

A MONKEY WRENCH MEDIA PRODUCTION



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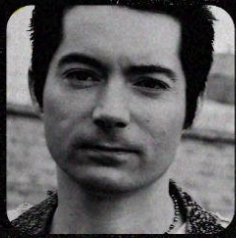


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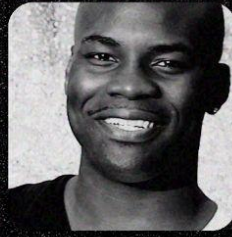
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A MONKEY WRENCH MEDIA Study Guide

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Synopsis and Key points

We Want the Airwaves is a documentary film that follows the journey of three first-time television creators who set out to change television. Set in the year 2005 and beyond, the trio creates, funds, films, and pitches their groundbreaking advocacy-focused docuseries *Manifesto!* all over the world, with the ultimate goal of launching the first citizen's platform on network television.

Cut from countless hours of behind the scenes footage and interviews with TV & Cultural insiders and outsiders, *We Want the Airwaves* follows the turbulent making of *Manifesto!* all while exposing the harsh realities of the ethically challenged unscripted television world.

The roadblocks for the trio quickly become monolithic. Besides the inevitable interpersonal conflicts that develop, how do you sell a TV series which challenges the status quo? The kind of series that advocates for viewers to get off the couch and get active in their communities? A show that requires bold, visionary executives to carry it over the Mount Kilimanjaro of network personalities?

As the filmmakers boldly navigate Hollywood, with a nearly blind commitment to their plan, they raise just enough funding to shoot a pilot. As they begin to pitch their series, they are fueled by consistent adulation from their peers & TV executives alike. These accolades bolster their belief that they will change television as they know it and give a broadcast voice to a generation.

The film begins with the three filmmakers, Scott, Charmel, and Cory, brainstorming ideas for their new docuseries. They are all passionate about social justice and want to create a show that will give a voice to the marginalized and oppressed. They decide to call their show *Manifesto!* and set out to film people from all walks of life who are working to make the world a better place.

We Want the Airwaves is a heartwarming and inspiring film about the power of dreams and the importance of perseverance against apparently insurmountable odds. It is also a celebration of the power of television to make a difference in the world. The film is a must-see for anyone who loves movies, television, or simply a good story about overcoming adversity.

Key Points

- The power of dreams and perseverance: The three filmmakers in the film are determined to produce a docuseries that will give a voice to the marginalized and oppressed, even though they face many challenges along the way. A show like

Manifesto! had never been made or aired before. Their story is a reminder that anything is possible if you never give up on your dreams.

- The importance of collaboration: The filmmakers' creative successes are largely attributed to the spans of time that they work together as a team. They support each other through the tough times and celebrate each other's successes. Their story is a reminder that we are stronger together; especially in challenging situations.
- The power of television to make a difference in the world: The docuseries *Manifesto!* proliferates because it tells powerful and inspiring stories of people who are working to make the world a better place. The film shows us that television can be used to empower, educate, and activate people. Also that it can be used for the exact opposite result.

In addition to these key points, the film also explores other themes such as:

- The challenges of breaking into the television industry
- The effects of reality television on audiences
- The ethical challenges that documentary filmmakers face
- The importance of giving a mainstream voice to disenfranchised communities
- The importance of storytelling for community

A Note to Teachers

The exercises in this guide, as well as the content of the film *We Want the Airwaves*, have the potential to open dialogue about important issues such as community activism and the representation of diverse voices in media, the rights of individuals to tell their own stories, perseverance, and the power of collaboration. Be prepared for the possibility that students might speak candidly about their own experiences, including challenges they have faced or obstacles they have overcome.

As the teacher or facilitator, you should listen acutely to students' personal experiences, even if they are related initially in a hesitant, or incomplete manner. These expressions should be encouraged, taken seriously, supported, and explored. The students may be surprised initially at being validated, and then may respond by greater openness and involvement. Personal sharing will add considerably to the process of the group.

It is possible that a student might reveal to you experiences which may require specialized attention outside of the classroom, such as:

- Serious mental health issues, such as depression or anxiety
- Eating disorders
- Sexual harassment
- Physical and/or sexual abuse

Under these circumstances, your role is to help with the process of referral of the student to the most appropriate professional for help. This type of referral should be done individually with the student outside of group time. Again, you are in a unique place to make such referrals about issues or situations that otherwise would have been left unaddressed.

