

Global Media Perspectives



Global Media Perspectives

by
Sox Sperry



www.projectlooksharp.org

Providing materials, training and support to help teachers prepare students
for life in today's media-saturated world.



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Mission Statement

Project Look Sharp is a not-for-profit, mission driven initiative committed to providing teachers with the training and materials they need to integrate media literacy, critical thinking and 21st century learning into the curriculum.

Project Look Sharp provides staff development workshops and consulting.

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Global Media Perspectives

By **Sox Sperry**

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About the Author



Sox Sperry is Program Associate and curriculum writer for Project Look Sharp. Sox began his career as a teacher and curriculum designer in 1974 working at the Learning Center parent-teacher cooperative in Fort Wayne, Indiana. Between 1984 and 2007 he worked at the Center For Nonviolence in Fort Wayne teaching nonviolence, developing curriculum and training trainers for a batterer's intervention program. While in Fort Wayne he also taught peace studies and developed curriculum for the Three Rivers Jenbe Ensemble. He is author of Project Look Sharp's document-based history kits, *Media*

Construction of Chemicals in the Environment, *Media Construction of Endangered Species* and *Media Construction of Resource Depletion* and co-author of *Media Construction of Presidential Campaigns* and *Media Construction of the Middle East*.

The author wants to thank his family, especially his partner, Lisa Tsetse and his niece, Amari Suskin-Sperry whose support was essential during the creation of this work. The author wishes to acknowledge Jim Koplin as a mentor whose disciplined scholarship and constant friendship have informed this work from its foundation.

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OVERVIEW OF THE KIT

Global Media Perspectives

Overview, Objectives, Pedagogy, and Practice

Overview

This kit provides teachers with the materials needed to engage students in a dynamic and constructivist process of learning how global media perspectives differ. The country of production, media source, target audience and political and social context are among the factors that impact these perspectives. The kit includes five lessons representing media documents from Africa, Europe, Latin America, South Asia and Southeast Asia. These materials were developed for ninth grade global studies classes and can also be used in other subject areas including history, communication arts, journalism, geography and economics.

The organizing principle of these lessons is an examination of the role that global media play in shaping the worldview of young people in the twenty first century. Today's students have access to a wealth of information about the world that was far less available just a generation ago. They have at their fingertips information in many forms - from the new media of Internet web pages and YouTube videos to older media forms such as magazine and newspaper reporting and television news. They can access and exchange information with other people from all over the globe through blogs and social networking sites. These lessons help teachers and students to develop the capacity to ask critical questions about the nature of their media consumption while at the same time learning about key issues addressed in curriculum standards and in the daily news. Another reason to study global media perspectives is to develop an awareness of the situations, conflicts, concerns, and realities of people in distinct regions of the world. These realities, often different from those experienced by young Americans, are essential components needed to accurately decode media messages.

Objectives:

- To teach core information and vocabulary about a regionally important issue.
- To teach students to understand historical, economic, social, and cultural perspectives not typically seen in the U.S.
- To train students in visual literacy and media literacy skills, especially the ability to identify persuasion in various media forms.
- To engage all students, but particularly those disengaged from traditional school work, in complex critical thinking and the development of reading, listening and visual decoding skills, and attitudes that support life-long democratic citizenship.

Learning Standards:

This kit addresses specific content standards of the National Council for the Social Studies (NCSS) including:

- *Culture*: Social studies programs should include experiences that provide for the study of culture and cultural diversity.
- *People, Places and Environments*: Social studies programs should include experiences that provide for the study of people, places, and environments.
- *Individual Development and Identity*: Social studies programs should include experiences that provide for the study of individual development and identity.
- *Individuals, Groups, and Institutions*: Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.
- *Power, Authority and Governance*: Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance.

Learning Standards continued:

- *Production, Distribution and Consumption:* Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services.
- *Global Connections:* Social studies programs should include experiences that provide for the study of global connections and interdependence.
- *Civic Ideals and Practices:* Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

In addition, this kit addresses specific standards of the **National Council of Teachers of English** (NCTE), including:

- Applying a wide range of strategies to comprehend, interpret, evaluate, and appreciate print and non-print texts.
- Applying knowledge of media techniques, figurative language, and genre to critique and discuss print and non-print texts.

This kit also addresses many of the core learning skills that have been identified as essential skills for the **21st Century Literacy**, specifically:

- Information and media literacy skills: analyzing, accessing, managing, integrating, and evaluating information in a variety of forms and media.
- Critical thinking and systems thinking: exercising sound reasoning in understanding and making complex choices, understanding the connections, conflict and change among systems.

Cornell Educational Resources for International Studies (CERIS)

CERIS is a collaborative outreach team made up of the Mario Einaudi Center for International Studies and associated Area Studies programs, which include the East Asia Program, the Institute for African Development, the Institute for

European Studies, the Latin American Studies, the South Asia Program, and the Southeast Asia Program. CERIS is dedicated to facilitating the internationalization of the K-12 curriculum through the use of Cornell resources and expertise. CERIS offers curriculum units, country and regional kits, and a variety of audio, video, and text resources. CERIS provides speakers, presentations, performances, and demonstrations to schools, and alternative education sources in the Central New York region. In addition, CERIS offers a number of educator professional development opportunities throughout the school year and into the summer. For more information see <http://www.einaudi.cornell.edu/outreach>.

The Project Look Sharp and CERIS Collaboration

Project Look Sharp and CERIS bring international perspectives and media literacy together for the first time in the *Global Media Perspectives* kit. The two organizations merged their missions by offering a kit that blends international content with media decoding methods. The result is a set of lessons that offers students the opportunity to learn how to critically evaluate international media sources while providing exposure to issues of global importance. This is the first of a number of collaborations between the two organizations.

Access to Materials

All materials for this kit are available for free at www.projectlooksharp.org. Educators will need access to a computer and digital projector so that the class can identify key details in each slide. Teachers may want to print and review the lesson and make copies of student handouts and assessments prior to instruction.

Educators may purchase mobile non-Internet based versions of the curriculum kit on a digital media device. This includes the master PDF of the kit and all specified media within lesson folders. Devices can be purchased through the Ithaca College Bookstore. Access the bookstore through our website.

OVERVIEW OF THE KIT

How To Use These Materials

Lesson Format

Three of the lessons are offered as PowerPoint slide presentations, each of which contain five documents examining a range of media interpretations of a regionally significant issue. They are *Latin American Immigration in Editorial Cartoons*, *India's Rise in the Global Economy*, and *Islamic Majorities and Minorities in Southeast Asia*. The remaining two lessons are offered as video presentations, each containing four brief clips of video interpretations of the *Food Crisis in Africa* and *Islam and Cultural Identity in Europe*.

Through the interactive process of classroom decoding, students will develop visual literacy, media literacy and critical thinking skills, while learning core information about key issues of global and regional concern. The documents chosen for this kit include editorial cartoons, magazine and newspaper covers, web pages, video news reports and short subject film. Educators can use these materials to engage students in learning and applying core historical knowledge while understanding the social, historical and media contexts in which they were created.

Each lesson includes a **Teacher's Guide**. The **Introduction to the Lesson** introduces or reinforces knowledge students may need to answer the probe questions and should be communicated to the class before decoding the slide. Probe **Questions** ask students to apply their knowledge of the topic and media in each slide. Possible answers and evidence are included as model evidence-based responses that address key media visual literacy concepts and information. However, there is rarely one right answer to any of these interpretative questions, and the teacher should encourage multiple readings and a diversity of responses as long as students

present evidence to back up their interpretations. It is important that students recognize that all people do not interpret media messages the same way. The teacher's guide includes **Source Information** and **Additional Information** that adds information about the media source and from the source document, or additional historical details that the teacher may choose to share during or after the decoding. Material also includes a one-page **Lesson Plan** including objectives, vocabulary, materials needed and lesson steps. **Student Worksheets** and **Student Readings** are included for each lesson.

Level, Time, and Coverage

Although the readings and questions were designed for ninth grade high school students, these materials can be used effectively with a wide range of students by editing the slides and questions and providing additional background information. The time it takes to deliver these lessons will vary depending upon the prior knowledge of the students, the experience of the teacher with this form and these materials, the amount of additional information delivered and further questions asked, and how many of the documents the teacher uses. Although teachers may need to edit the number of documents used, they should avoid the temptation to sacrifice student interaction for content coverage. The power of the lessons emerge when students actively apply their knowledge, identify evidence, articulate their interpretations, analyze authorship and point of view, and discuss meaningful issues. If a teacher does not have the time to do all of the lessons, he/she should edit the number of slides, videos or readings rather than cover all of the documents in a lecture format.

OVERVIEW OF THE KIT

Media Literacy and Democratic Citizenship

The founders of the United States articulated the need for a literate citizenship as core to the development of a deep and enduring democracy. We live in an age when the most influential messages about pressing social issues and events are delivered through mass media, such as television, magazines and the Internet. Most students use the Internet as their primary source of information, yet few have any formal training in assessing the credibility of information in Web sites. It is essential to the success of our democracy that young people consciously and consistently analyze and evaluate media messages. They need to be taught to seek out current, accurate, and credible sources of information; they need to understand the influence of media messages on their understanding of the world; and they need training in identifying and using various techniques for communicating messages in different media forms. Without these critical skills, we risk losing the diversity and freedom of thought that underpins a culture of true democracy.

Collective Reading of Media Messages

This curriculum is based on the classroom practice of collective reading, in which the teacher leads the class through the process of decoding images, sounds and text as a way of developing a range of critical thinking skills while teaching core knowledge. This constructivist approach encourages the development of moral reasoning as students clarify their own interpretations, listen to the analysis of their peers, and discuss ethical issues. Decoding of the documents in this curriculum will help train students to distinguish fact from opinion, analyze point

of view and identify bias, interpret historical documents, and use evidence to back up a thesis. The classroom decoding process is particularly effective in involving students who rarely share their opinions about print-based material, including students with reading disabilities, visual learners, and students for whom English is a second language. The teacher should consider calling on students or going around the room to ensure participation by all students in the collective reading process.

Encouraging Multiple Readings

Although the Teacher Guides for each lesson include possible answers to the probe questions, the teacher should encourage multiple readings and a diversity of responses for most of the questions posed in the teacher guide. It is important that students give evidence from the documents to explain their conclusions. Occasionally a question has only one right answer (e.g., “who created this video?”), and students should learn to distinguish between objective and subjective questions. The suggested answers given in the scripts are intended to reflect typical responses that address key historical and media literacy concepts and information. However, it is important that students recognize that all people do not interpret media messages the same way. Depending upon each reader’s background, including life experience, age, gender, race, culture, or political views, he or she may have very different interpretations of a particular text. The collective reading experience provides the opportunity to explore these differences and discuss the important concept that readers interpret messages through their own lenses.

Reading Bias

A major theme of these materials is the recognition that all media messages come from a particular point of view and have a bias that reflects the intent and perspective of the producer and sponsor. With these materials, teachers can train students to recognize bias and point of view. The teacher should encourage students to ask critical questions about any media messages encountered inside or outside the classroom using the *Key Questions To Ask When Analyzing Media Messages* found at www.projectlooksharp.org.

Bias in this Curriculum and in the Classroom

This series of lessons, like all media, also has a point of view and a bias. As teachers use the lessons, they may identify opinionated language, selective facts, missing information, and many other subjective decisions that went into constructing this view of history. The same questions the curriculum applies to other documents can be applied to this media construction: Who produced this curriculum for what purpose and what is its bias? Teachers and students could and should be asking critical questions about the editorial choices that went into constructing these lessons. When using these materials teachers will make their own decisions of what to include and to edit, what questions to use and what issues to avoid. All of these decisions, both by the creators and users of the curriculum, will influence the view of history that students receive. Teachers should encourage students to thoughtfully analyze and discuss the stories, the perspectives, and the biases celebrated and criticized within our own classrooms. Those skills and practices are core to an educated democratic citizenship.

Additional Resources

For more information about media decoding, download these documents from the Project Look Sharp website:

- Key Questions to Ask When Analyzing Media Messages
- Tips for Media Decoding
- Core Principals for Media Literacy Education

Fair Use of Media Documents

The classroom critique of political and cultural documents (e.g., paintings, TV news clips, excerpts from films, web pages) is essential to the development of core literacy skills in our media-saturated democracy. To enable educators to fulfill the mission of teaching these core civic objectives, Project Look Sharp has created media literacy integration kits, using a variety of different media documents for critical analysis in the classroom. The documents in this curriculum are presented for the purpose of direct critique and solely to be used in an educational setting.

For more information about fair use in Media Literacy Education, go to the Media Education Lab at Temple University at www.mediaeducationlab.com.

Lesson #1: Islam and Cultural Identity in Europe (Video Clips)

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Student Worksheet	L1-13
Video Clips	
(Access online or via Lesson 1 digital media folder)	

Muslim Women in Lyon
Turkish Teacher
Hijab in Europe
Nasheed – Free (Hijab)

LESSON PLAN



Video Clips

Islam and Cultural Identity in Europe

Lesson Objectives:

- Students will review issues related to the experience of Muslim women in Europe.
- Students will understand impacts on Muslim women resulting from cultural prejudice and legal bans on headscarves in some European countries.
- Students will recognize the power of words, images and sound to bias impressions.

Vocabulary:

Islam, Muslim, headscarf, veil, hijab, daily prayers, identity, secularism

Media



Muslim Women in Lyon, France 24, 2007. (2:47)



Turkish Teacher, Aljazeera English. 2008. (3:05)



Hijab in Europe, Dir by Xavi Sala. 2005. (3:36)



Nasheed - Free (Hijab), Perf. By Sami Yusuf. 2008. (3:11)

Materials Needed:

- Teacher Guide
- Student Worksheet
- Student Reading
- Video Clips (access online or via Lesson 1 digital media folder)

Time

50 minutes

Lesson Procedures:

1. Present *Introduction to the Lesson* to the class.
2. Distribute the *Student Worksheet* for logging the clips.
3. Play the video clips while students log their answers.
4. Lead students through a decoding of the video clips using *Media Sample Questions and Answers Teacher Guide*.
5. Discuss funding sources and credibility in films using *Further Questions*.

