



Media Literacy Discussion Guide #4

for Montana Office of Public Instruction

	Page #
Media Examples	2
Discussion Questions and Suggested Answers	3-17
Suggested Readings: ‘Step Forward’ in Limiting Smoking Scenes in Film PG-Rated <i>Rango</i> Has Anti-Smoking Advocates Fuming CDC Report Links Youth Smoking to Movies R-Word: Spread the Word to End the Word Schott’s Vocab: A miscellany of modern words and phrases	18
2010 Montana Content and Performance Standards	19
Rights to the Content	20

Media Examples

This Discussion Guide contains the following media examples:

Name	Type
1-Alice in Wonderland	Video
2-American Alphabet	Print
3-AT&T	Video
4-Carrington College	Video
5-Free Credit Score	Video
6-Remember Me	Video
7-The Swan 1	Audio
8-The Swan 2	Video
9-The Swan 3	Video
10-The Tourist	Video
11-Tropic Thunder 1	Video
12-Tropic Thunder 2	Video
13-Unsweetened Truth	Video

Discussion Questions and Suggested Answers_____

These media examples are numbered and listed in alphabetical order. The media examples have beginning, intermediate, and advanced questions to match the skill level of your learners. You can show and discuss these examples in any order.

Learners will need the Introduction to Media Literacy handout for some of the questions. They will also need to be familiar with some of the persuasive techniques in Language of Persuasion in this handout.

You may want to play the media examples more than once for your group; feel free to pause the media examples while viewing or play more than once to facilitate specific questions or discussions.

1-Alice in Wonderland

Alice in Wonderland is a fantasy-adventure movie based on the 19th Century book. In this movie, 19-year-old Alice returns to the magical world from her childhood adventure, where she reunites with her old friends and learns of her true destiny: to end the Red Queen's reign of terror. <http://www.imdb.com>

Rated PG; Walt Disney Pictures, 2010.

Starring Mia Wasikowska, Johnny Depp, and Helena Bonham Carter. Directed by Tim Burton.

Beginning:

1. Have you seen this movie? What do you think of the special effects?
2. Who do you think the target audience for this movie is? Explain.

Probably males and females ages 12-25. Many young people in this age range are fans of animation and special effects, and of actor Johnny Depp and director Tim Burton. Also, the storyline's main character, Alice, is of this age range.

Intermediate:

3. Why do you think the director chose to show the caterpillar smoking from a hookah?

The 1951 Alice in Wonderland movie also had a caterpillar that smoked from a hookah; perhaps Tim Burton wanted to remain loyal to the original film. Another reason might be to help define the caterpillar's eccentric character. Finally, screen writers, directors, and actors often use props such as cigarettes (in this case, a hookah) to "explain" a character instead of using better quality writing or more effective actors.

4. What are some ways that the director could have illustrated the personality of the caterpillar other than showing him smoking?

5. Have you ever seen a hookah? What do you know or want to know about them?

A hookah is a water pipe that can be used for smoking tobacco. It contains a long hose that draws smoke through a container of water.

The Centers for Disease Control share this information:

-While many hookah smokers may consider this practice less harmful than smoking cigarettes, hookah smoking carries many of the same health risks as cigarettes.

-Water pipe smoking delivers the addictive drug nicotine and is at least as toxic as cigarette smoke.

-Due to the mode of smoking—including frequency of puffing, depth of inhalation, and length of the smoking session—hookah smokers may absorb higher concentrations of the toxins found in cigarette smoke.

-A typical 1-hour-long hookah smoking session involves inhaling 100–200 times the volume of smoke inhaled from a single cigarette.

-Hookah smokers are at risk for the same kinds of diseases as are caused by cigarette smoking, including oral cancer, lung cancer, stomach cancer, cancer of the esophagus, reduced lung function, and decreased fertility.

http://www.cdc.gov/tobacco/data_statistics/fact_sheets/tobacco_industry/hookahs/

2-American Alphabet

American Alphabet by Heidi Cody ©2000.

<http://www.heidicody.com/images/art/alphabet/index.new.html>

Ask question 1, then show the media example. Note: You may want learners to have pens and paper for question 2.

Beginning:

1. Do you think your classmates are affected by advertising? Your family or friends? You? Explain.

Show media example, then ask and discuss the following questions:

2. All of these letters are from different brands of products. How many can you identify in two minutes? You may work with a partner or by yourself.

Note to instructor: You may want to have learners use pen and paper to write answers or have them answer them orally with a partner.

3. Do you want to know the answers?

Answers are as follows: All, Bubblicious, Campbell's, Dawn, Eggo, Fritos, Gatorade, Hebrew National, Ice, Jell-O, Kool-Aid, Lysol, M & Ms, Nilla Wafers, Oreo, Pez, Q-Tip, Reese's, Starburst, Tide, Uncle Ben's, V-8, Wisk, Xtra, York, and Zest.

4. Do you think this activity was easy or hard? Were you surprised at how many or how few letters you knew?

Intermediate:

5. Did any of your answers change regarding question 1? Explain.

Advanced:

6. What do you think this activity reveals to us about the power of influence and advertising and marketing?

3-AT&T

This ad was created by Ace International, Inc. and paid for by AT&T.

Beginning:

1. Have you heard of AT&T before? How?

2. What is the text of this ad? (The text is what we see and hear in a piece of media. Learners will need their Introduction to Media Literacy handout containing the *Text and Subtext* section.)

This ad opens up with a computerized map of the earth showing lit up connections between several points rather than countries. Then we see a series of scenes from men dropping off packages in two different countries for one company to a boy at home in a leg cast with the narrator saying that "here medical records come to life" and doctors are able to check patients' medical records from home. These scenes of a world connected by AT&T's technology are shown against a backdrop of quaint, friendly, and hopeful music.

3. Who do you think is the target audience?

From the images and storyline of these different scenes, it seems that AT&T is targeting primarily middle-class or upwardly mobile people with hopes for business entrepreneurship or aspirations for a professional career. However, these promises of better services and business opportunities also impact “everyday” people, like the boy who is home in a leg cast. Non-professional consumers, then, seem to be the secondary target audience in this commercial.

Intermediate:

4. What techniques of persuasion are used in this scene? (Learners will need their Introduction to Media Literacy handout containing the *Language of Persuasion* section.)

Association – The images in this ad help to associate AT&T with innovation, the future and increased business efficiency. We see a majority of scenes that connote business, entrepreneurship, and possibility while the narrator suggests these would all be more possible with AT&T’s network.

New – In this quick 30-second ad, AT&T successfully positions itself as the pioneer in the newest most innovative wireless technologies. In one scene, the narrator says that this technology is so sophisticated that it will notify headquarters when a soda machine is out of quarters no matter how far away the transmission.

Intensity – At the very end of this commercial, the narrator says, “It’s more than advanced technology, it’s the AT&T network. The network of possibilities. Creating and integrating solutions. Helping business and the world work.” This hypes up their service as not only the newest, but as defining the future of wireless technologies for businesses.

Advanced:

5. What are some of the untold stories?

In 2010, AT&T was named the worst carrier in the United States especially with many iPhone users. Many AT&T customers were particularly dissatisfied with their data plans, wireless service, and AT&T’s customer service.

http://money.cnn.com/2010/12/06/technology/consumer_reports_att/index.htm

Also in 2010, the Media and Democracy Coalition came out with a report that showed AT&T had fired roughly 20,500 employees between 2007 and 2009, but reported \$36.5 billion in profit. <http://www.media-democracy.net/node/668>

In early 2011, AT&T announced it wants to purchase T-Mobile for a whopping \$39 billion dollars. If the merger is approved, this would mean that AT&T and Verizon would own

80% of the wireless marketplace, which means less choice for consumers, higher costs, and a serious loss of jobs.

4-Carrington College

This commercial was created by BVK in 2010.

Beginning:

1. Who paid for this ad?

Carrington College, a for-profit university with several locations in the Southwest and Northwest U.S.

2. Who is the target audience?

The target audience is young men and young men of color who want a career and need a college degree to help them get a job. In particular, young men who did not receive support from their teachers in high school are identified as the primary target. Secondary targets include communities of color in general and low-income communities.

Intermediate:

3. What is the subtext? (The subtext is your interpretation of this ad and what messages you think the advertiser wants us to believe. Learners will need their Introduction to Media Literacy handout containing the *Text & Subtext* section.)

Some examples of subtexts for this commercial include: college is easy, cheap, and fast if you go to Carrington College; if you have a degree from Carrington College you will be able to buy a home for yourself and a home for your mom; if you don't like your job you should get a college degree; you can choose a job that you like if you have a college degree; you will no longer be shy and quiet if you get a degree; if you failed at high school you can still succeed at Carrington; you can be a better person if you go to Carrington College. You may have your own different subtexts in addition to these.

Advanced:

4. What are some of the untold stories?

College is not always easy and it should not be expected to be easy (however, college should be meaningful and relevant, which often it is not for every student). Also, having a college degree does not guarantee that you will get a job.

In July of 2010, Apollo and Western Career Colleges underwent a name change and became Carrington College. Even though Carrington College sounds inexpensive, for-profit universities can cost twice as much as a four-year public college and five times as

much as a community college. (2010 Senate Report by Senator Tom Harkin Chairman of the Health, Education, Labor, and Pensions Committee)

25% of graduates from for-profit universities could not pay their student loans back three years after graduation and defaulted on these loans, compared to only 11% of traditional university students who defaulted on their loans three years after graduation. (US Department of Education Data Center FY2008)

5-Free Credit Score

From: YouTube <http://www.youtube.com/watch?v=-rikFN5fmXM>

Beginning:

1. What is this an ad for? How do you know?

It's an ad for the website freecreditscore.com which is an online service. We know this because we see the website listed at the bottom of the ad and we hear the website mentioned in the song lyrics.

2. Who do you think the target audience is for this ad? Explain.

Probably white men, ages 18-30, who use credit cards and have a credit record, and who have a computer and access to high speed internet. Some clues in the ad are that we see men from this demographic in the ad and that online services are for people who have computers and access to high speed internet.

Intermediate:

3. Why is it important to know what your credit score is?

It's important to know your credit score for a number of reasons:

- In the event that you plan to get a home mortgage or make another large purchase, you have to be qualified by a lender/bank. Part of the qualification is having good credit.
- Your credit score can tell lenders and others how likely you are to make your monthly payments on time.
- Your credit score is needed in order to get college, car, or business loans.
- If you know your credit score and it is lower than what you anticipated, this could mean fraud or identity theft.

Advanced:

4. What does this ad's voiceover say at the end? What is Triple Advantage?

It says, "Offer applies to enrollment in Triple Advantage." The ad gives us no information about "triple advantage."

Triple Advantage is a credit monitoring program that costs money and is owned by the credit bureau Experian. You must enroll in the program and pay a \$14.95 monthly fee to be a part of Triple Advantage. You may cancel within seven days of enrolling.

5. What are some of the untold stories in this ad?

The ad tells us that we can get a free credit score by going to a website of the same name. However, on several websites, including Wikipedia, Sam Report, and Ripoff Report, we learn that the organization is associated with fraud and deceptive marketing practices. According to Wikipedia, in 2005, Free Credit Score was sued by the Federal Trade Commission for deceptive marketing practices.

According to the Huffington Post, in early February, 2010, Freecreditreport.com was being sued by a woman who claimed that you get "something for free, and you do, but you have to pay for something else, and there's not sufficient notice."
http://www.huffingtonpost.com/2010/02/04/experian-sued-for-its-dec_n_449098.html

6-Remember Me

Remember Me is a romantic drama set in New York City during the summer of 2001, where Tyler, a rebellious young man, meets Ally through a twist of fate. Her spirit helps him heal after a family tragedy, though soon the circumstances that brought them together threaten to tear them apart. <http://www.imdb.com>

Rated PG-13; produced by Summit Entertainment and Underground Films, 2010. Starring Robert Pattinson, Emilie de Ravin, and Caitlyn Rund. Directed by Allen Coulter.

Beginning:

1. Have you seen Remember Me? What do you think of this movie if you've seen it?
2. Who do you think the target audience is for this film?

Probably white males and females, ages 12-25. Some hints are that most of the characters cast for this movie are white, and that Robert Pattinson is a co-star of the movie Twilight, a movie targeted to young females. This is also a romantic drama, which commonly garners more female viewers than male viewers.

Intermediate:

3. What techniques of persuasion are used in this scene? (Learners will need their Introduction to Media Literacy handout containing the *Language of Persuasion* section.)

Humor – Tyler is smoking inside an upscale office and mistakes a fancy bowl for an ashtray. The administrative assistant, portrayed as rigid and uptight, gets mad at him for smoking.

Intensity – It’s completely quiet in the scene as we see the administrative assistant flipping through pages of a document at her desk. Tyler is also pacing the floor and drumming with his hands, which reveal his nervousness.

Celebrities – Tyler’s character is played by Robert Pattinson, who is best known for playing Edward Cullen, the vampire, in the movie Twilight.

Advanced:

4. The screenwriter, director, and actors make choices about what goes on in a movie scene. Why do you think we see Tyler smoking in this scene? What does his smoking habits tell us about Tyler’s character?

His smoking habit tells us that he is a nervous person who doesn’t fit into the “corporate lifestyle” and someone who doesn’t necessarily follow the rules.

5. Instead of smoking, what could the actor have done to show us that he’s nervous?

He illustrates his nervousness through drumming and pacing; perhaps he could have fidgeted with something—a toothpick, pencil, or something else. Or, he could have bitten his nails.

7-The Swan 1

This audio media example should precede Rachel’s Answer-Video and The Swan-Transformation. Do not give any information about this TV program before you play this audio example.

Beginning:

1. What kind of program do you think the woman in this media example is referring to? Why?

2. What kind of program would you like to go through to make you feel accomplished and that your dreams had come true?

8-The Swan 2

The previous audio clip comes from a reality TV episode. Play the media example and then explain the show.

This is a media example from a show called *The Swan*, which aired on Fox in 2004. The show consists of women (self-proclaimed “ugly-ducklings”) who enter the program and undergo a series of plastic surgery operations, which completely transform their natural appearance. Chosen women from each episode then compete in a beauty pageant to see who will be crowned “The Swan.” The winner receives prizes that include cash and a modeling contract.

The large picture of the woman in the background is Rachel, the same woman who is answering the judge’s question. This is how Rachel looked before the transformation.

Rachel wins the competition and is crowned the Swan.

Beginning:

1. Could you tell this was the same person? Explain your thoughts.
2. What childhood story is this program referencing by its name, *The Swan*? Are you familiar with this story? If so, what is the storyline?

The story of *The Ugly Duckling* is by Hans Christian Andersen. It is about a baby duckling born in a barnyard that is so ugly, he gets teased by his neighbors. As the ugly duckling grows up, he matures into a beautiful swan—the most beautiful of all.

Intermediate:

3. What are some things women do to themselves to change their appearance, even temporarily?

Wearing makeup, coloring hair, wearing push up bras or other body shapers, getting acrylic nails, hair extensions, perms, straightening our hair, lightening or darkening our skin, etc.

Advanced:

4. How might media and the stereotype of femininity play a role in Rachel’s decision to undergo her “transformation”?

Perhaps Rachel felt she didn’t look “good enough”—because she didn’t have the idealized image of beauty and body that we so often see in our media and in Hollywood—large breasts, slender hips, big eyes, prominent cheekbones, straight white teeth, etc. Also, the stereotype of femininity gives the message that if we have the “right” looks, then we will be happy, successful, and have high self-esteem and no depression, for example.

9-The Swan 3

This media example comes from the first episode of the Swan, which Rachel appeared on. In this media example, we see Rachel sharing thoughts about herself, then it cuts to the panel of doctors and other professionals who discuss what they are going to do with Rachel.

Beginning:

1. Compare Rachel in this media example to the previous media example where she is on stage. Other than her physical appearance, how is she different?

In this media example she is sad and crying and on stage she looks happy and is smiling. Her voice and the way she speaks also sound different.

2. How does this media example emphasize emotions around depression and loneliness through the visuals and sound?

The video used in the beginning looks almost black and white with dull gray tones, emotional music is inserted and they show Rachel looking depressed by the window and standing in the rain with an umbrella.

Intermediate:

3. What are some of the things the panel decides they are going to do to Rachel? What do they say needs to be “fixed”?

She needs therapy. She has long nostrils and needs a nose job. She also needs a lip enhancement, an eyebrow lift because she has sad eyes, she needs liposuction under her chin and all over her body and a breast lift. She needs to do cardio workouts on the Stair Master and lose weight. She will need dental work that will close down her bite because “her smile is a handicap,” along with teeth bleaching and DaVinci veneers (notice the veneers brand name is product placement).

Advanced:

4. What do you think these messages from the panel send to all viewers of this show? Do you know of any shows like this that exist for men? (MLP doesn't know of any makeover shows this extreme that are about the appearance of men.) Explain why this might be.

10-The Tourist

The Tourist is a romantic drama about Elise and Frank who meet on a train going to Venice. Elise has chosen Frank as a decoy, making believe that he is her lover who is wanted by police. Not only will they need to evade the police, but also the mobster whose money her lover stole. <http://www.imdb.com>

Rated PG-13; Sony Pictures, 2010.

Starring Angelina Jolie, Johnny Depp, and Paul Bettany. Directed by Florian Henckel von Donnersmarck.

Beginning:

1. Who are the two actors we see in this scene?

Frank Tupelo is played by Johnny Depp and Elise Clifton-Ward is played by Angelina Jolie.

2. What do you learn about each character?

Frank seemed to be instantly attracted to Elise. He closes his book, perhaps to focus his attention on Elise. He appears to be a little shy or uncertain of himself and he smokes e-cigarettes. Elise seems to be strategic when choosing a seat on the train. She appears to be poised, confident, and speaks her mind openly.

3. What does Frank say about e-cigarettes? Have you heard of e-cigarettes? Explain.

He says that an e-cigarette is not a real cigarette; it's electronic and delivers the same amount of nicotine. The smoke is water vapor and on the end is an LED light.

Intermediate:

4. What else do you know about e-cigarettes?

They are sold online and often at mall kiosks; most are reusable but some are disposable, the mouthpiece is a cartridge containing nicotine, flavors, and other chemicals—including those found in antifreeze, which is toxic to humans and animals. It is often sold as a smoking cessation device, but there is no evidence that they help people quit smoking. <http://www.no-smoke.org/learnmore.php?id=645>

Some e-cigarettes contain drugs for weight loss and erectile dysfunction.

<http://www.madisoncountyhealthdept.org/Documents/Community/One-pager%20e-cigarettes%20and%20Secondhand%20Smoke%20EH%20112110.pdf>

Use of e-cigarettes is referred to as *vaping*, so users can distance themselves from the idea of smoking, and probably as a way for e-cigarette marketers to further the claim that they are different than traditional cigarettes (now sometimes called *analog* cigarettes).

E-cigarettes give off secondhand vapor, not smoke, that likely contains nicotine and other chemicals but have not been studied in depth.

<http://www.no-smoke.org/learnmore.php?id=645>

All domestic airlines ban the use of e-cigarettes, and some local and state ordinances include e-cigarettes in their smoking bans. The American Cancer Society, American Heart Association, The Campaign for Tobacco-free Kids, and the American Lung Association recommend that smoke-free laws and policies prohibit the use of e-cigarettes.

Critics suggest that e-cigarettes are especially appealing to kids because of their fruit and candy flavors and the novelty of the item.

<http://www.no-smoke.org/learnmore.php?id=645>

and <http://www.madisoncountyhealthdept.org/Documents/Community/One-pager%20e-cigarettes%20and%20Secondhand%20Smoke%20EH%20112110.pdf>

5. What do you know about product placement? How do you think showing an e-cigarette is similar to product placement?

Product placement is the use of a brand name in a movie, video game, TV or radio show, news program, etc. The use of an e-cigarette in this movie is essentially product placement, even though no brand is mentioned. Showing an e-cigarette in this movie is a way for Hollywood to introduce the idea of e-cigarettes and possibly create a new trend of vaping. After all, many new trends are started by Hollywood and the media.

Advanced:

6. Notice the “no smoking” sign barely visible above Johnny Depp’s head. Why do you think the director chose to include this image in the scene?

It’s no accident that this sign appeared in this scene. It could be a way for the director to illustrate the difference between the use of cigarettes from e-cigarettes onscreen. Hollywood knows that smoking onscreen in youth-rated movies has influenced children to start smoking. This could be Hollywood’s way of saying, “Okay, we’re not using cigarettes in our movie, so leave us alone anti-tobacco advocates!”

Perhaps this is yet another “secret deal” between the Hollywood Movie Industry and Big Tobacco: Hollywood promotes e-cigarettes and they become more popular among youth; as a result, youth become addicted to nicotine and graduate from e-cigarettes to real cigarettes.

7. Do you think many young people like and look up to Johnny Depp as an actor? Explain. How might looking up to someone influence young people to smoke? Some people want to emulate people they look up to; if they see someone they idolize

who smokes, they may try it in order to be more like them. Research has shown that teens are strongly influenced by seeing actors they idolize smoke on screen, regardless of the characters they play. <http://www.legacyforhealth.org/431.aspx>

11-Tropic Thunder 1

This is an action-adventure comedy about a group of actors experiencing a series of freak accidents who shoot a big-budget war movie and are forced to become the soldiers they are portraying. <http://www.imdb.com>

Rated R; DreamWorks SKG, 2008.

Starring Ben Stiller, Jack Black, and Robert Downey, Jr. Directed by Ben Stiller.

Note: The following two media examples should only be shown if the instructor is willing to have a conversation with students about stereotypes, name-calling, and labels. The instructor also needs to be prepared for the reality that the audience may laugh when these media examples are played. It's also important to remind the audience that we each bring our own experiences to any piece of media. Be prepared that your audience may have differing opinions about the questions and responses. Know your group and the appropriate boundaries to keep in check.

Beginning:

1. Have you seen this movie or heard about it? What do you know about this movie?
2. Who do you think the target audience is for this movie? Explain.

Probably young males and females who are teens and twenty-somethings and who enjoy watching Hollywood movies. We know this because it is rated R and because it features three famous actors who are very popular among young people.

Intermediate:

2. What are some stereotypes that you see in these media examples?

There is the stereotype of Vietnam War soldiers' bonding, a stereotype of an attractive and sexy news anchor, and stereotypes of a young man who is intellectually disabled.

3. Why do you think some people find this scene humorous?

Advanced:

4. Who do you think might be offended by the use of the word "retard" in this film?

Different people might be offended by the use of this word for various reasons. In 2008, Special Olympics launched the website www.r-word.org to combat the inappropriate

use of the R-word in common usage. “Retarded” is an outdated term used to describe intellectually disabled people. Therefore, it might offend people who work or live with intellectually disabled people such as teachers, health care workers, parents, brothers, sisters, and people who see the word used to put someone down as insensitive and unacceptable.

5. Why do you think it has become acceptable for us to laugh at this word and use it to put someone down?

12-Tropic Thunder 2

This is an action-adventure comedy about a group of actors experiencing a series of freak accidents who shoot a big-budget war movie and are forced to become the soldiers they are portraying. <http://www.imdb.com>

Rated R; DreamWorks SKG, 2008.

Starring Ben Stiller, Jack Black, and Robert Downey, Jr. Directed by Ben Stiller.

Advanced:

1. For someone who hasn't had to really think about mental illness before, this scene could be really funny to them. However, for someone else who may have been made fun of, or has a close family member or friend who has been made fun of, this same scene could be painful. Knowing that, why do you think the film director choose to use this scene?

2. What do you think are some other things the screenwriter and director could do to make the movie humorous without it being targeted to a certain group of people?

Background information: In 2004 in response to Special Olympics’ athletes’ call for change, the Special Olympics International Board of directors adopts a resolution to update the movement’s terminology from “mental retardation” to “intellectual disabilities.”

In 2008, Special Olympics launched the website www.r-word.org to combat the inappropriate use of the R-word in common usage.

For more information about the grassroots campaign against Tropic Thunder for using the r-word, please visit the following website:

<http://www.r-word.org/r-word-why-pledge.aspx>

13-Unsweetened Truth

This ad is from the Truth Campaign, created by Arnold Worldwide and paid for by the American Legacy Foundation. This commercial can be found at <http://www.thetruth.com/> or at http://www.youtube.com/watch?v=x7_B-9OyZIs.