Here are some additional tips for teachers and facilitators:

- Create a safe and supportive space for students to share their thoughts and experiences.
- Encourage students to be respectful of each other and to listen to each other's perspectives.
- Be mindful of your own biases and avoid making assumptions about students based on their race, ethnicity, gender, sexual orientation, or socioeconomic status.
- If you are unsure about how to handle a particular situation, consult with a trusted colleague or school counselor.

How to Use the Film *We Want the Airwaves* in the Classroom

Before Viewing

- Watch the film yourself and review the study guide provided here.
- Choose which exercises you would like to use with your students.
- Consider using the previewing activities in the study guide to help your students prepare for the ideas presented in the film.

During Viewing

- Encourage active listening. This means that students should be paying attention to the film and thinking about what they are seeing and hearing. It also means that students should be respectful of each other's opinions, even if they disagree.
- You may want to pause the film at certain points to ask students questions or to allow them to discuss what they have seen.

After Viewing

- Lead a discussion about the film using the questions in the study guide.
- You may also want to have students complete one or more of the activities in the study guide.
- Encourage students to reflect on what they learned from the film and how it relates to their own lives.

Utilize the film as a catalyst for engaging discussions on various significant themes, including pursuing one's dreams, modern advocacy, perseverance, the impactful nature of collaboration, and the social effects of television on audiences; especially from shows that are purely entertainment based, e.g., certain reality shows.

Foster an environment that prompts students to draw connections between the film and their personal experiences, encouraging them to relate its messages to the broader world. Emphasize critical thinking by prompting students to analyze the media they consume, while also inspiring them to create their own media content that authentically mirrors their values and perspectives. This multifaceted approach aims to not only explore the film's narrative but also to instill a deeper understanding of broader life lessons and building strong media literacy skills.

Incorporating Activism and Advocacy

We Want the Airwaves serves as an excellent catalyst for exploring conversations around media activism and community advocacy in the classroom. A comprehensive approach involves guiding students to delve into various forms of activism through research and discussions. Facilitate the identification of issues that resonate with individuals, prompting students to formulate actionable plans for contributing to positive change. Emphasize the empowerment of student voices, urging them to articulate their perspectives and concerns regarding the issues they deeply care about. Additionally, provide support for students to channel their creativity into crafting meaningful media content that can serve as a powerful tool for promoting activism and advocacy in their communities. This approach not only integrates the film into the realm of real-world issues but also empowers students to become active participants in the causes they believe in. By using the film *We Want the Airwaves* in the classroom, you can help students to

develop critical thinking skills, become more engaged citizens, and use their voices to make a difference in the world.

Media Literacy Circle of Empowerment

The Media Literacy Circle of Empowerment is a model for teaching media literacy skills and empowering people to become critical consumers and producers of media. The model consists of four stages:

1. **Awareness:** Learners become aware of the pervasiveness of media in their lives and the ways in which it shapes their thoughts, feelings, and behaviors.
2. **Analysis:** Learners develop the ability to critically analyze media messages, including identifying the intended audience, the purpose of the message, and the techniques used to persuade the audience.
3. **Activism:** Learners develop their own opinions about the negative and positive effects of media and take action to promote positive change. This can involve creating their own media, advocating for media reform, or educating others about media literacy.
4. **Advocacy:** Learners use their media literacy skills to advocate for social justice and to create a more just and equitable world.

The Media Literacy Circle of Empowerment is a cyclical process, meaning that each stage leads back to the next. For example, as learners become more aware of the media's influence on their lives, they are better able to analyze media messages critically. As they develop their analytical skills, they are better able to act on behalf of positive change. And as they become more active in promoting media literacy, they are better able to advocate for social justice.

Example

Here is an example of how the Media Literacy Circle of Empowerment could be used in a classroom setting:

Awareness: Students learn about the different types of media (e.g., news, advertising, social media, etc.) and how they are used to communicate messages to the public. They also learn about the potential impact of media on their own lives and the lives of others.

Analysis: Students learn how to deconstruct media messages, including potential bias, and identify the techniques used to persuade the audience. They also learn to consider the perspective of the message creator and the intended audience.

Activism: Students develop their own opinions about the negative and positive effects of media. They then choose a media campaign or issue to focus on and take action to promote positive

change. This could involve writing a letter to the editor, a phone call to a TV station, creating a public service announcement, or organizing a protest.

Advocacy: Students use their media literacy skills to advocate for social justice. They might create their own media to raise awareness of important issues or to challenge harmful stereotypes. They might also work to reform the media industry or to educate others about media literacy.

The Media Literacy Circle of Empowerment is a powerful tool for teaching media literacy skills and empowering people to become critical consumers and producers of media. It can be used in a variety of settings, including schools, community centers, and media organizations.

Overview

We Want the Airwaves is a must-see documentary for anyone who loves movies, television, or simply a good story about overcoming adversity. It is also a valuable resource for anyone who is interested in learning more about the TV industry or who wants to use their voice to make a difference in the world.

We Want the Airwaves follows the journey of three first-time television creators who set out to change television. The trio creates, funds, films, and pitches their advocacy-focused docuseries, *Manifesto!* all over the world, with the goal of giving a broadcast voice to a generation. The film chronicles the filmmakers' struggles and triumphs as they navigate the treacherous waters of Hollywood. They face rejection after rejection from network executives, but they never give up on their dream.

The film also explores the power of storytelling and the importance of giving a voice to the disenfranchised. *Manifesto!* tells the stories of marginalized people and gives them a platform to share their experiences. The film also inspires viewers to think critically about the media they consume and to use their own voices to make a difference in the world.

In the landscape of television programming, *Manifesto!* stood out as a beacon of innovation and creativity, offering a fresh perspective on storytelling and challenging the conventional norms of the medium. At the time, the television landscape was dominated by sitcoms, dramas, and reality shows, with little room for experimentation or deviation from established formulas. *Manifesto!* dared to break the mold, providing audiences with access to subcultures and introducing a unique tableau of stories and visual styles which captivated viewers and redefined what was possible on television.

The show's novelty was evident in its narrative structure, which seamlessly interwove documentary elements (both filmed by production and sourced from subjects), with vibrant educational snippets and direct addresses to the audience. Successive episodes often revisited a subject's story or revisited them for an update. This approach allowed the show to explore real-world issues and sociocultural themes while maintaining an engaging and entertaining plot.

By bringing these topics to the forefront, *We Want the Airwaves* challenges viewers to question their perceptions and engage with the world in a more critical and reflective manner.

Beyond its innovative storytelling, *Manifesto!* also distinguished itself through its diverse and inclusive cast, featuring characters from a wide range of backgrounds and perspectives. This representation was a rarity in the television landscape of the time, and it resonated deeply with viewers who felt marginalized or misrepresented by mainstream media. By showcasing the lives and experiences of individuals from underrepresented communities, *Manifesto!* promoted empathy and understanding, contributing to a more inclusive and equitable society.

In a television era often defined by superficiality and escapism, *Manifesto!* emerged as a force for social change, challenging viewers to confront uncomfortable truths and engage in meaningful conversations about the issues that mattered most. Through its controversial topics, innovative storytelling, diverse representation, and commitment to social justice, *Manifesto!* left an indelible mark on the television industry, proving that television could be a powerful tool for education, empowerment, and transformation.

Pre-Viewing Exercises

Here are some pre-viewing exercises that you can use with your students before watching the film *We Want the Airwaves*:

Brainstorming: Ask students to brainstorm a list of words and phrases that come to mind when they think of the words "television" and "change."

Discussion: Have students discuss the following questions:

1. What are some of the challenges that face novice makers of television??
2. What are some ways that television can be used to help activate audiences and make a difference for communities in need?
3. Why is it important to give a voice to the disenfranchised?
4. What are some ways that television can do the opposite of good, by harming communities or modes of thought? Why and how can this be avoided?

Viewing: Ask students to pay attention to the following elements of the film:

1. The filmmakers' journey
2. The specific incremental and overarching challenges they face
3. How they overcome those challenges, and any challenges that seem insurmountable
4. The themes of the film

Post-Viewing Exercises

Activities

Here are some activities that you can use with your students after watching the film *We Want the Airwaves*:

Write a reflection: Ask students to write a reflection on the film, focusing on what they learned about the TV industry, the power of storytelling, and the importance of giving a voice to the disenfranchised .

Create a presentation: Ask students to create a presentation on one of the themes of the film, such as the power of collaboration, or the social effects of television on audiences.

Interview a filmmaker: Invite a creator from the TV world to speak to your class about their experiences in the industry.

Create your own media: Ask students to create their own short film, video essay, or manifesto on an issue that they are passionate about.

Exercise 1: Brainstorming

Instructions:

1. Ask students to brainstorm a list of words and phrases that come to mind when they think of the words "television" and "change" or "television" and "advocacy."

2. Write their ideas on the board or share aloud.

3. Once students have finished brainstorming, discuss the following questions:

* What are some of the common themes that emerged from brainstorming?