TEACHER GUIDE

Islam and Cultural Identity in Europe



Video Clips

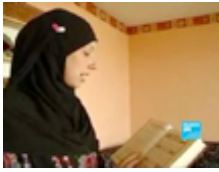
1. Review the *Introduction* to this Kit.
2. Organize and make copies for the class activities.
3. Introduce the lesson:

Lesson Introduction

Viewing film and video is taken for granted as part of our daily experience, so much that we often overlook the power of moving images to influence our ideas and opinions. In this lesson you will view 4 brief video clips on the topic of cultural identity for Muslim women in Europe. They were made in four European countries – France, Turkey, Spain and England. The media forms you will see include two news reports, a short film and a music video. Each of these clips is an excerpt from a longer broadcast or production.

As you view each excerpt, you will be asked to fill out a worksheet that asks you to analyze the filmmaker's message and the techniques used to communicate that message. After viewing all four excerpts, we will have a discussion about how words, image and sound can impact our understanding of deep and complex issues.

4. Have students read the *Student Reading*. (Optional: give reading as a homework assignment the night before.)
5. Distribute *Student Worksheets*. Have students work individually or in pairs to log each video excerpt.
6. Play the clips, reading the brief introduction to each excerpt and pausing in between for students to write their answers.
7. Lead a discussion of the clips using the *Media Sample Questions and Answers* Teacher Guide. Have students give specific evidence from each clip to back up their answers.



Muslim Women in Lyon France (2:47)



Film 1 Introduction

This excerpt is from the international television news channel France 24. The “About France 24” web page reports “France 24 is targeting an audience of opinion leaders. Initially, it is broadcast in Europe, the Middle East, Africa and the cities of New York and Washington D.C. Its coverage will ultimately extend worldwide. France 24 brings a fresh new look at international developments, with a view to ensuring greater pluralism in a multi-faceted world where information plays a decisive role. To this end, it has been endowed with the necessary resources - both financial and human - to guarantee its editorial independence and enable it to offer new and original reporting.” France 24 is equally owned by two shareholders, France’s largest network, TF1, and the national public television station, France Télévisions.

Media Sample Questions & Answers

1. What is the filmmaker’s message about the challenges facing Muslim women in Lyon, France?

Possible Answer: Muslim women have difficulty managing their daily prayers and wearing the veil publicly due to prejudice in the workplace and laws banning the headscarf. Family relations have been strained for women like Salima who have converted to Islam and whose relatives hold misinformed views of Islam. Some Muslim women are dominated by men who use their interpretation of Islam to force women into submissive roles.

2. What techniques does the filmmaker use to communicate this message?

Possible Answer: The filmmaker chooses three women to profile, each of whom bring a different perspective on the experience of Muslim women in Lyon. The first is a woman who emigrated to France in 1963, the second a woman who converted to Islam as a teenager and the third a woman who works in an organization opposed to male domination of women. The diverse experiences of these women inform the concluding statement of this report: “In a never-ending compromise Muslim women in France must find their way somewhere between French laws and their personal faith.”



Turkish Teacher Turkey (3:05)



Film 2 Introduction

This excerpt is from Al Jazeera English, an English-language news and current affairs channel, headquartered in Doha. Its “Corporate Profile” webpage reports, “Al Jazeera English is the world’s first global English language news channel to be headquartered in the Middle East. From this unique position, Al Jazeera English is destined to be the English-language channel of reference for Middle Eastern events, balancing the current typical information flow by reporting from the developing world back to the West and from the southern to the northern hemisphere... Building on Al Jazeera Arabic channel’s ground breaking developments in the Arab and Muslim world that have changed the face of news within the Middle East, Al Jazeera English is part of a growing network that is now extending this fresh perspective from regional to global through accurate, impartial and objective reporting.”

Media Sample Questions & Answers

1.) What is the filmmaker’s message about the challenges facing Muslim women in Turkey?

Possible Answer: The Turkish government’s ban on headscarves forces Muslim women to choose between honoring their religious beliefs and the laws of the country. University women have been chased by police for choosing to wear headscarves. Women’s job and educational options have been limited, leaving them in unequal positions with men.

2.) What techniques does the filmmaker use to communicate this message?

Possible Answer: The filmmaker chooses to use as the primary soundtrack the voice of one woman, primary school teacher Zeynep Piyade, who describes herself as a “feminist Muslim woman”. As Piyade speaks, the filmmaker shows heroic images of women, police confronting university women wearing headscarves, women removing their headscarves while entering the workplace, women gathering together to address common concerns, and an all-male Turkish government session.



Hijab in Europe Spain (3:36)



Film 3 Introduction

This excerpt is from a Spanish short dramatic film by filmmaker Xavi Sala. Sala has worked as a director, production assistant, and screenwriter for cinema, television and creative advertising. This film, “Hijab,” was nominated for the Best Short Film Award at the Goya awards - or the Spanish Oscars and won Best Narrative Short at the 2008 Fargo Film Festival. The word “hijab” refers to the veil or cover for Islamic women. In the preceding section of this excerpt, the teacher has asked the student to remove her headscarf before entering the classroom on her first day at a new school.

Media Sample Questions & Answers

1.) What is the filmmaker’s message about the challenges facing Muslim women in Spain?

Possible Answer: The expectation for female Muslim students in Spain to remove the hijab presents a painful and confusing choice for students of the Islamic faith. Spanish teachers are shown to be insensitive to the feelings and faith commitments of Muslim students. Choosing to maintain one’s commitments to Islamic dress is a real challenge for teens in a diverse classroom.

2.) What techniques does the filmmaker use to communicate this message?

Possible Answer: The filmmaker chooses to illustrate their perspective by telling a short story of a young Muslim woman who must choose between her personal choice to wear the hijab and winning acceptance of teachers and students on her first day at a new school. Most of the interaction is between Fatima, the student, and the teacher who tries to persuade her to remove her hijab. The expressions on the young actress’s face suggest the depth of challenge for her character as she is faced with this difficult choice and then with the gazes of the students in the new class. The other student wearing the hijab suggests that it is possible to be true to one’s religious beliefs and still attend school.



Nasheed – Free Britain (3:11)



Film 4 Introduction

This excerpt is from a video using the music of Sami Yusef, a British Muslim. According to his "Biography" webpage, Yusuf is a "composer, singer and an accomplished musician. He was born in July 1980 into a musical family of Azeri origin, thus music played an integral part in his life...To his credit, Sami has sold over a million copies of his debut album 'al-Mu'allim' and his second album 'My Ummah' is exceeding sales of three million copies worldwide. Sami is a devout Muslim who sees songs as a means of promoting the message of love, mercy, peace and tolerance and encouraging the youth to be proud of their religion and identity." He has been called "Islam's biggest rock star" by Time Magazine. The video was made and posted on YouTube by a Muslim in his twenties.

Media Sample Questions & Answers

1.) What is the filmmaker's message about the challenges facing Muslim women in Europe?

Possible Answer: Muslim women face judgments from non-Muslim Europeans who assume that they are oppressed and in despair for having to wear the hijab. The filmmaker suggests that Muslim women do not require "liberation" but rather understanding from the false assumptions placed on them. In the filmmaker's perception, Muslim women choose to wear the hijab as an expression of modesty, dignity and integrity and this choice is a choice which affirms the human rights of freedom and equality.

2.) What techniques does the filmmaker use to communicate this message?

Possible Answer: The filmmaker chooses to compose his video around a song by a well-known British Muslim. The lyrics of the song further his message by comparing the images of proud Muslim women wearing hijab to images of the natural world. He suggests that the choice to wear the hijab is as natural as a flower, a mountain or a sunset and references images of Muslim women, men and children at prayer.

FURTHER QUESTIONS

- » Discuss whether and/or how the filmmakers' and speakers' perspectives on the topic might be influenced by their nationality, religion or gender.
- » Who might benefit from each film and who might be harmed?
- » What important information is left out of these excerpts?
- » How credible are these sources?
- » Do you think these clips present a balanced view of opinions regarding the issue of banning headscarves in Europe? Why or why not?
- » How could you find perspectives that support the headscarf ban in Europe?
- » Compare the effectiveness and emotional impact of these three kinds of filmmaking: news reporting, dramatic film and music video.
- » What kinds of actions might one take in response to each film?
- » What group do you know that is working to deal with issues relating to religious tolerance?

CONNECTIONS

Compare these video clips and their messages with the visual images regarding perspectives on Islam in the Global Media Perspectives lesson on Southeast Asia. How are they similar and different in media form, purpose and credibility of message?

Continue an exploration of assumptions and perceptions of Islam by using Project Look Sharp's digital media literacy kit, *Media Construction of the Middle East*. See Unit 1 – Introducing the Middle East and Unit 4 – Militant Muslims and the U.S.

Islam and Cultural Identity in Europe

Student Reading

Why Study Global Media Perspectives?

The global media play an essential role in the process of economic and cultural globalization. Today people in France can view commentary from the United States by logging on to MSNBC or The Onion while people in the United States view French perspectives by connecting to the Agence France-Presse homepage or by viewing a video made by a young person from France. Whenever we read a webpage, watch a YouTube video, glance at a magazine cover or listen to a podcast, we are taking in messages about the world. These mediated messages are constructed for particular purposes, they come from a point of view, and they use certain techniques to influence the viewer, reader or listener. Our ability to make good choices depends on our ability to critically analyze and evaluate the media messages we receive.

The Islamic veil across Europe

The word hijab comes from the Arabic word for veil and is usually used to describe the headscarves worn by Muslim women. Governments across Europe are debating whether Muslim women should be allowed to wear the hijab in school or in the workplace. In recent years this debate has taken place in courtrooms, across the dinner table and especially in the media throughout the continent, raising issues of religious freedom, female equality, secular traditions, and even fears of terrorism.

Islam's holy book, the Koran, considered by many Muslims to be the literal word of God, instructs both male and female Muslims to dress modestly. For men this means covering the area from the navel to the knee. For women (in the presence of men they are not related to) it is often interpreted as covering everything except their face, hands and feet. Islamic scholars debate as to the specific meaning of modest dress as defined in the Koran.

The Hijab in France, Turkey, Spain and Great Britain

France has the largest Muslim population in Western Europe, estimated in 2004 at 5 - 6.5 million people or somewhere between 8-10% of the total French population according to the French government. Most of the French Muslim population has ancestry in the former North African colonies of Algeria, Morocco and Tunisia. Though many Muslims living in France are French citizens, the growth of the Muslim community has strained the French principle of *laïcité*, or the strict separation of church and state. A 2004 ban on "conspicuous" religious symbols in public schools was interpreted by many in France as a ban on the hijab.

In Turkey roughly 99% of the population is Muslim, though the Turkish state is secular or non-religious in orientation. When Turkey applied to join the European Union in 2006, some representatives wondered whether a poor Muslim country could fit in, in turn causing some in Turkey to wonder if the European Union was merely a "Christian club." Due to its commitment to secularism, Turkey has held to a longstanding ban on the wearing of headscarves in civic spaces, including schools, universities and official buildings. A law proposed by the Turkish parliament in 2008 to loosen the headscarf restriction was struck down by the Turkish high court.

Spain has a strong Islamic legacy due to almost 800 years of Moorish rule ending in 1492. Recent immigration of Moroccan workers has brought the Muslim population of Spain to over one million or about 2.3% of the total population. In 2008, Spain's Equality Minister criticized the wearing of the hijab, as "a violation of human rights" that "promoted inequality" among Muslim men and women. She was widely criticized for her remarks by Spanish

Muslim representatives, who said that she should not talk about what she "didn't know about".

According to the 2001 census, Great Britain's 1.6 million Muslim's make up 2.8% of the population. Great Britain's Muslim population is very young; 1/3 is under the age of 16, and very diverse in country of origin, with Muslim communities from East Africa, South Asia and the Middle East. The British government supports multiculturalism and has no laws banning Islamic dress.

Questioning Media Perspectives Wherever You See Them

Whenever we receive media reporting, it is always important to ask these key questions: Who produced this media document and for what purpose? Who might benefit from this media construction and who might be hurt? How credible is this information and what is left out that might be helpful to know? Consider these questions as you explore the material in the following lesson.



Still-shot from "Nasheed -Free" British music video



Homepage from [Anatolian Storms](#) Turkish blog

Compare the different messages about the hijab in these European media documents.

How might each reflect Muslim attitudes about the hijab in Britain and Turkey?



Lesson #1: Student Worksheet For Islam & Cultural Identity In Europe

NAME _____

DATE _____

Read over the questions below before watching the short video clips. You may want to take notes as you view the clips. You will then be given time to write your answers after viewing the clips.

Title of Film Clip: _____

1. What is the filmmaker's message about the challenges facing Muslim women in that particular region (France, Turkey, Spain, Europe)?

2. What techniques does the filmmaker use to communicate this message?

Lesson #2: Latin American Immigration in Editorial Cartoons (PowerPoint)

Lesson Plan.....	L2-3
Teacher Guide.....	L2-5
Student Reading.....	L2-17
Student Worksheet.....	L2-19
PowerPoint Slideshow	
(Access online or via Lesson 2 digital media folder)	

LESSON PLAN

Latin American Immigration In Editorial Cartoons



PowerPoint Slide Show

Lesson Objectives:

- Students will analyze issues related to immigration from Latin America to the U.S.
- Students will identify editorial messages within political cartoons.
- Students will identify stereotypes within political cartoons.

Vocabulary:

immigration, U.S. Mexico border fence, separation barrier, muro, border patrol, border protection, anti-terrorism, Illegal Immigration Control Act of 2005, Secure Fence Act of 2006, Department of Homeland Security, Immigration and Customs Enforcement Agency

Media

5 editorial cartoons in the PowerPoint

Materials Needed:

- Teacher Guide
- Student Worksheet
- Student Reading
- PowerPoint slides (access online or via Lesson 2 digital media folder)

Time

50 Minutes to 2 hours depending upon how quickly the teacher moves through the slides.

Lesson Procedures:

1. Review the *Teacher Guide* and set up digital projector before the class begins.
2. Present the *Lesson Introduction/Lesson Information* to the class.
3. Distribute the *Student Worksheet* of cartoons. Have students analyze and prepare to present their analysis of each cartoon.
OPTIONAL: Have students work in 5 groups to prepare to present their analysis of one of the cartoons.
4. Have students present their analysis of the cartoons. Use the *Teacher Guide* to facilitate the presentations. Share *Additional Information* about each cartoon (optional).
5. Lead a discussion about the editorial nature of political cartoons using *Further Questions*.

TEACHER GUIDE

Latin American Immigration In Editorial Cartoons



PowerPoint Slide Show

1. Review the *Introduction* to this Kit.
2. Organize and make copies for the class activities.
3. Introduce the lesson:

Lesson Information

Editorial cartoons are an important way in which opinions about political issues are expressed in newspapers, magazines and on the Internet throughout the world. Some comic strip writers have used their characters to put forward a particular point of view, such as Al Capp's strip, "Lil Abner," or Gary Trudeau's "Doonesbury." Especially for the many folks who only look quickly through the newspaper, an editorial cartoon or comic strip can shape the way people think about a particular issue.

Like all editorial commentary, cartoonists have biases that shape their work. This lesson asks you to decipher the main editorial messages the cartoonist is trying to convey. You will also be asked to notice any stereotypes the cartoonists use in their individual works. Stereotypes are exaggerated, oversimplified and often offensive generalizations about groups, nations or individuals. Be prepared to give evidence to support your conclusion. We will begin by reviewing the background information to help you understand the editorial cartoon topic of Latin American immigration to the United States.

4. Have students read the *Student Reading*. (Optional: give reading as a homework assignment the night before)
5. Give students a *Student Worksheet* to write their answers. Consider having students work in pairs or small groups.
6. Give students time to prepare their answers to present to the class. Review the *Teacher Guide* and prepare to present the cartoons.
7. Project each cartoon in the slideshow, asking students for their answers.
8. Use the *Teacher Guide* to lead the decoding.
9. Ask *Further Questions* located on the back of this sheet, and discuss the editorial nature of political cartoons.

FURTHER QUESTIONS

- » Do editorial cartoons report the truth? Explain your opinion.
- » Who might benefit from these editorial cartoons and who might be harmed?
- » Should U.S. media carry editorial cartoons from Latin American cartoonists? Why or why not?
- » How might these images look if U.S. cartoonists were creating them for a U.S. audience?
- » Discuss how the perspectives of individual cartoonists can influence the views of their audience.
- » Discuss how the perspectives of the editors of websites or print sources can define what editorial perspectives are offered by editorial cartoonists.

CONNECTIONS

Compare these cartoons and their messages with the visual images regarding the rise of India in the global economy, in the Global Media Perspectives lesson on South Asia. How are they similar and different in media form, purpose and credibility of message?

Continue an exploration of the role of editorial cartooning in shaping public perception by using Project Look Sharp's digital media literacy kit, *Media Construction of the Middle East*. See Unit 3 - the War in Iraq, Lesson 4 – The War in Editorial Cartoons.

TEACHER GUIDE

SLIDE #1: *The Immigration Giant*, 2008 Angel Boligan, Mexico, “El Universal”

BACKGROUND INFORMATION

According to politicalcartoons.com, “Angel Boligan is a brilliant, conceptual artist. He is the daily editorial cartoonist for the El Universal newspaper in Mexico City and is one of Mexico's top, award winning cartoonists.”

→ Project the document

MESSAGE

The U.S. is unable to prevent the rising tide of immigration from Latin America.

EVIDENCE

Uncle Sam chases a group of scurrying immigrants who become part of the “Immigration Giant” of the title.

STEREOTYPES

Uncle Sam sees Latin Americans as insects to eradicate, and is willing to use force to stop immigration. Latin America is a giant when seen collectively.

SLIDE #1



***The Immigration Giant*
2008 Angel Boligan, Mexico,
“El Universal”**

ADDITIONAL INFO

Uncle Sam is a frequent symbol for the United States in Latin American cartooning. A man in a sombrero is an often-used symbol for Latin Americans when countered with Uncle Sam.

FURTHER QUESTIONS

- » Do editorial cartoons report the truth? Explain your opinion.
- » Who might benefit from these editorial cartoons and who might be harmed?
- » Should U.S. media carry editorial cartoons from Latin American cartoonists? Why or why not?
- » How might these images look if U.S. cartoonists were creating them for a U.S. audience?
- » Discuss how the perspectives of individual cartoonists can influence the views of their audience.
- » Discuss how the perspectives of the editors of websites or print sources can define what editorial perspectives are offered by editorial cartoonists.

TEACHER GUIDE

SLIDE #2: *The Same Wall*, 2006 Osmani Simanca, Brazil, “A Tarde”

BACKGROUND INFORMATION

Simanca Osmani is a Cuban cartoonist who lives in Salvador, in Bahia, Brazil. In 2003 he won the Iberoamerican Graphic Humor Contest.

→ Project the document

MESSAGE

The U.S. border fence has the same meaning as Israel’s “Separation Fence” and the Berlin Wall.

EVIDENCE

An armed Uncle Sam is posed next to an Israeli and an East German military officer atop a large wall.

STEREOTYPES

East Germany, Israel and the United States are all portrayed as demonic, stubborn militarists.

SLIDE #2



***The Same Wall*
2006 Osmani Simanca,
Brazil, “A Tarde”**

ADDITIONAL INFO

The U.S. government legislated its wall with the "Secure Fence Act of 2006." Israel calls its wall an "anti-terrorist" or "security" fence. The East Germany government called the Berlin wall an "antifascist embankment for protection."

FURTHER QUESTIONS

- » Do editorial cartoons report the truth? Explain your opinion.
- » Who might benefit from these editorial cartoons and who might be harmed?
- » Should U.S. media carry editorial cartoons from Latin American cartoonists? Why or why not?
- » How might these images look if U.S. cartoonists were creating them for a U.S. audience?
- » Discuss how the perspectives of individual cartoonists can influence the views of their audience.
- » Discuss how the perspectives of the editors of websites or print sources can define what editorial perspectives are offered by editorial cartoonists.

TEACHER GUIDE

SLIDE #3: *Hire Illegals?*, 2006 Ares, Cuba, “Juventud Rebelde”

BACKGROUND INFORMATION

Arístides Esteban Hernández Guerrero, known as Ares, lives in Havana, Cuba where he works for the daily paper Juventud Rebelde (Rebel Youth). He is a psychiatrist as well as an award winning cartoonist and teacher.

→ Project the document

MESSAGE

The United States is hypocritical in its actions, constructing laws and walls to keep immigrants out while relying on the labor of immigrants to maintain its infrastructure.

EVIDENCE

Uncle Sam proposes using “illegals” to build the U.S. Mexico border fence.

STEREOTYPES

Uncle Sam is portrayed as bloated and conniving. He refers to Latin American immigrants as “illegals” who can be exploited for low pay.

SLIDE #3



Hire Illegals?
2006 Ares, Cuba, “Juventud Rebelde”

FURTHER QUESTIONS

- » Do editorial cartoons report the truth? Explain your opinion.
- » Who might benefit from these editorial cartoons and who might be harmed?
- » Should U.S. media carry editorial cartoons from Latin American cartoonists? Why or why not?
- » How might these images look if U.S. cartoonists were creating them for a U.S. audience?
- » Discuss how the perspectives of individual cartoonists can influence the views of their audience.
- » Discuss how the perspectives of the editors of websites or print sources can define what editorial perspectives are offered by editorial cartoonists.

ADDITIONAL INFO

According to the Migration Information Source "In 2006, more than 11.5 million Mexican immigrants resided in the United States, accounting for 30.7 percent of all US immigrants and one-tenth of the entire population born in Mexico... Mexican-born lawful permanent residents accounted for nearly a third of all those eligible to naturalize as of 2006. In 2006, more than half of all unauthorized immigrants in the United States were from Mexico."

TEACHER GUIDE

SLIDE #4: *Immigrantes*, 2006 Arcadio Esquivel, Costa Rica, "La Nacion,"

BACKGROUND INFORMATION

Arcadio Esquivel is political cartoonist for the Costa Rican daily, *La Nación*, and for *La Prensa* in Panama. Esquivel has been a professor of cartoon art at the University of Costa Rica and president of the Costa Rican Cartoonists Association.

→ Project the document

MESSAGE

Immigrants are not welcome in the United States.

EVIDENCE

The hand motioning "Stop" with palm extended is etched in cactus thorns or barbed wire, implying danger if one tries to enter.

STEREOTYPES

The immigrant is portrayed with meager belongings slung over his shoulder, yet well dressed.

SLIDE #4



Immigrantes
2006 Arcadio Esquivel,
Costa Rica, "La Nacion,"

ADDITIONAL INFO

According to the Migration Information Source, "The border area in the U.S. consists of 48 counties in four states. Approximately 300,000 people live in 1,300 colonias in Texas and New Mexico. Colonias are unincorporated, semirural communities characterized by substandard housing and unsafe public drinking water or wastewater systems. Communities on the Mexican side of the border generally have less access to basic water and sanitation services than border communities in the U.S."

FURTHER QUESTIONS

- » Do editorial cartoons report the truth? Explain your opinion.
- » Who might benefit from these editorial cartoons and who might be harmed?
- » Should U.S. media carry editorial cartoons from Latin American cartoonists? Why or why not?
- » How might these images look if U.S. cartoonists were creating them for a U.S. audience?
- » Discuss how the perspectives of individual cartoonists can influence the views of their audience.
- » Discuss how the perspectives of the editors of websites or print sources can define what editorial perspectives are offered by editorial cartoonists.

TEACHER GUIDE

SLIDE #5: *Space Available*, 2006 Sergio Langer, Argentina, "Clarín"

BACKGROUND INFORMATION

Sergio Langer is an architect as well as cartoonist, born in Argentina in 1959. Langer says, " Revisiting my drawings, comics, cartoons we can find, with almost no trouble, a common denominator: my total resistance and opposition to all/any system of oppression and subjugation, this being religious, economic, sexual or racial. I stand against any system that cancels human rights and suppresses cultural traits."

→ Project the document

MESSAGE

The United States has turned the U.S. Mexico border into a high security opportunity for profit-making companies.

EVIDENCE

The helicopters, surveillance cameras, barbed wire and wall construction all are high security measures and, with advertising promotion, suggest product sales for corporations.

STEREOTYPES

The U.S. is characterized as an anonymous high tech big brother, while the Mexicans are caricatured as sombrero-wearing wanderers in the desolate desert.

SLIDE #5



***Space Available*
2006 Sergio Langer,
Argentina, "Clarín"**

FURTHER QUESTIONS

- » Do editorial cartoons report the truth? Explain your opinion.
- » Who might benefit from these editorial cartoons and who might be harmed?
- » Should U.S. media carry editorial cartoons from Latin American cartoonists? Why or why not?
- » How might these images look if U.S. cartoonists were creating them for a U.S. audience?
- » Discuss how the perspectives of individual cartoonists can influence the views of their audience.
- » Discuss how the perspectives of the editors of websites or print sources can define what editorial perspectives are offered by editorial cartoonists.

ADDITIONAL INFO

In June 2006, the Associated Press reported that Texas “plans to install security cameras with night vision along some of the most isolated and dangerous stretches of the Texas-Mexico border to monitor illegal immigration and drug trafficking, Gov. Rick Perry said Thursday. The \$5 million project will send the images to state, local and federal authorities, Perry said. The images also will be posted on the Internet in real time, and if citizens see a crime, they can call an 800 number to report it. ‘I look at this as not different from the neighborhood watches we have had in our communities for years and years,’ Perry said.”

Latin American Immigration in Editorial Cartoons

Student Reading

Why Study Global Media Perspectives?

The global media play an essential role in the process of economic and cultural globalization. Today people in Mexico can view commentary from the United States by logging on to International News Network or Google News, while people in the United States view Mexican perspectives by connecting to the *Mexico Channel* homepage or by viewing a video made by a young person from Mexico. Whenever we read a webpage, watch a YouTube video, glance at a magazine cover or listen to a podcast we are taking in messages about the world. These mediated messages are constructed for particular purposes, they come from a point of view, and they use certain techniques to influence the viewer, reader or listener. Our ability to make good choices depends on our ability to critically analyze and evaluate the media messages we receive.

Immigration as an Issue in the United States

The Migration Policy Institute (MPI) reports that the number of net immigrants to the United States increased from just over 1 million between 1950-1955 to over 6 million between 1995 and 2000. In more recent years, MPI reports that the percentage of foreign-born people in the United States has grown from 7.9% in 1990 to 12.1% in 2006. Some people in the United States welcome this rise in immigration as a part of the promise in the poem by Emma Lazarus which is inscribed at the base of the Statue of Liberty: "Give me your tired, your poor, Your huddled masses yearning to breathe free, The wretched refuse of your teeming shore. Send these, the homeless, tempest-tossed to me, I lift my lamp beside the golden door!" Some see immigrants as the economic engine that will fuel growth as the baby boom generation leaves the workforce. Yet others see the rise in immigration as a problem, arguing that people

enter the U.S. illegally and take jobs away from U.S. citizens.

Ever since passage of the Naturalization Act of 1790, which limited citizenship to "free white persons" of "good moral character" the U.S. has passed many laws in an effort to control immigration and define citizenship. In 1986, for example, Congress passed the Immigration Reform and Control Act, which called for penalties for employers who hired workers who had not entered the country with a visa or legal permission. The law also called for increased funding for the United States Border Patrol, now part of the Department of Homeland Security.

Immigration Across the U.S. Mexico Border

The border between the U.S. and Mexico extends for nearly 2,000 miles and border crossings along that wide area has been the subject of much controversy ever since the Mexican American War of 1846. According to the Migration Policy Institute, since 1986 Mexico has consistently been the largest "sending country" of immigrants to the U.S. In 2006 13.7% of all immigrants came from Mexico, twice the number that came from China, the next largest country of origin in that year, and more than all immigrants from the entire continent of South America. Mexican immigration to the U.S. peaked in 1991 when nearly a million Mexican people crossed the border, or over 50% of the total immigrants to the U.S. that year.

The primary cause for recent large-scale Mexican immigration to the United States is economic, brought on by the Latin American debt crisis of the 1980s when Mexico and other Latin American countries owed hundreds of millions of dollars that they did not have sufficient funds to repay.

Many Mexican immigrants come to the U.S merely wanting to be able to earn enough money to help send support back to family members who struggle with poverty in their home cities and villages.

The U.S. Mexico Border Fence

In 2006, President George W Bush signed the Secure Fence Act saying, "This bill will help protect the American people. This bill will make our borders more secure. It is an important step toward immigration reform." The Act called for hundreds of miles of additional fencing along the U.S. Mexico border, and authorized more vehicle barriers, checkpoints and high technology surveillance techniques to prevent people from crossing the border. While some in the United States applauded this measure, many in Latin America had a different opinion. This lesson invites you to explore a view of U.S. immigration policy and the Secure Fence Act from the point of view of 5 editorial cartoonists from 5 Latin American countries.

Questioning Media Perspectives Wherever You See Them

Whenever we receive media reporting, whether it be from Latin American media reports on immigration patterns or from U.S. news media reporting on border control, it is always important to ask these key questions: Who produced this media document and for what purpose? Who might benefit from this media construction and who might be hurt? How credible is this information and what is left out that might be helpful to know? Consider these questions as you explore the material in the following lesson.

What are the cartoonists' messages about power in the Americas according to the documents below?



Angel Boligan "The Americas"



Dario Castillejos "First aid"



NAME _____

DATE _____

DIRECTIONS

For each of the cartoons do the following:

- 1) Describe the editorial messages or statements communicated.
- 2) Give evidence to explain how the cartoonist communicates this message.
- 3) Describe any stereotypes in the cartoon.

Cartoon #1 “The Immigration Giant”

Angel Boligan, Mexico, “El Universal,”
3/09/08



Cartoon #2 “The Same Wall”

Osmani Simanca, Brazil, “A Tarde,” 4/13/06



Message:

Evidence:

Stereotypes:

Message:

Evidence:

Stereotypes:

Cartoon #3 “Hire Illegals?”
Ares, Cuba, “Juventud Rebelde,” 4/10/06



Cartoon #4 “Immigrantes”
Arcadio Esquivel, Costa Rica, "La Nacion," 6/15/06



Cartoon #5 “Space Available”
Sergio Langer, Argentina, "Clarín," 11/03/06



Message:

Evidence:

Stereotypes:

Message:

Evidence:

Stereotypes:

Message:

Evidence:

Stereotypes:

Lesson #3: Food Crisis in Africa (Video Clips)

Lesson Plan.....	L3-3
Teacher Guide.....	L3-5
Student Reading.....	L3-11
Student Worksheet.....	L3-13
Video Clips.....	
(Access online or via Lesson 3 digital media folder)	

The Casualties of Egypt's Food Crisis
Global Food Crisis: World Leaders to Gather in Rome
Worldwide Food Crisis Hits Home
The Future

LESSON PLAN

Food Crisis in Africa



Video Clips

Lesson Objectives:

- Students will review issues related to the 2008 global food crisis.
- Students will understand some key causes for and impacts of the food crisis on people in Egypt, Kenya, South Africa and Ethiopia.
- Students will recognize the power of words, images and sound to bias impressions.

Vocabulary:

food crisis, inflation, U.N. Summit, Food and Agriculture Organization (FAO), food aid, agricultural inputs, strategic food reserves, staple foods, market forces, global energy crisis, biofuel, World Bank, food price index

Media



The Casualties of Egypt's Food Crisis, Egypt. 2008. (3:16)



Global Food Crisis: World Leaders to Gather in Rome, Kenya. 2008. (2:35)



Worldwide Food Crisis Hits Home, South Africa. 2008. (2:03)



The Future, Ethiopia. 2008. (1:09)

Materials Needed:

- Teacher Guide
- Student Worksheet
- Student Reading
- 4 Video Clips (access online or via Lesson 3 digital media folder)

Time

50 minutes

Lesson Procedures:

1. Present the *Introduction to the Lesson/Lesson Information* to the class.
2. Distribute the *Student Worksheet* for logging the clips.
3. Play the video clips while students log their answers.
4. Lead students through a decoding of the video clips using the *Media Sample Questions and Answers* Teacher Guide.
5. Discuss funding sources and credibility in films using *Further Questions*.

TEACHER GUIDE

Food Crisis in Africa



Video Clips

1. Review the *Introduction* to this Kit.
2. Organize and make copies for the class activities.
3. Introduce the lesson:

Lesson Introduction

Viewing film and video has become so taken for granted as part of our daily experience that we often overlook the power of moving images to influence our ideas and opinions. In this lesson you will see four brief video clips on the topic of the 2008 food crisis in Africa. They are reported from four African countries – Egypt, Kenya, South Africa and Ethiopia. The media forms you will see include three news reports from international, national and student news stations, as well as a short film. Each of these clips is an excerpt from a longer broadcast or production.

As you view each excerpt, you will be asked to fill out a worksheet that asks you to analyze the filmmaker's messages about the causes and impacts of the food crisis, and the techniques used to communicate those messages. After viewing all four excerpts we will have a discussion about how words, image and sound can impact our understanding of deep and complex issues.

4. Have students read the *Student Reading*. (Optional: give reading as a homework assignment the night before.)
5. Distribute *Student Worksheets*. Have students work individually or in pairs to log each video excerpt.
6. Play the clips, reading the brief introduction to each excerpt and pausing in between for students to write their answers.
7. Lead a discussion of the clips using the *Media Sample Questions and Answers* Teacher Guide. Have students give specific evidence from each clip to back up their answers.



The Casualties of Egypt's Food Crisis Egypt (3:16)



Film 1 Introduction

This excerpt is from Al Jazeera English, an English-language news and current affairs channel, headquartered in Doha. Its “Corporate Profile” webpage reports, “Al Jazeera English is the world’s first global English language news channel to be headquartered in the Middle East. From this unique position, Al Jazeera English is destined to be the English-language channel of reference for Middle Eastern events, balancing the current typical information flow by reporting from the developing world back to the West and from the southern to the northern hemisphere... Building on Al Jazeera Arabic channel’s ground breaking developments in the Arab and Muslim world that have changed the face of news within the Middle East, Al Jazeera English is part of a growing network that is now extending this fresh perspective from regional to global through accurate, impartial and objective reporting.”

Media Sample Questions & Answers

1.) What is the filmmaker’s perspective about the causes for the food crisis in Egypt?

Possible Answer: The Egyptian government has mismanaged the crisis, failing to act quickly with food relief subsidies and allowing food prices to soar out of reach for many Egyptians.

2.) Who is impacted by the food crisis according to the filmmaker?

Possible Answer: Both middle class and poor people are finding it hard to acquire food. The food crisis has led to stealing, and to popular protests and threats of strikes. The government has met these protests with violence.

3.) Who produced this clip and where do you see evidence of their point of view?

Possible Answer: This clip was produced by Al Jazeera English. The point of view focuses on the impact of the food crisis on citizens. The filmmaker leads with the story of a woman whose husband was beaten to death by thieves who stole his bread. The commentator reports from a busy marketplace about the rise in prices and then cuts to scenes of food riots and injured protesters. A food stall owner is interviewed, commenting on the seriousness of the crisis. The report concludes with images of bags of rice followed by scenes of children and trash filled streets.



Global Food Crisis Kenya (2:34)



Film 2 Introduction

This excerpt is from the NTV Kenya, part of the Nation Media Group (NMG). Their “About NTV” webpage reports, “NTV entails an exciting modern look, enhanced presentation and delivery of an impeccable news content that has seen viewership grow steadily making it the leading television across Kenya... We strive to continuously improve the product, operate to world-class standards and consolidate a leading position within Africa, in order to uphold the strong principles and values of NMG as the organization strives to be the leading media house in Africa.” The clip begins with a report on a U.N. Food Summit, held in Rome in May 2008.

Media Sample Questions & Answers

1.) What is the filmmaker’s perspective about the causes for the food crisis in Kenya?

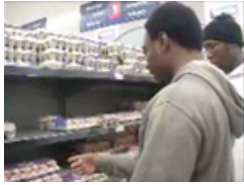
Possible Answer: According to the director of the FAO (the U.N.’s Food and Agriculture Organization) the problems have to do with the lack of available food supplies, due in part to an increase in the cost of inputs to farmers (herbicide, pesticide, fertilizer, etc).

2.) Who is impacted by the food crisis according to the filmmaker?

Possible Answer: Millions of people around the world are protesting the increase in food prices. Specific areas at risk for food shortages include Darfur, Uganda, Congo Lesotho, Burundi and Kenya, The report assures viewers that Kenya will avoid problems as a result of its government’s policies that provide support for farmers and consumers.

3.) Who produced this clip and where do you see evidence of their point of view?

Possible Answer: This was produced by the national television station of Kenya and reflects the Kenyan government’s point of view. The opening scenes of the march in Rome illustrate the comment that this is a world food crisis, not one of Kenya’s making. Scenes of huge piles of grain, trucks laden with bags of food and full grocery shelves are meant to reassure viewers that the Kenyan government is able to meet the food demands of its citizens. The report goes on to show fertile farm fields while announcing the Kenyan government’s aid for farmers.



Worldwide Food Crisis Hits Home South Africa (1:58)



Film 3 Introduction

This excerpt is from a news broadcast by RUTV News, an online service for the campus of Rhodes University in Grahamstown, South Africa. Participation with RUTV is a part of the third year course requirement in the Department of Journalism and Media Studies at Rhodes University, as described on their webpage: "This course concentrates on the genre of television news. Students produce their own newscast - RUTV News - on a regular basis which covers community and campus issues. Students will learn about television story telling and develop a specific set of skills such as: writing for television, field reporting, shooting and editing, and newscast production." The video you are about to see was a student-produced news broadcast for RUTV News.

Media Sample Questions & Answers

1.) What is the filmmaker's perspective about the causes for the food crisis in South Africa?

Possible Answer: The food crisis is a global one, brought on by escalating prices for basic grain due to escalating oil prices and biofuel production. The university economist explains the problem as one brought about by market forces, increased demand coupled with slow supply.

2.) Who is impacted by the food crisis according to the filmmaker?

Possible Answer: People of all social classes are "feeling the pinch" but the burden falls especially on the poor who may spend "up to 80% of their income on food." Farmers have been hurt due to their inability to keep up with rising diesel prices.

3.) Who produced this clip and where do you see evidence of their point of view?

Possible Answer: This clip was produced by a student filmmaker, who seems to be sympathetic to the impact of the crisis on ordinary consumers, as well as respectful of the ideas of university professors. The clip begins with several quick shots of Grahamstown residents on food lines and in markets. An interview with a man on the street is followed by a graph demonstrating the recent hike in prices for corn, rice and wheat. A university economist is interviewed to suggest that the government of South Africa is not to blame. A local farmer explains how the prices he pays for inputs makes it very difficult to turn a profit. The majority of images appear to be of the local Grahamstown area and its connection to food – street markets and stores, farmer's fields and produce trucks.



The Future Ethiopia (1:00)



Film 4 Introduction

This excerpt is from a collection of 18 OneminutesJr videos, produced by young people from Ethiopia. The concept is described on theoneminutesjr "About Us" webpage: "They are sixty-second videos made by young people (between the ages of 12 and 20) from all over the world. Time may be limited in a oneminutesjr video (this challenges the youngsters to form their ideas clearly), but not the freedom to express oneself creatively, which is the basic right of every person. What is the oneminutesjr network? It is a non-commercial community without any set political belief or ideology. The network gives young people, especially those who are underprivileged or marginalized, the opportunity to have their voices heard by a broad audience, to share with the world their ideas, dreams, fascinations, anxieties, and viewpoints. What does the network consist of? It consists of the interactive oneminutesjr website, a yearly festival competition, workshops across the world, video broadcasting on ten European public TV channels, and screenings at festivals and events."

Media Sample Questions & Answers

1.) What is the filmmaker's perspective about the causes for the food crisis in Ethiopia?

Possible Answer: It is unclear from this one minute video without narration just what is behind the food crisis. If one were to judge from the interaction portrayed it might seem that greedy middlemen are the ones to blame for the escalating prices.

2.) Who is impacted by the food crisis according to the filmmaker?

Possible Answer: Consumers, in this case young men, seem most effected.

3.) Who produced this clip and where do you see evidence of their point of view?

Possible Answer: The filmmaker is a young person from Ethiopia who is sympathetic to the impact of food price inflation on consumers who need grain to survive. The filmmaker uses a simple and brilliant narrative to trace the rise of the price of grain over a period of three days, by showing the mimed interaction between a grain vendor and his customer. The customer becomes increasingly agitated about the lessening amount of grain he is able to buy with his increasingly worthless money. The soundtrack of repeated samples of breathing, distant voices and rhythmic percussion add emotional power to the wordless drama.

FURTHER QUESTIONS

- » Compare the network-produced videos by Al Jazeera English and NTV with those by young producers for RUTV and oneminutejr videos. What are the similarities and differences?
- » Compare the difference in perspectives regarding government responsibility for the food crisis.
- » Who might benefit from each film and who might be harmed?
- » What important information is left out of these excerpts?
- » How credible are these sources?
- » What kinds of actions might one take in response to each film?
- » What group do you know that is working to deal with issues relating to the African food crisis?

CONNECTIONS

Compare these video clips and their messages with the videos on regarding perspectives on Islam and Cultural Identity in the Global Media Perspectives lesson on Europe. How are they similar and different in media form, purpose and credibility of message?

Continue an exploration of bias in reporting by using Project Look Sharp's digital media literacy kit, *Media Construction of the Middle East*. See Unit 2, Lesson 4 – Whose Fear and Whose Security?, Unit 3 , Lesson 6 – “Celebration” or “Protest” and Unit 4 – “Freedom Fighters or Terrorists?”

Food Crisis in Africa

Student Reading

Why Study Global Media Perspectives?

The global media play an essential role in the process of economic and cultural globalization. Today people in South Africa view commentary from the United States by watching CNN or The Daily Show while people in the United States view South African perspectives by logging on to The Sowetan homepage or by viewing a video made by a young person from South Africa. Whenever we read a webpage, watch a YouTube video, glance at a magazine cover or listen to a podcast we are taking in messages about the world. These mediated messages are constructed for particular purposes, they come from a point of view, and they use certain techniques to influence the viewer, reader or listener. Our ability to make good choices depends on our ability to critically analyze and evaluate the media messages we receive.

Learning About the 2008 Global Food Crisis as Felt in Africa

The Food and Agriculture Organization (FAO) of the United Nations uses a food price index to track changes in food prices as part of an effort to establish a global information and early warning system on food and agriculture. The FAO's overall Food Price Index rose 54% between April 2007 and April 2008 while some particular food commodities such as cereal rose as much as 92% during that same period (FAO). For many people throughout the world, these dramatic price increases in the staple foods needed to survive have caused deep hardship. The food crisis has led to civil unrest including rioting in some countries, in turn leading to the arrests and deaths of protesters and to instability in the leadership of national governments.

The FAO reports that the crisis has hit hardest in South Asia and in sub-Saharan Africa, where 21 of 36 countries are facing a "food security

crisis". Ideas about what has caused the 2008 food crisis and what can be done to solve it differ depending on the source. The World Bank suggests that high fuel costs, weather-related shocks and barriers to free trade are partially to blame. They suggest that solutions to the food crisis include massive food aid, investment in agribusiness and increased biofuel production. The organization Food First believes that the causes of the food crisis can be found in the globalization of agriculture, including large-scale economic development projects of institutions like the International Monetary Fund, and free trade policies that encourage cash-crop farming. Food First believes that solutions must come in the form of a "food sovereignty": programs that will provide government regulation of food prices and sustainable family farming practices for peasant farmers throughout the global south.

What are the Forces that Shape African Media Reporting on the Food Crisis?

This lesson concerns the causes and the impact of the 2008 global food crisis as reported on video from four African countries – Egypt, Kenya, South Africa and Ethiopia. These videos represent different parts of the continent as well as different perspective held by both the individual filmmakers and the organizations for which they report. Two of the clips were produced for large international and national media companies, Al Jazeera English and NTV Kenya. Al Jazeera English is part of a large television network headquartered in the Persian Gulf nation of Qatar that began as an Arab news network and now includes specialty channels devoted to sports, children's programming and Arab language documentaries. NTV Kenya is based in Nairobi Kenya but aspires to serve the entire continent. The other two videos were produced for a college class at Rhodes

University in South Africa and for theoneminutejrs, an international website community for young people.

Media coverage of the food crisis in the United States will likely reflect the perspectives and concerns of Americans. It may be presented as an issue of charity or as related to the economic growth of China and India. In Egypt, where the price of a 110-pound sack of wheat rose from about \$8 in 2006 to more than \$25 in 2008 according to the Catholic Relief Service, the crisis may be reported in terms of national stability and conflict. As you view the video clips remember that each affected African nation will interpret the food crisis through its own "lens," focusing on its people and culture.

Whenever we receive media reporting, whether it be from African or U.S. news media, it is always important to ask key questions: Who produced this media document, for what purpose, and what is their bias? How have the messages been constructed to sway the viewer? How credible is this information and what is left out that might be important to know? Who might benefit from this media construction and who might be hurt? Consider these questions as you explore the material in the following lesson.

What are the messages about the role of the U.S. in Africa's food crisis?



Islamic Relief USA webpage



New African magazine cover

Compare the different choices made by the website editors from Fox TV News and Aljazeera English regarding how they chose to illustrate the world food crisis in Africa.



Fox News Miami webpage 6/16/08 – "Panel on Africa says food crisis could drive 100 million people into poverty"



Al Jazeera English webpage 4/11/08
"Rising Food Costs Lead to Tensions in Egypt"



Lesson #3 Student Worksheet for Food Crisis in Africa

NAME _____

DATE _____

Read over the questions below before watching the short video clips. You may want to take notes as you view the clips. You will then be given time to write your answers after viewing the clips.

Title of Film Clip: _____

1. What is the filmmaker's perspective about the causes for the food crisis in that specific region?
2. Who is impacted by the food crisis according to the filmmaker?
3. Who produced this clip and where do you see evidence of their point of view?

Lesson #4: India's Rise in the Global Economy (PowerPoint)

Lesson Plan.....	L4-3
Teacher Guide.....	L4-5
Student Reading.....	L4-17
Student Worksheet.....	L4-19
PowerPoint Slideshow	
(Access online or via Lesson 4 digital media folder)	

LESSON PLAN

India's Rise in the Global Economy



PowerPoint Slide Show

Lesson Objectives:

- Students will analyze issues related to India's economic growth at the beginning of the 21st century.
- Students will identify persuasive messages in magazine covers and newspaper front pages.
- Students will identify techniques used to convey meaning in words and images.

Vocabulary:

Call center, outsourcing, overheated economy, infrastructure, inflation, growth bubble, global recession

Media

Magazine covers and newspaper front pages in PowerPoint slides

Materials Needed:

- Teacher Guide
- Student Worksheet
- Student Reading
- PowerPoint slides (access online or via Lesson 4 digital media folder)

Time

50 Minutes to 2 hours depending upon how quickly the teacher moves through the slides.

Lesson Procedures:

1. Review the *Teacher Guide* and set up digital projector before the class begins.
2. Present the *Introduction to the Lesson/Lesson Information* to the class.
3. Distribute *Student Worksheets* of covers. Have the students analyze and prepare to present their analysis of each cover.
OPTIONAL: Have students work in 5 groups to present their analysis of one of the documents.
4. Have students present their analysis of the covers. Use the *Teacher Guide* to facilitate the presentations. Share *Additional Information* about each cover (optional).
5. Use *Further Questions* to lead a discussion about the techniques that are used to convey meaning and to persuade viewers via words and images.

TEACHER GUIDE

India's Rise in the Global Economy



PowerPoint Slide Show

1. Review the *Introduction* to this Kit.
2. Organize and make copies for the class activities.
3. Introduce the lesson:

Lesson Information

Magazine covers and newspaper front pages serve a different purpose than the pages inside. Covers act as advertisements for the purpose of persuading potential consumers to buy. Cover editors use many techniques to further this goal. Some magazines use humor to sell their product. Others use the promise of excitement or sex to lure readers. Others hire artists to create visually interesting and appealing images in the hopes of getting a potential reader to take the package home.

According to a July 2008 New York Times article entitled "In India, Magazines That Translate Well," many new India magazines are copying western counterparts such as Vogue, Rolling Stone and Golf Digest: "Most of the new Western magazines being published in India are not really Western at all — they are written, photographed, edited and designed almost completely in India. Many are published under licensing agreements with the media company that owns the name. Even though they are all published in English, their content may be completely different from their American or British counterparts."

In this lesson you will see four magazine covers and one newspaper front page having to do with India's rise in the global economy. Each cover contains messages about the state of the Indian economy. As you decode the covers, make note of the fact that the first two are from magazines written and produced in the United States and Great Britain and the following three are written and produced in India. How is the message different based on the country in which it is produced?

4. Have students read the *Student Reading*. (Optional: give reading as a homework assignment the night before)
5. Give students a *Student Worksheet* to write their answers. Consider having students work in pairs or small groups.
6. Give students time to prepare their answers to present to the class. Review the *Teacher Guide*, and prepare to present the documents.
7. Project each document in the slideshow, asking students for their answers. Use the *Teacher Guide* to lead the decoding and to present *Additional Information*.
8. Ask *Further Questions* located on the back of this sheet for additional discussion.

FURTHER QUESTIONS

- » Do magazine and newspaper covers report the truth? Explain your opinion.
- » Where could you go to further research credible perspectives on India's economic growth?
- » Compare the first 2 covers from the U.S. and Great Britain with the subsequent 3 from India. How might the home country of the media source impact the nature of the message?
- » The Economist cover story refers to Tata Steel? How could you find out more about this Indian company with close ties to the U.S.?
- » Review the information for each media source as quoted in the *Teacher's Guide*. Ask students to speculate about the target audience for each periodical.
- » What values concerning money, profit and economic growth are implied in each cover?

CONNECTIONS

Compare these visual images and their messages regarding the rise of India in the global economy with the editorial cartoons on Latin American immigration in the Global Media Perspectives lesson on Latin America. How are they similar and different in media form, purpose and credibility of message?

Continue an exploration of the role of magazine covers and newspaper front pages in shaping public perception by using Project Look Sharp's digital media literacy kit, *Media Construction of the Middle East*. See Unit 3 - the War in Iraq, Lesson 5 – Covering the War and Unit 4 – Militant Muslims and the U.S., Lesson 3 – A Revolution in Iran.

TEACHER GUIDE

SLIDE #1: *India Overheats, 2007* The Economist

BACKGROUND INFORMATION

According to The Economist "About Us" webpage it began as a newspaper in the mid 19th century, offering business and political news, analysis and opinion. It is printed weekly in six countries and distributed around the world. The Economist believes in free trade, free markets and plain language.

→ Project the document

MESSAGE

The Indian economy is growing too fast and will create problems for the tiger (India) if it continues to overheat (burning tail).

SLIDE #1



India Overheats
2007 The Economist

FURTHER QUESTIONS

- » Do magazine and newspaper covers report the truth? Explain your opinion.
- » Where could you go to further research credible perspectives on India's economic growth?
- » Compare the first 2 covers from the U.S. and Great Britain with the subsequent 3 from India. How might the home country of the media source impact the nature of the message?
- » The Economist cover story refers to Tata Steel? How could you find out more about this Indian company with close ties to the U.S.?
- » Review the information for each media source as quoted in the *Teacher's Guide*. Ask students to speculate about the target audience for each periodical.
- » What values concerning money, profit and economic growth are implied in each cover?

ADDITIONAL INFO

Excerpt from The Economist cover story from Feb 1, 2007 on the world economy:

The Indian tiger is on the prowl. This week, in an apt piece of symbolism, Tata Steel, which dates back to the days of the Raj, leapt into the league of top producers when it bought Britain's Corus, which includes the steelmaking remnants of the old imperial power. Nor is Tata alone: younger Indian companies such as Infosys and Wipro are storming international markets. Meanwhile, the world's business people and investors queue up to lavish money on India's talented engineers and computer scientists.

The roar from Delhi is echoing across Asia. After peevish years cast as China's underperforming neighbor, the huntress is now in hot pursuit. Over the past year the Indian economy has grown by an impressive 9.2%, not far behind China's 10.4%. At some point this year India's growth rate could even outpace China's; and if you measure things by purchasing power parity, India should soon overtake Japan and become the third-biggest economy, behind only America and China. (1)

TEACHER GUIDE

SLIDE #2: *The Trouble with India*, 2007 Business Week

BACKGROUND INFORMATION

Business Week is owned by the McGraw-Hill, a multibillion-dollar company.

→ Project the document

MESSAGE

Poorly maintained and overloaded infrastructure may cause problems for India's economic growth. The elephant represents India. The title, "The trouble with India," and the image of the crumbling elephant suggest that India's economy may be in trouble.

SLIDE #2



The Trouble with India
2007 Business Week

FURTHER QUESTIONS

- » Do magazine and newspaper covers report the truth? Explain your opinion.
- » Where could you go to further research credible perspectives on India's economic growth?
- » Compare the first 2 covers from the U.S. and Great Britain with the subsequent 3 from India. How might the home country of the media source impact the nature of the message?
- » The Economist cover story refers to Tata Steel? How could you find out more about this Indian company with close ties to the U.S.?
- » Review the information for each media source as quoted in the *Teacher's Guide*. Ask students to speculate about the target audience for each periodical.
- » What values concerning money, profit and economic growth are implied in each cover?

ADDITIONAL INFO

Excerpt from Business Week cover story from Mar 19, 2007 on India's economic problems:

The infrastructure deficit is so critical that it could prevent India from achieving the prosperity that finally seems to be within its grasp. Without reliable power and water and a modern transportation network, the chasm between India's moneyed elite and its 800 million poor will continue to widen, potentially destabilizing the country. Jagdish N. Bhagwati, a professor at Columbia University, figures gross domestic product growth would run two percentage points higher if the country had decent roads, railways, and power. "We're bursting at the seams," says Kamal Nath, India's Commerce & Industry Minister. Without better infrastructure, "we can't continue with the growth rates we have had." The problems are even contributing to overheating in the economy. Inflation spiked in the first week of February to a two-year high of 6.7%, due in part to bottlenecks caused by the country's lousy transport network. Up to 40% of farm produce is lost because it rots in the fields or spoils en route to consumers, which contributes to rising prices for staples such as lentils and onions. (2)

TEACHER GUIDE

SLIDE #3: *Testing the Growth Bubble*, Himal June

BACKGROUND INFORMATION

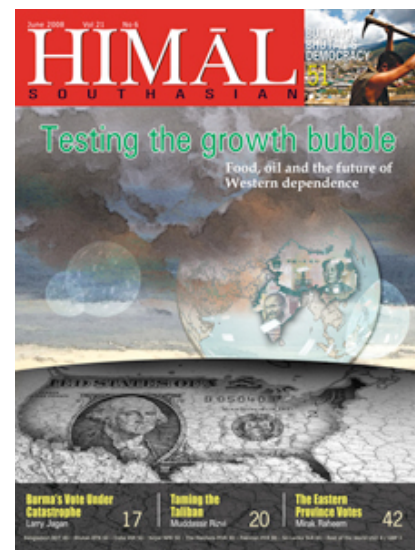
According to its “About Us” webpage, “Himal South-asian is Southasia’s first and only regional magazine...Independent, non-nationalist, pan-regionalist–Himal tells Indians and Nepalis about Pakistanis and Afghans, Sri Lankans and Burmese about Tibetans and Maldivians, and the rest of the world about this often-overlooked region.”

→ Project the document

MESSAGE

The growing Asian economies are tied to the price of food and oil as well as to the economic health of their U.S. trading partner. Inside the bubble are images of Indian and Chinese currency representing the economic growth of India and China. The image of the dollar on the drought-stricken earth suggests a harsh economic climate in the U.S.

SLIDE #3



Testing the Growth Bubble
Himal June

FURTHER QUESTIONS

- » Do magazine and newspaper covers report the truth? Explain your opinion.
- » Where could you go to further research credible perspectives on India's economic growth?
- » Compare the first 2 covers from the U.S. and Great Britain with the subsequent 3 from India. How might the home country of the media source impact the nature of the message?
- » The Economist cover story refers to Tata Steel? How could you find out more about this Indian company with close ties to the U.S.?
- » Review the information for each media source as quoted in the *Teacher's Guide*. Ask students to speculate about the target audience for each periodical.
- » What values concerning money, profit and economic growth are implied in each cover?

ADDITIONAL INFO

Excerpt from Himal Southasian webpage story from June 2008 on testing the bubbles:

As alluded to in this issue's cover image, by US designer Adam J West, despite the dramatic growth seen by the Chinese and Indian economies in recent years, there has remained a hole at the centre of all of the celebrations that this boom has engendered. Namely, neither of these financial systems, particularly the latter, has been significantly tested by any major downturn in the world economy – notably that of the US. And as India's economy has risen, driven by corporate-led growth, the rest of South Asia has become increasingly dependent on it. This is particularly worrying given the massive amount of foreign intervention that has gone on over the past decade and a half in terms of 'guiding' these economies, especially that of India, by the world's incredibly powerful multilateral institutions. But ultimately, while a global recession will inevitably test the efficacy of these past interventions, it will most stringently impact upon the peoples of the region. As such, current experiences need to be utilized as crucial lessons for future economic strategies. (3)

TEACHER GUIDE

SLIDE #4: *The Wallet is Getting Fat*, 2008 India Today

BACKGROUND INFORMATION

According to its “About Us” webpage, India Today is India’s most widely read publication, with a weekly circulation of 1.1 million and a readership of 15 million. “Breaking news and shaping opinion, it is now a household name and the flagship brand of India's leading multi-dimensional media group.”

→ Project the document

MESSAGE

Middle class Indians, represented by the young woman with the money in her hands and smile on her face, is benefiting from the growth in the Indian economy.

SLIDE #4



The Wallet is Getting Fat
2008 India Today

FURTHER QUESTIONS

- » Do magazine and newspaper covers report the truth? Explain your opinion.
- » Where could you go to further research credible perspectives on India's economic growth?
- » Compare the first 2 covers from the U.S. and Great Britain with the subsequent 3 from India. How might the home country of the media source impact the nature of the message?
- » The Economist cover story refers to Tata Steel? How could you find out more about this Indian company with close ties to the U.S.?
- » Review the information for each media source as quoted in the *Teacher's Guide*. Ask students to speculate about the target audience for each periodical.
- » What values concerning money, profit and economic growth are implied in each cover?

ADDITIONAL INFO

Excerpt from India Times English language story from the week of 2/25/2008 on "Moolah Huge":

Thanks to rising profits due to higher consumption fuelled by the high growth trajectory of the Indian economy, which has grown at an average of 8.6 per cent four years in a row Indian businesses are acquiring, expanding and investing at a furious pace. From million-dollar CEO packages to hefty sign-on bonuses for the middle management to loyalty bonuses for the junior management, India Inc's salaries are going global as the demand for key skills today far outstrips supply. No wonder, Indians are the happiest people in the world. With companies rewarding their employees for reasons as obscure as birthdays, marriage or staying loyal for a good 24 months—it sure pays to be an Indian. (4)

TEACHER GUIDE

SLIDE #5: *More to Life than Money*, 2007 Bangalore Mirror

BACKGROUND INFORMATION

The Times of India announced the start of the Bangalore Mirror in June 2007: “Bangalore Mirror is a paper for... today's young reader who dislikes the hypocrisy and double-speak that epitomised the earlier generation... Tabloids (large format newspapers) have been rare in Bangalore. So why Bangalore Mirror? Because Bangalore is no longer the same. The city has expanded tremendously. This has given rise to a set of new commuters for whom an easy-to-hold paper like Bangalore is ideal. There are also a number of top IT companies around Bangalore’s periphery.”

→ Project the document

SLIDE #5

MESSAGE

Community service and engagement are important to India’s growing class of young tech-savvy workers. Community connections are suggested in the photos and captions and the top title refers to “youth” and “software geeks.”



More to Life than Money
2007 Bangalore Mirror

FURTHER QUESTIONS

- » Do magazine and newspaper covers report the truth? Explain your opinion.
- » Where could you go to further research credible perspectives on India's economic growth?
- » Compare the first 2 covers from the U.S. and Great Britain with the subsequent 3 from India. How might the home country of the media source impact the nature of the message?
- » The Economist cover story refers to Tata Steel? How could you find out more about this Indian company with close ties to the U.S.?
- » Review the information for each media source as quoted in the *Teacher's Guide*. Ask students to speculate about the target audience for each periodical.
- » What values concerning money, profit and economic growth are implied in each cover?

India's Rise in the Global Economy

Student Reading

Why Study Global Media Perspectives?

The global media play an essential role in the process of economic and cultural globalization. Today people in India can view commentary from the United States by viewing Fox News Network or The Colbert Report while people in the United States view Indian perspectives by connecting to the The Times of India homepage or by viewing a video made by a young person from India. Whenever we read a webpage, watch a YouTube video, glance at a magazine cover or listen to a podcast we are taking in messages about the world. These mediated messages are constructed for particular purposes, they come from a point of view, and they use certain techniques to influence the viewer, reader or listener. Our ability to make good choices depends on our ability to critically analyze and evaluate the media messages we receive.

India's Economic Rise

With 1.1 billion people, India is second only to China in population. In the years since its independence from Great Britain in 1947 India has maintained democracy while reducing poverty by more than half. According to the World Bank, India was among the world's leading economies in 2007, with an economic growth rate averaging 8% over the previous three years. For many economists this recent rapid growth has been completely unexpected and its continuation remains unpredictable.

Although a majority of Indian people continues to work in agriculture, a rapidly expanding sector of the economy is devoted to information technology, telecommunications, and pharmaceuticals. It is this sector in particular that has sparked India's recent prosperity. With a young, educated and English-speaking workforce, India has taken the lead in providing

overseas services to U.S. companies. Outsourcing is the term used to refer to the multinational business practice of subcontracting certain jobs and services overseas. In India's case the outsourcing industry includes customer service support, such as handling credit card problems and troubleshooting computers, and business support, like collecting debts and conducting customer satisfaction surveys.

One of the consequences of India's rapid growth is the rise of a class of young business professionals who benefit from the economic boom. As the documents in this lesson make clear, there are different perspectives within the Indian media about the challenges and responsibilities of this sudden new wealth. Some young Indian professionals are able to pay for lavish lifestyles while others choose to volunteer their time with the many local grassroots efforts to deal with lingering poverty in India's rural areas and poorer states.

Concerns for a Thriving Economy

In spite of the good news of a vital and growing economy some observers have expressed concerns about the challenges that India continues to face. These include the problem of an aging infrastructure, or the basic systems an economy needs in order to function, such as roads, schools, and water and power supplies. Indian businesses have many orders from the rest of the world for manufactured goods, but if the supply trucks can't travel on well-maintained roads then the goods cannot get to the port of export on time and business suffers.

Despite increased prosperity for India's growing middle and upper classes, hundreds of millions of Indian people continue to live in poverty. The World Bank estimated that in 2004/2005 one-

third of India's people survived on one dollar a day. With an estimated 90% of India's labor force employed in low productivity informal sector jobs, the prospects for civil unrest are very real.

Another concern has to do with the dangers of growing too fast. An overheated economy can lead to inflation, credit expansion and risky spikes in stock prices. India's increased integration into the global economy also carries risks. A recession in the United States could have a dramatic impact on India's booming economy.

Questioning Media Perspectives Wherever You See Them

Whenever we receive media reporting, whether it be from Indian media reports on the value of the rupee or from U.S. news media reporting on Indian call centers, it is always important to ask these key questions: Who produced this media document and for what purpose? Who might benefit from this media construction and who might be hurt? How credible is this information and what is left out that might be helpful to know? Consider these questions as you explore the material in the following lesson.

This is an Indian ten rupee note. The portrait is of Mohandas Gandhi, Indian independence leader and advocate for nonviolence and simple living. What messages does this image give about India? How might Gandhi feel about his image being used for this purpose?



Money is a form of media that most people use every day. Like all media, currency conveys messages through the design of the craftsperson and through the media form itself.

What are the messages about India's economy in these two magazine covers?





NAME _____

DATE _____

DIRECTIONS

For each of the images give a message about India's economy and evidence to support your conclusion.



1 – “India Overheats” The Economist 2/1/07

Message about India's economy:

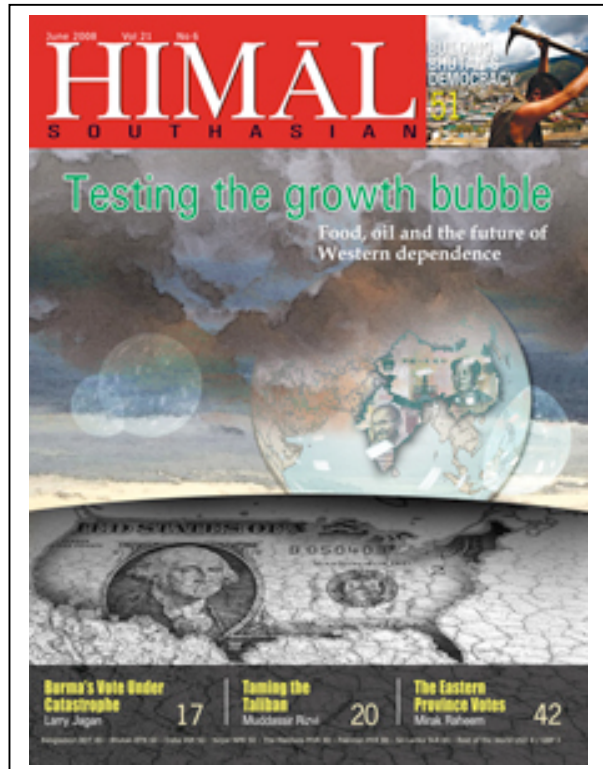
Evidence:



2 – “The Trouble with India” Business Week 3/19/07

Message about India's economy:

Evidence:



3 – “Testing the Growth Bubble” Himal June 08

Message about India's economy:

Evidence:



4 – “The Wallet is Getting Fat” India Today 2/27/08

Message about India's economy:

Evidence:

BANGALORE MIRROR

NOVEMBER 3, 2007 48 PAGES INVITATION PRICE RE. 1 ONLY ON SATURDAY

INSIDE

LTTE political wing head killed

S P Thamilselvan, head of the outfit's political wing and its public face, was killed in a raid by Sri Lankan Air Force at a gathering of high-profile leaders in the Kilinochchi, north of Sri Lanka

WORLD 19

Excerpt from story on "More to Life than Money": "Hefty pay packets, posh lifestyle, foreign projects, stylish flat, swanky cars.... Such goodies no longer attract these software geeks. What has caught their attention is the mounting agrarian crisis in the state. AID Bangalore chapter is mainly a volunteer movement in solidarity with non-violent people's struggles."

If you thought a job in the IT city and a life of luxury is the be all and end all for youth, think again. These software geeks are showing that there's ...

MORE TO LIFE THAN MONEY

Top side caption: Pulkit, Sathish and Sayeed in action during Metric Mela (family festival) near Siddapura in the city.

Middle side caption: Balaji and Srima in action during the Metric Mela.

Bottom side caption: Prassana Sallgrama interacting with farmer Jayamma in Maralagondala near Magadi Taluk

5 – "More to Life than Money" Bangalore Mirror,

Message about India's economy:

Evidence:

Lesson #5: Islamic Majorities and Minorities in Southeast Asia (PowerPoint)

Lesson Plan.....	L5-3
Teacher Guide.....	L5-5
Student Reading.....	L5-17
Student Worksheet.....	L5-19
PowerPoint Slideshow	
(Access online or via Lesson 5 digital media folder)	

LESSON PLAN

Islamic Majorities and Minorities in Southeast Asia



PowerPoint Slide Show

Lesson Objectives:

- Students will analyze issues related to the media representation of Muslims in the Philippines and Indonesia.
- Students will compare differences in public perception of Islam, in countries with minority and majority Muslim populations.
- Students will identify techniques used to convey meaning in words and images.

Vocabulary:

Shariff Kabunsuan Festival, Moro Islamic Liberation Front (MILF), Bali Conscience Forum, WAHID Institute, sharia bank, Ahmadiyah sect

Media

Web pages and magazine cover in PowerPoint slides

Materials Needed:

- Teacher Guide
- Student Worksheet
- Student Reading
- PowerPoint slides (access online or via Lesson 5 digital media folder)

Time

50 Minutes

Lesson Procedures:

1. Review the *Teacher Guide* and set up digital projector before the class begins.
2. Present the *Introduction to the Lesson/Lesson Information* to the class.
3. Distribute *Student Worksheets*. Have the students analyze and prepare to present their analysis of each document.
OPTIONAL: Have students work in 5 groups to present their analysis of one of the documents.
4. Have students present their analysis of the documents. Use the *Teacher Guide* to facilitate the presentations. Share *Additional Information* about each document (optional).
5. Use *Further Questions* to lead a discussion about credibility and bias in media sources.

TEACHER GUIDE



PowerPoint Slide Show

Islamic Majorities and Minorities in Southeast Asia

1. Review the *Introduction* to this Kit.
2. Organize and make copies for the class activities.
3. Introduce the lesson:

Lesson Information

The Internet is becoming a more common source of information for the people of Southeast Asia as infrastructure is built to handle the demands of a large and growing population. According to the Internet World Stats website, Internet usage in Indonesia increased tenfold between 2000 and 2007 from 2 million to 20 million Internet users. In the Philippines there were 2 million Internet users in 2000 and 14 million in 2006, jumping from less than 3% of the population to 16% in just six years. These statistics suggest that young people in Southeast Asia are beginning to rely more heavily on the Internet as a primary news source much as is the case with young people in the United States.

This lesson asks you to review four web pages and one magazine cover from two Southeast Asian countries – the Philippines and Indonesia. The common theme in these documents has to do with media reporting on issues related to the Muslim populations in each country. The Philippines has a relatively small Muslim population, estimated at less than 5% of the total, whereas Indonesia has a large Muslim majority, making up 88% of the total population. As you review these documents, notice differences in how the media covers Muslim life and culture between the Philippines, with a small minority Muslim population, and Indonesia, with a large Muslim majority population.

4. Have students read the *Student Reading*. (Optional: give reading as a homework assignment the night before)
5. Give students a *Student Worksheet* to write their answers. Consider having students work in pairs or small groups.
6. Give students time to prepare their answers to present to the class. Review the *Teacher Guide*.
7. Project each document in the slideshow, asking students for their answers. Use the *Teacher-Guide* to lead the decoding and to present *Additional Information*.
8. Use *Futher Questions* located on the back of this sheet for further discussion.

FURTHER QUESTIONS

- » Are web pages and magazine covers credible? Explain your opinion.
- » Where could you go to further research credible perspectives on the Muslim populations of Indonesia and the Philippines?
- » Compare the messages of the first two web pages from a minority Muslim country with the subsequent three images from a Muslim majority country. How might the religious demographics of the home country of the media source impact the nature of the message?
- » Compare the messages presented by the different media sources within each country. How might the nature and ownership of the media source impact the content of the message?
- » Consider the cover image of Tempo magazine (#5). Who might benefit from this message and who might be harmed?
- » Review the information for each media source as quoted in the *Teacher's Guide*. Ask students to speculate about the target audience for each document.
- » What values concerning religious tolerance and diversity are implied in each cover?

CONNECTIONS

Compare these images and their associated messages with the video clips regarding Islam and Cultural Identity in the Global Media Perspectives lesson on Europe. How are they similar and different in media form, purpose and credibility of message?

Continue an exploration of assumptions and perceptions of Islam by using Project Look Sharp's digital media literacy kit, *Media Construction of the Middle East*. See Unit 1 – Introducing the Middle East and Unit 4 – Militant Muslims and the U.S.

TEACHER GUIDE

SLIDE #1: *Shariff Kabunsuan Festival, Lakbay Pilipinas*

BACKGROUND INFORMATION

From the "About Us" webpage: "LakbayPilipinas.com mission is to develop, innovate, and offer comprehensive travel guide to travelers. Our goal is provide complete information about the Philippines best tourist destinations, island festivals, tour packages, hotel reservations, restaurant guides and recommended Travel Agencies."

→ Project the document

MESSAGE

Muslims like to participate in public displays of their religion and they enjoy socializing.

EVIDENCE

The headline suggests that public festivals of Islamic faith are popular among Philippine Muslims. The phrase "the Cotabatenos were upbeat in the preparation for the colorful and festive celebration" and the photo of dancing Muslims suggest that they like to socialize.

SLIDE #1



Shariff Kabunsuan Festival **Lakbay Pilipinas**

FURTHER QUESTIONS

- » Are web pages and magazine covers credible? Explain your opinion.
- » Where could you go to further research credible perspectives on the Muslim populations of Indonesia and the Philippines?
- » Compare the messages of the first two web pages from a minority Muslim country with the subsequent three images from a Muslim majority country. How might the religious demographics of the home country of the media source impact the nature of the message?
- » Compare the messages presented by the different media sources within each country. How might the nature and ownership of the media source impact the content of the message?
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- » Review the information for each media source as quoted in the *Teacher's Guide*. Ask students to speculate about the target audience for each document.
- » What values concerning religious tolerance and diversity are implied in each cover?

ADDITIONAL INFO

Excerpt from the webpage:

Capping the Shariff Kabunsuan Festival is the "Pagana Maguindanao," a traditional way of dining among Maranaos and Maguindanaons in honor of special guests. Hon. Datu Muslimin Sema, and his wife Catherine Bai Sema hosted a solemn gathering for the guests attended by Undersecretary Oscar Palabyab of Department of Tourism as guest of honor and hundred others. During the occasion, the visitors are served with traditional Muslim cuisine like tinadtag, plil, putrid mandi, sininang baka among others followed by a cultural presentation. As part of the tradition, the guests were barefooted as they sat on the floor for dinner and enjoy the lavish meal after a thanksgiving prayer. The host usually gives token to the honored guests after the dinner. (1)

TEACHER GUIDE

SLIDE #2: *Philippine Muslims Hold Peace Rallies*, Mindanao Examiner

BACKGROUND INFORMATION

From the “About Us” webpage: “The Mindanao Examiner is maintained by idealist(ic) people and responsible journalists who are committed to help carry out the mission of helping the poor. We all work pro-bono and share our meager resources to donate to the poor.”

→ Project the document

MESSAGE

Muslims in the Philippines have had a history of conflict with the government and are actively engaged in seeking a peaceful resolution to their concerns.

EVIDENCE

The history of conflict is referred to by the phrases “troubled south” and “stalled peace talks with Muslim rebels”. The title, the photo, and the mention of 300,000 Muslims joining peace rallies across Mindanao indicate peace action.

SLIDE #2



***Philippine Muslims Hold
Peace Rallies
Mindanao Examiner***

FURTHER QUESTIONS

- » Are web pages and magazine covers credible? Explain your opinion.
- » Where could you go to further research credible perspectives on the Muslim populations of Indonesia and the Philippines?
- » Compare the messages of the first two web pages from a minority Muslim country with the subsequent three images from a Muslim majority country. How might the religious demographics of the home country of the media source impact the nature of the message?
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- » Consider the cover image of Tempo magazine (#5). Who might benefit from this message and who might be harmed?
- » Review the information for each media source as quoted in the *Teacher's Guide*. Ask students to speculate about the target audience for each document.
- » What values concerning religious tolerance and diversity are implied in each cover?

ADDITIONAL INFO

Excerpt from the webpage:

Peace talks between Manila and the Moro Islamic Liberation Front (MILF) were stalled over the issue of the ancestral domain, which the rebels demanded. The ancestral domain is the most important aspect in the seven-year old negotiations before the MILF, the country's largest Muslim rebel group, can sign a peace deal with the Arroyo government. The MILF, an army of about 12,000 mujahideen, accused the government peace panel headed by Rodolfo Garcia of reneging on a deal that would grant more than four million Muslims in the Philippines' troubled south a separate homeland. (2)

TEACHER GUIDE

SLIDE #3: *Poll Prayer, Jakarta Post*

BACKGROUND INFORMATION

Source information from the “Company Profile” webpage: “Going online has become a necessity for businesses, the media in particular, expecting to progress to the next millennium. Recent development in Indonesia shows that the Web is the future of news and information as evidenced by the increasing number of media publications available over the Internet. As the largest English newspaper in Indonesia, The Jakarta Post has anticipated this trend and has dedicated a considerable amount of time and resources to preparing its website... The Journal is a special, free-of-charge version of The Jakarta Post. Having in mind an international audience interested in events taking place in Indonesia, this online version of the newspaper – The Jakarta Post.com – carries local stories that appear in the printed edition, and more” (3).

→ Project the document

MESSAGE

The Muslim majority recognizes and respects the religious and political rights of other faith traditions in Indonesia.

EVIDENCE

The image is of 5 religious speakers and it references the effort to encourage Balinese of different faiths to exercise voting rights in an upcoming election.

SLIDE #3



Poll Prayer
Jakarta Post

FURTHER QUESTIONS

- » Are web pages and magazine covers credible? Explain your opinion.
- » Where could you go to further research credible perspectives on the Muslim populations of Indonesia and the Philippines?
- » Compare the messages of the first two web pages from a minority Muslim country with the subsequent three images from a Muslim majority country. How might the religious demographics of the home country of the media source impact the nature of the message?
- » Compare the messages presented by the different media sources within each country. How might the nature and ownership of the media source impact the content of the message?
- » Consider the cover image of Tempo magazine (#5). Who might benefit from this message and who might be harmed?
- » Review the information for each media source as quoted in the *Teacher's Guide*. Ask students to speculate about the target audience for each document.
- » What values concerning religious tolerance and diversity are implied in each cover?

ADDITIONAL INFO

Additional information about religious tolerance efforts in Indonesia:

The WAHID Institute is committed to the exchange and dissemination of progressive Muslims thought to promote tolerance and understanding in the world. In particular, the institute is committed to developing a dialogue between the highest spiritual and political leaders in the West and Muslim world. (In its) Campaign on Islam, pluralism and democracy, the WAHID Institute will facilitate communication and cooperation between Muslim and non-Muslim scholars concerning Islam and Muslim society and as well as Christianity, Judaism, Hinduism and Buddhism and local culture by such means as publishing websites, holding discussion and conference, and producing briefing on strategic issues. (3)

TEACHER GUIDE

SLIDE #4: *Muamalat*, Indonesia Shang Bao

BACKGROUND INFORMATION

This webpage is from Indonesia Shang Bao, a small Chinese-language daily newspaper with a circulation of 7,500. It is published in Jakarta by its parent company, Bisnis Indonesia.

→ Project the document

MESSAGE

Indonesian Muslims are part of a global network of commerce, culture and modern technology.

EVIDENCE

The men are identified as Muslim by their dress in the traditional Muslim fez hat called “peci” in Indonesia. They are shown admiring a computer, on a Chinese language webpage that is identified with an international bank.

SLIDE #4



Muamalat
Indonesia Shang Bao

ADDITIONAL INFO

Muamalat is an Indonesian foreign exchange bank that identifies itself as “the first and leading sharia (Islamic) bank in Indonesia.”

FURTHER QUESTIONS

- » Are web pages and magazine covers credible? Explain your opinion.
- » Where could you go to further research credible perspectives on the Muslim populations of Indonesia and the Philippines?
- » Compare the messages of the first two web pages from a minority Muslim country with the subsequent three images from a Muslim majority country. How might the religious demographics of the home country of the media source impact the nature of the message?
- » Compare the messages presented by the different media sources within each country. How might the nature and ownership of the media source impact the content of the message?
- » Consider the cover image of Tempo magazine (#5). Who might benefit from this message and who might be harmed?
- » Review the information for each media source as quoted in the *Teacher's Guide*. Ask students to speculate about the target audience for each document.
- » What values concerning religious tolerance and diversity are implied in each cover?

TEACHER GUIDE

SLIDE #5: *Wounding Amadiyah, Tempo*

BACKGROUND INFORMATION

From an online article by Bill Guerin for [Asia Times Online/Pacific Media Watch](#): “The legendary Tempo magazine, which began life in March 1971 by copying Time's style and format, is a national institution in Indonesia. Pithy satire and outrageous caricatures and cartoons have spiced up hard-hitting investigative reporting on topical issues, and made Tempo the darling of the middle class. (It has been “banned twice in its three decades of existence.”) (5)

→ Project the document

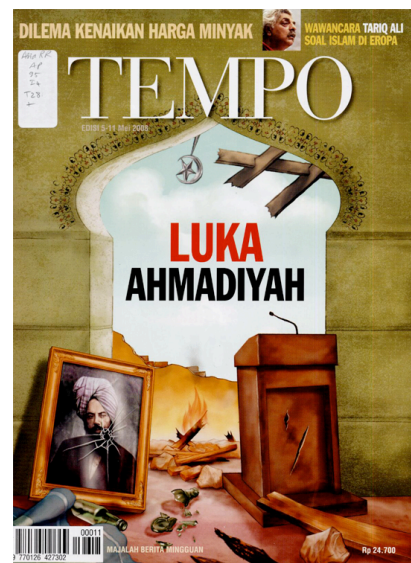
MESSAGE

That Indonesian Muslims of the Ahmadiyah sect are under attack.

EVIDENCE

The mosque appears to have been firebombed, with a broken bottle on the floor, broken and burning rafters and a desecrated portrait of an imam. The title suggests injury.

SLIDE #5



***Wounding Amadiyah
Tempo***

FURTHER QUESTIONS

- » Are web pages and magazine covers credible? Explain your opinion.
- » Where could you go to further research credible perspectives on the Muslim populations of Indonesia and the Philippines?
- » Compare the messages of the first two web pages from a minority Muslim country with the subsequent three images from a Muslim majority country. How might the religious demographics of the home country of the media source impact the nature of the message?
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- » What values concerning religious tolerance and diversity are implied in each cover?

ADDITIONAL INFO

Excerpt from a 6/21/08 article in the Jakarta Post entitled "Anti-Ahmadiyah campaign escalating":

Radical Muslims have intensified their campaign for the government to ban Ahmadiyah and for followers of the sect to return to the fold of mainstream Islam. Police in Ahmadiyah enclaves across the archipelago have beefed up security in anticipation of attacks on Ahmadis and their property. Opponents of Ahmadiyah, which started in Indonesia in 1925 and has no record of violence, have apparently exploited a recent government decree which requires Ahmadis to cease religious activities in public. Radical Muslims who consider Ahmadiyah "heretical" have threatened to take the law into their hands unless the government formally bans the sect whose following in Indonesia is estimated to number more than 200,000. (5)

Islamic Majorities and Minorities in Southeast Asia

Student Reading

Why Study Global Media Perspectives?

The global media play an essential role in the process of economic and cultural globalization. Today people in the Philippines can view commentary from the United States by logging on to World News Network or Yahoo News while people in the United States view Filipino perspectives by connecting to the [my PH](#) homepage or by viewing a video made by a young person from the Philippines. Whenever we read a webpage, watch a YouTube video, glance at a magazine cover or listen to a podcast we are taking in messages about the world. These mediated messages are constructed for particular purposes, they come from a point of view, and they use certain techniques to influence the viewer, reader or listener. Our ability to make good choices depends on our ability to critically analyze and evaluate the media messages we receive.

Media Representation of Muslims in Southeast Asia

As in any region in the world, media coverage of the diverse populations in Southeast Asia depends on many different factors. The degree of tolerance for religious diversity, the freedom of the press and the extent of media consolidation will each shape how Muslim people are depicted in the media. Another factor will be purely demographic, or related to the nature of the population itself. Among the countries of Southeast Asia, there are some countries with tiny Muslim populations such as Laos and Vietnam, each less than 1% Muslim, and others countries like Indonesia and Malaysia with a majority Muslim population. It is likely that the quantity and perhaps the quality of reporting on Muslim issues will be different in Vietnam and Malaysia based on their very different demographic make up. This lesson reviews some differences between media coverage of Muslim

populations in a minority Muslim country, the Philippines, and a majority Muslim country, Indonesia.

Muslims in the Philippines

One important question to ask when estimating the numbers of a particular group in any society is, "Who's doing the counting?" For instance the Islamic websites, [The Halal Journal](#) and [Islamicpopulation.com](#), estimate that Muslims in the Philippines make up nearly 10 % of the population. The [CIA World Fact Book](#) lists the Muslim population as half that: 5% of the total population. Regardless of the exact percentage it is certain that Muslim people make up a small minority in a country that is largely Roman Catholic. As is true with Philippine Catholics, Philippine Muslims are not a single ethnic group. They speak several different languages and share more in common culturally with neighboring Malays or Indonesians.

Mindanao is an autonomous region in the southern part of the country, the second largest and easternmost island in the Philippines. According to the Philippines National Census of 2007, Mindanao had a population of 4.1 million, a majority of whom are Muslim or Moro. Rebellions by the Muslim majority in Mindanao date back over 100 years, rooted in the fact that this was the only part of the Philippines not colonized and converted to Catholicism by the Spaniards. Resentment and hostility by the Muslim majority in Mindanao stems from economic and land-rights issues resulting from the Philippine government's displacement of Muslims from their traditional lands in favor of Catholic immigrants. There have been attempts at peace agreements since the mid-1970s.

Muslims in Indonesia

Indonesia has more Muslims than any other country in the world. Over 185 million Indonesians, 88% of the population, identify as Muslims. In Indonesia, like elsewhere, there are many different ways of practicing Islam, and Indonesian Muslims belong to a variety of Islamic sects, political factions, and parties. This diverse and geographically dispersed nation is made up of over 17,000 islands with hundreds of different ethno-linguistic groups. Historically Hinduism and Buddhism were central to many of the ancient kingdoms in the region. In the 14th century Islam was introduced by traders and had become very well established by the 15th and 16th century when the Portuguese and then the Dutch introduced different forms of Christianity.

For this lesson you will be seeing media documents from Jakarta and from Bali. The following information will give you important clues to “decoding” or reading these media documents. Jakarta is the capital of Indonesia, which is situated on the densely populated and strongly Islamic island of Java. Bali is an island to the southeast of Java where a Balinese version of Hinduism has persisted, along with distinctive ritual and artistic traditions and an independent political streak.

You will also be analyzing a magazine cover that references the “purging of Ahmadiyah.” Ahmadiyah is a movement that emerged out of mainstream Islam in the late 1800s in India. It is not recognized as a Muslim faith by majority Sunni and Shia Muslims in Indonesia even though it won legal status starting in 1953. Recently the Ahmadi sect has come under increasing pressure from the Indonesian government and from fundamentalist Muslim protesters and mobs.

Media Perspectives Wherever You See Them

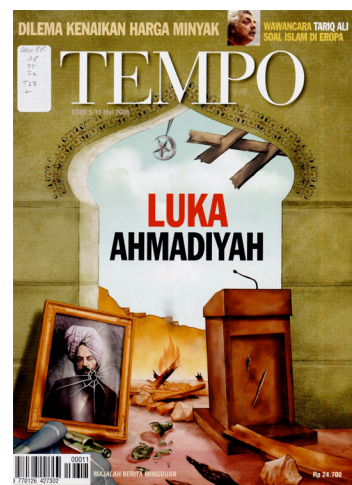
Whenever we receive media reporting, whether it be from Indonesian media reports on conflicts within the Muslim community or from U.S. news media reporting on Muslim communities in the U.S. it is always important to ask these key questions: Who

produced this media document and for what purpose? Who might benefit from this media construction and who might be hurt? How credible is this information and what is left out that might be helpful to know? Consider these questions as you explore the material in the following lesson.

Compare messages about religious tolerance in these two Indonesian media documents.



Jakarta Post webpage showing an interfaith service for the U.S. PowerPoint slides



Tempo magazine cover about “Wounding Ahmadiyah”



NAME _____

DATE _____

DIRECTIONS - For each of the documents do the following:

1. State a message about Muslim people that is implied in the document.
2. Give evidence to support your conclusion.

1. Lakbay Pilipinas webpage is a popular online travel portal to the Philippines.

Lakbay PILIPINAS

PHILIPPINES' CRYSTAL-CLEAR WATERS

PHILIPPINE WEB AWARDS 2002
Best Website & Peoples Choice Award -

Home | Flights | Hotels | Hostels | Cars | Tours | Vacation | Cruises | Deals | Buy Rc

TRAVEL PORTAL

- Book a Flight
- Rent A Car
- Vacation Packages
- Reserve a Hotel
- Hotel Directory
- Lakbay Vacations
- Lakbay Hostels
- Lakbay Tours
- Lakbay Shopping
- Buy Roses
- Travel Books
- Currency Converter
- Message Board
- Get FREE Email!

SEARCH

Web ☐ Lakbay Pilipinas ☐

Search ENHANCED BY Google

ISLAND FESTIVAL

Philippine Festivals

Shariff Kabunsuan Festival A display of Muslim religion and culture

Cotabato City : Dec 19
Text by: Annie D. Buenavente
Photos by: Melo Villareal

As people were busy getting ready for the holiday season in Metro Manila last December, the Cotabatenos were upbeat in the preparation for the colorful and festive celebration of Shariff Kabunsuan Festival.

It was a peak month for airlines and shipping lines as hundreds of tourists both foreign and local tend to visit their families and relatives for the holiday season in the provinces. The Department of Tourism Region 12 Office advised visitors that Philippine Airlines, hotels and inns were fully booked for the event.

Shariff Kabunsuan Festival is a very significant event in Cotabato City people look forward to every third week of December to commemorate the arrival of an Arab-Malay missionary from Malaysia who spread Islam civilization in Mindanao.

What message is implied about the Muslim minority population of the Philippines in the webpage?

What is your evidence?

2. The Mindanao Examiner is an online publication and news resource, featuring photos, videos, and a blog. It acts as a non-profit organization that seeks donations to help the poor in Mindanao, an island in the southern Philippines.

Mindanao Examiner

We write the truth, without fear or favor, to bring you the news and images from the Southern Philippines


3/F MP Towers, Nufiez St., Zamboanga City Phone/Fax +63 82 9925480 mindanaoexaminer@gmail.com News Photography Video

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In the News

Philippine Muslims Hold Peace Rallies In Troubled South


Saturday, June 28, 2008 12:10:32 PM



Photos released to the Mindanao Examiner by the human rights group Suara Bangsamoro and the Mindanao Alliance for Peace, show Bai Ali Indayla, the group's national secretary-general, speaks before a huge crowd during a peace rally Saturday, June 28, 2008 in Cotabato City in the southern Philippines. An estimated 300,000 Muslims join peace rallies across Mindanao.

COTABATO CITY, Philippines (Mindanao Examiner / June 28, 2008) – Tens of thousands of Muslims held a series of rallies Saturday in the southern Philippines to urge President Gloria Arroyo to resume stalled peace talks with Muslim rebels.

"This is a show of unity among Muslims who are for peace," said Amirah Lidasan, of the human rights group called Suara Bangsamoro, one of several organizations under the Mindanao Alliance for Peace, which organized the rallies.



Lidasan said the rallies were held in the cities of Cotabato, Iligan, and General Santos and in the provinces of Basilan and North Cotabato. She also criticized Zamboanga City Mayor Celso Lobregat for flatly rejecting their application for a permit to hold a peace rally here.

Zamboanga City was a former Muslim province and part of the Sultanate of Sulu and North Borneo, but many of its original inhabitants were forced out by Christian settlers.

What message is implied about the Muslim minority population of the Philippines in the webpage?

What is your evidence?

3. This webpage is from The Jakarta Post, the largest English-language newspaper in Indonesia. It reaches a small, highly elite portion of the population including the diplomatic community. Jakarta is the capitol of Indonesia. Denpasar is the capital city of the province of Bali, Indonesia.

POLL PRAYER

The Jakarta Post | Wed, 07/09/2008 12:48 PM | Bali



Five religious leaders lead a prayer in Puputan Badung Square in Denpasar on Tuesday. The prayer, organized by the Bali Conscience Forum and attended by dozens of people, was aimed at enlightening Balinese so they could exercise their political rights during the gubernatorial election on Wednesday. (JP/Dicky Christanto)

What message is implied about the Muslim majority population of Indonesia in the webpage?

What is your evidence?

4. This webpage is from Indonesia Shang Bao, a small Chinese-language daily newspaper with a circulation of 7,500. It is published in Jakarta by its parent company, Bisnis Indonesia. The webpage title, Muamalat, is an Indonesian foreign exchange bank.

MUAMALAT银行抽奖

作者：shangbao

2008 年 07 月 10 日 14:17



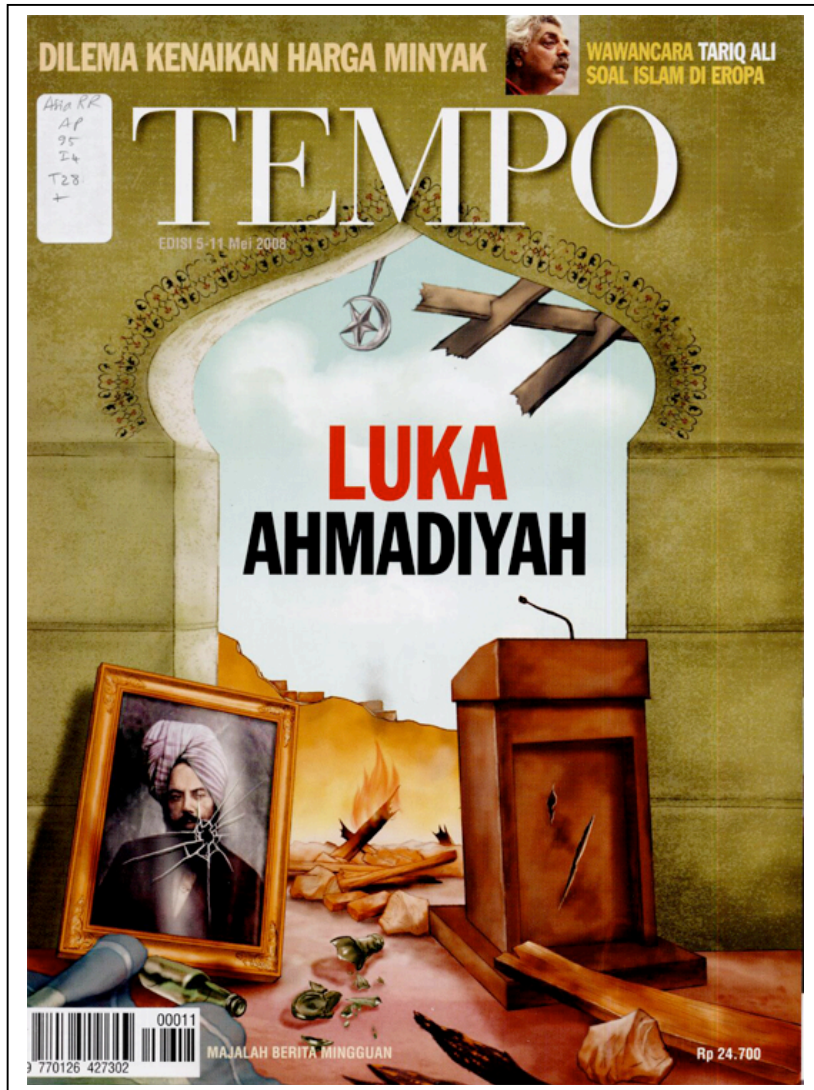
Muamalat银行Shar-E存款客户105名幸获副朝奖金。图为监督回教教规银行业委员会主席 Muardi Chatib博士(左)与 Muamalat 银行两位经理：M.Hidayat (中)、Arviyan Arifin(右)正在抽奖之影。(Max Manuhutu摄)

Photo caption: 105 of Muamalat Share-E bank's customers have won the "Fuchao/ Lucky Period" prize. Image shows the Chairman of the Sharia (Islamic Banking) Supervisory Board of Bank Muamalat, Dr. Muardi Chatib (left) and the bank's 2 managers, M. Hidayat (center) and Arviyan Arifin (right), drawing the winners from a computer.

What message is implied about the Muslim majority population of Indonesia in the webpage?

What is your evidence?

5. Tempo is a popular Indonesian magazine, published in both Indonesian and English. The magazine is renowned for testing the water of press freedom in Indonesia—and has been in court many times. The magazine was banned altogether under the government of the Indonesian ruler Suharto, with its chief editor facing jail time.



Cover title: Wounding Ahmadiyah

Ahmadiyah is a movement that emerged out of mainstream Islam in the late 1800s in India. It was founded by Mirza Ghulam Ahmad who saw himself as fulfilling the prophecies about the world reformer of the end times.

What message is implied about the Muslim majority population of Indonesia in the webpage?

What is your evidence?

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