Beginning:

1. If you have seen this video, how would you describe it?
2. Who do you think the target audience for this ad is? Explain.

Probably young males and females, ages 8-18. The ad has playful music with catchy lyrics and shows images that are surprisingly shocking. These things are often appealing to a young audience.

Intermediate:

3. What techniques of persuasion are used in this media example? (Learners will need the Introduction to Media Literacy handout for this question. They will also need to be familiar with some of the persuasive techniques in Language of Persuasion in this handout.)

-Intensity-The Truth uses creative images such as giant grapes, pineapples, gumdrops, and lollipops next to images of former tobacco users who visibly suffer from health issues. The words of the song contrast with the images of a person on a respirator and someone using an artificial larynx.

-Plain folks-The people in this ad are real people who have been affected by tobacco and presumably real people (not actors) on the streets of a large city.

-Humor-Some people may see the dark humor in an ad with a parade float, playful music, and survivors of tobacco wearing hospital gowns.

Advanced:

4. What is the message in this ad?

The people in this ad sing a song that includes the flavors that Big Tobacco companies often use to cover up the bad taste of tobacco. They ask, "Why do you make tobacco taste sweet?" The message at the end of this ad says, "Tobacco companies' products kill their customers. They can't sell candy-flavored cigarettes anymore. But they still sell other tobacco products in over 45 candy flavors."

5. What are some of the "other tobacco products" the ad is referring to? What are some of the flavors mentioned in this ad?

Spit tobacco (also known as smokeless tobacco, dip, snuff, and chew) and a newer type of tobacco called snus (different than the European or Swedish snus) made by Marlboro and Camel.

The flavors mentioned are chocolate, vanilla, cinnamon, apple, honey, berry blend, strawberry, wild berry, tangerine, mango, raspberry, and wintergreen.

6. Who do you think likes candy flavors more—kids or adults? Explain. Do you think the tobacco companies are trying to attract kids with candy flavored tobacco? Explain.

Secret documents found in some tobacco companies' files revealed that they were targeting youth with candy flavored cigarettes (which are now banned) and other candy and fruit flavored tobacco.

http://www.tobaccofreekids.org/press_releases/post/id_0105

Suggested Reading_____

'Step Forward' in Limiting Smoking Scenes in Films

<http://www.nytimes.com/2010/08/20/movies/20smoking.html>

PG-Rated *Rango* Has Anti-Smoking Advocates Fuming

<http://yourlife.usatoday.com/health/story/2011/03/PG-rated-Rango-has-anti-smoking-advocates-fuming-/44618190/1>

CDC Report Links Youth Smoking to Movies

<http://www.tobaccoworld.org/cdc-report-links-youth-smoking-to-movies/>

R-Word: Spread the Word to End the Word

<http://www.r-word.org/r-word-why-pledge.aspx>

Schott's Vocab: A miscellany of modern words and phrases

<http://schott.blogs.nytimes.com/2010/07/15/vaping/>

Content Standards

Montana Content and Performance Standards

This media literacy curriculum meets the following state content and assessment standards:

Communication Arts Speaking and Listening Content Standard 1:

Students know and understand the role of the communication process and demonstrate effective speaking and listening skills.

Communication Arts Reading Content Standard 2:

Students read by applying foundational skills and strategies to comprehend, interpret, analyze, and evaluate texts.

Communication Arts Media Literacy Content Standard 4:

Students effectively evaluate and create media messages.

http://www.opi.mt.gov/Curriculum/Index.html?gpm=1_8

Information Literacy/Library Media Content Standard 3:

Students must evaluate the product and learning process.

Information Literacy/Library Media Content Standard 4:

Students must use information safely, ethically and legally.

http://www.opi.mt.gov/Curriculum/Index.html?gpm=1_8

Health Content Standard 1:

Students have a basic knowledge and understanding of concepts that promote comprehensive health.

Health Content Standard 5:

Students demonstrate the ability to use critical thinking and decision making to enhance health.

Health Content Standard 6:

Students demonstrate interpersonal communication skills to enhance health.

http://opi.mt.gov/Curriculum/#gpm1_13

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