

A visual chart displays the most interesting survey questions and results.

4	A visual chart has been created that displays the survey questions and shows the similarities and differences between students and adults. Appropriate visual presentation of data should include a bar graph, pie chart, or other visual models.
3	A visual chart has been created that displays the survey questions and shows the similarities and differences between students and adults. The chart does not include a bar graph, pie chart, or other visual models.
2	The chart leaves out basic information, such as the questions or the answers to the questionnaire. The chart does not include a bar graph, pie chart, or other visual models.
1	No chart has been created.

Comments:

Grade: