

Film/Media Studies

Systems: Study Guide 1

January 20-28

“Get used to the idea of significant portion of the population walking around with high-speed Internet connections on their person, with sophisticated video cameras built in. They will be shooting all kinds of events all the time. Crime. Crashes. Speeches. Sports. And the footage won't be the short, sanitized and safe versions we usually see on television, courtesy of the old media gatekeepers. The user-generated pictures and video will be raw and real. It will be disturbing, yet illuminating. And it will be shared over the 'Net almost as it happens, and available for everyone to see.”

“Not only are we digital immigrants, we are also media dinosaurs. We enjoy thumbing through glossy magazines, and maybe still subscribe to a daily newspaper. We schedule at least one evening per week around a favorite TV program, created by one of the major television or cable networks. We can name at least one local or national news anchor. And scattered around our homes and offices are veritable graveyards of physical media — old tapes, vinyl records, floppy disks, and magazines — that we insist on keeping, even though we'll probably never use them again.”

“Suppose just five percent of the tens of thousands of people in Tiananmen Square at that time had portable phones, digital cameras, and video cameras, and the content from 10% of those devices had been uploaded and spread via the 'Net? There wouldn't be just one iconic image of the events — a courageous, solitary figure defying the might of the People's Liberation Army. There would be dozens, hundreds, even thousands of images for the world to consider. And the government wouldn't just have to put out fires in Beijing and a few other big cities — there would be anger in practically every city and town in China where there are people with 'Net connections.”

— Ian Lamont

Ian Lamont makes a living from teaching people how to use media. He studied media and journalism at Harvard University and MIT, and he has written a series of “In 30 Minutes” study guides (guides meant to help everyday people become experts at media technology in only 30 minutes). Spending a lifetime working with a variety of forms of media, Ian Lamont has clearly developed some strong opinions about the matter. In these 3 quotes, Lamont shows us the world as it has been changed/created by modern media. No longer do we live in a world of just 1 media source. Media has become a complex SYSTEM, that is most often influenced by the daily media usage of regular people and their mobile devices.

Essential Questions:

What are the different forms of media that make up this SYSTEM and what are their purposes? How am I a part of the system? How does this media system influence my daily life?



Over the next 2 weeks, students will learn:

- A variety of media forms
- The purposes of different forms of media
- The intended audiences of different forms of media
- Specific information about 1 chosen form of media
- How to effectively create a PowerPoint Presentation
- New information about their classmates

Some of the things students will do during the next 2 weeks includes:

- A media system scavenger hunt
- A get-to-know-you cell phone activity
- A brainstorming activity
- Research a specific form of media
- Begin creation of a PPT presentation

Design Your Cell Phone Activity:

- _____ 1. Draw the outline for your dream cell phone (it does not have to be the phone you have—it can be any cell phone that you wish you had). Be sure to label it with the kind of phone it is.
- _____ 2. Using colored pencils, markers, or crayons, design the display background for your phone.
- _____ 3. Design and label 3-6 apps that you would have on your phone.
- _____ 4. Add any other designs or displays that would be on your phone.
- _____ 5. DO NOT write your name on your phone until instructed to do so by the teacher!
- _____ 6. Participate in the class activity with your cell phone, following teacher's instructions.

Media Systems Scavenger Hunt:

- _____ 1. Choose 2 other people who you usually DO NOT work with or sit beside to form a group of 3 people.
- _____ 2. Read your first clue (given by the teacher) and, as a group, figure out where the clue is telling you to go.
- _____ 3. Follow each clue until you find the "treasure".
- _____ 4. Once you find your "treasure", return to class. (Race to be the first team finished and back in class!)
- _____ 5. Participate in class discussion following activity.

Forms of Media PowerPoint:

- _____ 1. Suggest at least 1 type of media during class brainstorm activity.
- _____ 2. Suggest at least 1 purpose for a type of media during class brainstorm activity.
- _____ 3. Watch demonstration of how to construct and present a PPT about a form of media. Be sure you understand how to make a PPT. Ask any questions you may have!
- _____ 4. Choose to work with 1 partner or to work individually. Tell Ms. Lisa how you are working (partner or individually).
- _____ 5. Choose 1 form of media from the class brainstorm and tell Ms. Lisa.
- _____ 6. Research this form of media. Find enough information to thoroughly answer at least 4 of the following questions:
 - a) What is this form of media usually used for?
 - b) Give 3-6 examples (images or quotes or stories) of this form of media.
 - c) What percentage of different age groups use this form of media?
 - d) How popular is this form of media in different countries around the world?
 - e) Is this form of media becoming more or less commonly used? Explain your answer.
 - f) Do you use this form of media? If so, why? If not, why not?
- _____ 7. Be sure to spell check your PPT.
- _____ 8. (Optional) Add animations and transitions to your PPT.
- _____ 9. Present your PPT to the class.

In the space below, write your own answers to the Essential Questions: