



MEDIA¹ STAMPED

EPISODE 4

**WHAT'S IN
A FRAME?**

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EPISODE 3

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Objectives

We will **understand** the type and function of key vocabulary in both literary and informational texts;

We will **analyze** the significance of word choice in texts;

We will **evaluate** the ethics of manipulated language as well as the beneficiaries; and

We will **create** our own creative and informational text using language to achieve our goals.

Common Core Standards

Reading Literary Texts: 1-6

Reading Informational Texts: 1, 3-6, 8, 10

Writing: 1c, 3a-e, 4-6, 9a-b, 10

Speaking and Listening: 1a-d, 2-3, 5-6

Language: 4c, 5a, 5c, 6

Canadian Provincial Standards

Reading and Viewing: 6.2., 7.1., 7.3.1-4.

Writing and Other Ways of Representing:
8.1.3-6., 9.1., 9.2.1., 9.3.2., 10.3., 10.4.

Speaking and Listening:
1.1., 1.4., 2.1., 2.3., 2.4., 3.1., 3.2.



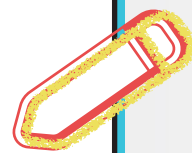
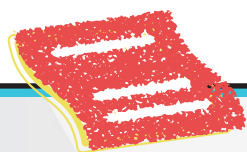
TELUS independent

Materials

Teacher computer/laptop and projector
or individual student devices

Paper and writing utensils

Exit ticket slips or sticky notes



In today's episode, we learned that we don't always see the big picture, and what we don't see could negatively or positively affect our perspective toward an issue or a person. What we don't see and hear is as powerful as what we do see and hear.

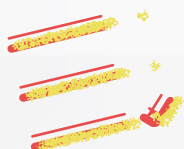


Note: Discussions throughout these lesson plans can take a variety of forms. For classrooms, we suggest shoulder/table partners and/or mix-pair-shares (and other collaborative learning tools). For smaller groups, such as homeschool environments, organic one-on-one discussions can be just as effective. A tip for successful discussions is to provide wait time. Also, students might be better able to share if they've verbalized or written down their ideas informally first.



Vocabulary

loaded words, frame, dehumanizing, euphemism, active voice, passive voice

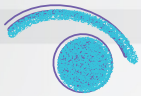


ACTIVATE

Option #1 (15 minutes)

Apply: There is a saying that **“you can’t see the forest for the trees.”** This means that we are so focused on one aspect (usually negative), that we miss the big, beautiful picture. However, there are lots of ways to spin this.

Remember and **Evaluate:** Discussion questions (brainstorm in small groups & then share with class)



What are some situations/professions in which it would be necessary to zoom in on details/parts in order to understand the whole?



What are some situations/professions in which it's necessary to have the big picture in mind when making decisions?

Can you think of a time when someone kept details from you in order to persuade you to do/buy something?

What are some positive and negative words you've seen posted on social media to describe someone famous? How have you been affected by this?



Student Question/Answer Sheet on Page 5

Option #2 (30-45 minutes)

Create: A window can be a type of frame. Go to [this link](#) to view an apartment building with a scene in every window. Focus on just one window. Come up with a short story (a paragraph or two) about what is happening there.

Analyze and **Evaluate:** Discussion questions (discuss in small groups & then share with class)



Compare your story with those of classmates who chose the same window frame.

What words did you use to describe the scene?

How did the scene make you feel?

If the window scene you described represented the entire building, would you want to live there? Why or why not?

What other scene from another window could impact the scene in yours (remember, they're all neighbors!)?



Student Question/Answer Sheet on Page 6



Name: _____

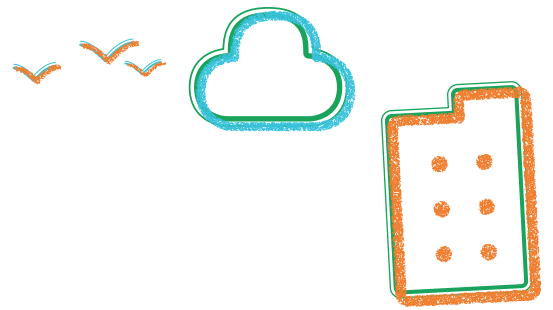


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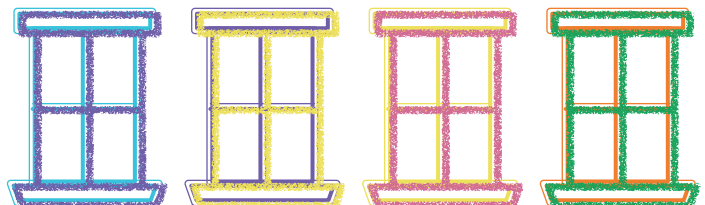


ACTIVATE

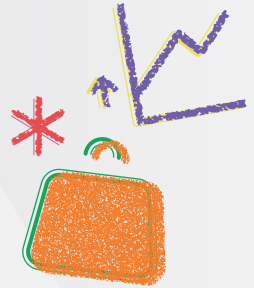
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LEARN & DO



Option #1 (30 minutes)

Understand: Small group work: In the video, Nicole introduced us to loaded words and demonstrated their impact on us. She also reminded us that, when language is employed in such a way as to make us think, do, or buy something, someone is always benefiting. As a small group, peruse [the following examples of popular advertising slogans](#).

(note: in the interest of time, teachers may want to assign specific ads to specific groups.)

Analyze and **Evaluate:** On a piece of paper, draw (or fold) two columns. Write loaded words at the top of one column and beneficiary at the top of the other. Then, list the loaded words you notice as well as anyone who would benefit from the success of the product?

How often was it the buyer?

How often was it the seller?

Can you think of anyone else who might be unseen in the advertisement but who would benefit?

Share your findings with the whole class.



Option #2 (30 minutes)

Remember, Understand, Analyze, and **Evaluate:** Listen to [this interview](#) (13 minutes) with Art Spiegelman, author/illustrator of *Maus*. In table groups, discuss the following questions and be ready to contribute to a whole class discussion.

Why does he draw the Jews and mice and the Nazis as cats? How does this deliberate dehumanization help to tell the story?

On [this page from Maus](#), how does Spiegelman use the framing of a cartoon to show the evils of the Holocaust?

Spiegelman resists euphemisms and the portrayal of sentiment, choosing instead to show things as they really were. What do you think about this decision? Should he have portrayed his father differently?

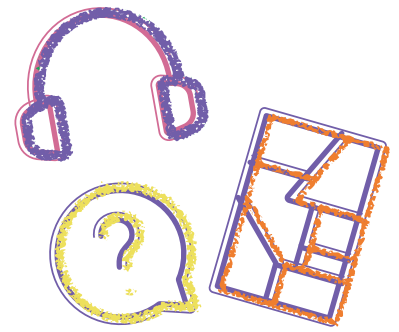
What do you think about telling a Holocaust story in the context of a graphic novel/ cartoon? What are the advantages? Disadvantages?

(note: depending upon the age and experiences of students, teachers may want to furnish some background information about the Holocaust. Here is [a link](#) to general information.)

Student Question/Answer Sheet on Page 8



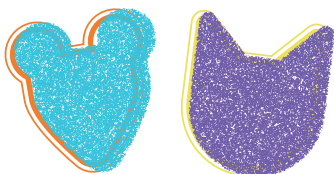
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3. Spiegelman resists euphemisms and the portrayal of sentiment, choosing instead to show things as they really were. What do you think about this decision? Should he have portrayed his father differently?
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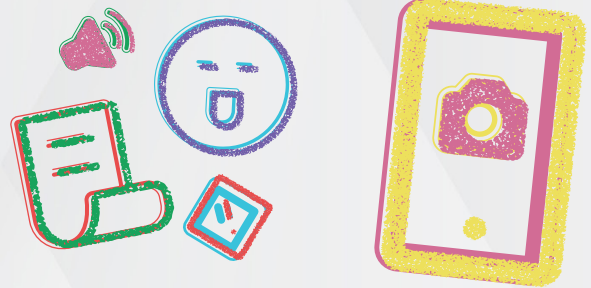


REFLECT & ASSESS

The Power of Language!

Remember and **Apply**: Demonstrate your understanding of active vs. passive language by rewriting the sentences on [this online resource](#). Next, try both the intermediate and advanced quizzes on [this online resource](#). What do you notice about active voice? Where is it most often utilized? How about passive voice? When is it utilized?

EXTEND



Option #1 (30-45 minutes)

Create: Work in groups of 2-3 to create either a short commercial/advertisement for a product of your choice (or imagination) or a political ad. In either case, record your video on a phone or device that will upload to a common site (Google or Microsoft, for example).

Your commercial/advertisement should incorporate the following:

Loaded language, framing (focusing on only the positive aspects of the product or person), **euphemism**, and, In the case of political advertising, **dehumanizing language** about the opponent.



Option #2 (60-90 minutes, optional two-day lesson)

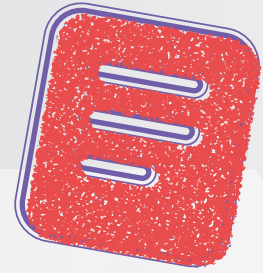
Create: Think of a problem. It could be something wrong in society, in school, or in your own personal life. Maybe it's even a friendship gone sour. Whatever it is, be sure you have a perspective on the situation that not everyone shares.

Create a short comic strip that gets to the heart of the problem and demonstrates your perspective on it in any/all of the following ways:

Dehumanizing illustrations, dehumanizing language, active/passive voice, loaded words, euphemisms, framing (how broad or focused the illustrations are)



CLOSE



(5-10 minutes)

Remember, **Understand**, and **Analyze**: Write a sentence about social media that is overly positive or negative (your choice). In your sentence, circle all loaded language, underline euphemisms or dehumanizing language, and put either an A or a P after your sentence to indicate whether it is active or passive, respectively. Share your media-style sentences! How true is it to your actual convictions?



RESOURCES

[Towson University Online Writing Support](https://webapps.towson.edu/ows/exercises/Active%20-%20Passive%20voice%20-%20exercise02.aspx) - (<https://webapps.towson.edu/ows/exercises/Active%20-%20Passive%20voice%20-%20exercise02.aspx>)

[Englishcurrent.com](https://www.englishcurrent.com/exercises/passive-voice-exercises/) - (<https://www.englishcurrent.com/exercises/passive-voice-exercises/>)

REFERENCES

Examples of Loaded Language in Advertising. Zapped. (n.d.).

Gross, T., & Spiegelman, A. (2022, February 11). "Maus" author Art Spiegelman shares the story behind his Pulitzer-winning work. Nebraska Public Media. other, NPR.

Encyclopedia Britannica, Inc. (2024). Holocaust. Britannica Kids.

Spiegelman, A. (2011). Maus I: A Survivor's Tale: My Father Bleeds History (25th anniversary). Pantheon Books.