* How does the film *We Want the Airwaves* relate to the themes of television and community change?

* What are some ways that the filmmakers in the film are trying to change television programming itself?

*Research/brainstorm the TV programming in the years surrounding 2005, did it feel formulaic? Did you uncover any positive, inspirational programming for adults in that time period? Anything community oriented?

Discussion Questions:

1. Do you feel that individuals are susceptible to the influence of television? How and why? What are some of the positive and negative ways that television can influence society? What are some specific ways that we can use/format television to promote positive change in the world?
2. What are some of the challenges that television networks/streamers face in balancing entertainment with public service/social responsibility?
3. Do you agree that public service/social responsibility programming should be required for each network/streamer? Why?

Activity:

Have students create a collage or poster that represents the themes of television and advocacy. They can use images, words, and phrases from the film *We Want the Airwaves* and *Manifesto!*, as well as their own ideas.

This exercise can help students to develop a deeper understanding of the film's themes and to think critically about the role of television in society.

Exercise 2:

Discussion

Instructions:

After students watch the film, lead a discussion using the following discussion questions:

1. What are some of the ways that the filmmakers in the film are trying to impact television? What were some of the challenges that the filmmakers faced? How did they overcome those challenges?
2. What are some of the key themes of the film? How does the film relate to the current challenges and opportunities that face television and video content creators today?
3. What are some of the ethical considerations that television creators need to keep in mind when producing content?

4. How can television creators balance the need to entertain audiences with the need to produce informative and socially responsible content?
5. What role does advertising play in network/streamer programming choices? Do advertisers hold significant power over networks/streamers? Can they pull their ads if they disagree with the content of a show?
6. What is the primary role of television/streaming in capitalism? How does the relationship between advertising and content creation affect what ultimately gets produced?
7. What are some of the ways that we can support television creators who are trying to create meaningful and impactful content?
8. What does it mean to be a citizen?
9. How would you define community?
10. What does the word “manifesto” mean? Would you consider it to be negative?
11. Why is it important for diverse voices to be presented in programming?
12. What are some of the ways that television makers/creators can use their platform to make a difference in the world?

Activity:

Have students write a short essay or reflection on the film, focusing on one of the key themes, such as perseverance, the power of storytelling, or the importance of giving a voice to the disenfranchised. They can also write about how the film relates to their own experiences or to the challenges and opportunities facing television creators today.

This exercise can help students to develop their critical thinking skills and to articulate their thoughts and ideas about the film. It can also help them to develop a deeper understanding of the role of television in society and the ways in which television creators can use their platform to make a difference.

Exercise 3: Interview a television creator

Instructions:

1. Invite a television creator to speak to your class about their experiences in the industry.
2. Prepare a list of questions for the creator to answer, such as:
 1. What are some of the challenges and rewards of working in the TV industry?
 2. What advice would you give to aspiring filmmakers?
 3. How do you balance the need to entertain audiences with the need to produce informative and socially responsible content?
 4. What are some of the ways that content creators can use their platform to make a difference in the world?

These are just examples and we recommend pre-planning who should ask questions and the final format of the discussion.

Example Post-Interview Discussion Questions:

1. What are some of the key takeaways from the interview?
2. How does the television creator perspective compare to your own?
3. What are some of the things that you can learn from the TV maker's experiences?
4. How can you apply the TV maker's advice to your own life and goals?

Activity:

Have students write a short report on the interview, summarizing the TV maker's key points and reflecting on their own thoughts and feelings about the interview. They can also write about what they learned from the TV maker and how they can apply the TV maker's advice to their own life and goals.

This exercise can help students to learn more about the TV industry from a firsthand perspective. It can also help them to develop their research and writing skills, as well as their critical thinking and reflection skills.

*Here are some additional tips for conducting the interview:

- Be respectful of the television creator's time and prepare your questions in advance.

- Ask open-ended questions that will encourage the television creator to share their experiences and insights.
- Be an active listener and pay attention to the television creator's body language and tone of voice.
- Ask follow-up questions to clarify any points that you are unsure of.
- Thank the television creator for their time and let them know how you will be using the information from the interview.

Exercise 4: Create Your Own Media

Instructions:

1. Ask students to choose a social or community issue that they are passionate about and to create a short film or video essay on that topic.
2. Encourage them to be creative and to use a variety of media techniques, such as interviews, archival footage, public domain footage, and animation.
3. Once students have finished creating their media, have them share it with the class and discuss their process and their thoughts on the final product.

Discussion Questions:

- What were some of the challenges and rewards of creating your own media?
- What did you learn about the process of filmmaking or video editing?
- How did you use your media to express your own ideas and perspectives on your chosen topic?
- What are some ways that we can use media to promote positive change in the world?

Activity:

Have students write a short reflection on their experience creating their own media. They can discuss the challenges they faced, the lessons they learned, and what they would do differently if they were to create another media piece in the future.

This exercise can help students to develop their creative and technical skills, as well as their critical thinking and communication skills. It can also help them to develop a deeper understanding of the power of media to tell stories and affect change.

Here are some additional tips for helping students to create their own media:

- Provide them with access to a variety of filmmaking and video editing resources, such as cameras, editing software, and training materials.
- Encourage them to experiment with different media techniques and to find their own unique voice.
- Give them feedback on their work and help them to refine their ideas.
- Celebrate their successes and encourage them to keep creating.

Assignments

1. Write a review of the film: Ask students to write a review of the film, focusing on their thoughts and feelings about the film, as well as the film's strengths and weaknesses.
2. Create a presentation on one of the film's themes: Ask students to create a presentation on one of the film's themes.
3. Write a research paper on the TV industry: Ask students to write a research paper on the TV industry, focusing on the challenges and opportunities facing television creators today, as well as the ways in which TV can be used to promote positive change in the world.
4. Create a media campaign: Ask students to create a media or PSA campaign to promote awareness of a social issue that they are passionate about. They can use a variety of media, such as video, social media, and print materials, to create their campaign.
5. Interview a television creator: Ask students to independently interview a television or media creator about their experiences in the industry. They can write a report on the interview, summarize the television creator's key points, and reflect on their own thoughts and feelings about the interview.
6. Create your own media: Ask students to create their own short film, video essay, or other media piece on a topic that they are passionate about. They can use their media

to express their own ideas and perspectives on the topic, and to tell stories that are meaningful to them.

Here are some additional tips for assigning assignments to your students:

- Make sure that the assignments are aligned with the learning objectives for your course.
- Provide clear and concise instructions for the assignments.
- Give students adequate time to complete the assignments.
- Offer students the opportunity to get feedback on their work before they submit it.
- Provide students with a variety of ways to demonstrate their learning.

By following these tips, you can create assignments that will help your students to learn from the film *We Want the Airwaves* and to develop their critical thinking, communication, and creative skills.

Additional Post-Viewing Discussion Questions & Exercises

1. How does the film portray the impact of reality TV on individuals and society?
2. What are the ethical concerns surrounding the production and consumption of reality TV shows?
3. What are some of the potential negative consequences of reality TV, such as its impact on self-esteem, body image, and social interactions?
4. How can we, as viewers, be more critical of the messages and portrayals presented in reality TV shows?
5. What are some alternative forms of media that offer more authentic and empowering representations of real people and experiences?

Here are some additional tips for leading a post-viewing discussion:

- Create a safe and supportive space for students to share their thoughts and ideas.
- Encourage students to listen respectfully to each other's perspectives.
- Challenge students to think critically about the film and to support their claims with evidence.

- Help students to connect the film to their own experiences and to the world around them.
- Encourage students to reflect on what they learned from the film and how they can use that knowledge to make a difference in the world.

Exercise 1: Activism & Advocacy Activities

Instructions:

1. Choose one of the following activities:

- Create a podcast or a show that features hopeful community stories.
- Create a video, PSA, or “manifesto,” that can help educate your peers about the media - tell the community story you want to tell! Show the video to your parents or in class.

2. Plan your activity carefully. Consider the following questions:

1. What story do you want to tell?
2. Who is your target audience?
3. What message do you want to convey?
4. What medium is best suited for your story and audience?
5. How will you produce and distribute your project?

3. Once you have a plan, start creating your project! Be creative and have fun!

4. Once your project is complete, share it with your peers, parents, or class.

Examples:

Podcast

- Interview a community leader about a hopeful project that they are working on.
- Create a montage of stories about people who have overcome adversity or who are making a positive impact on their community.
- Produce a show that explores the history and culture of your community.

Video or PSA

- Create a video that highlights the importance of media literacy.
- Produce a PSA that encourages people to be more critical of the media they consume.
- Create a video that tells the story of a hopeful or critical community project.

Exercise 2: Analysis

Instructions:

1. Choose one of the following topics:

- How did the show *Manifesto!* challenge the traditional media landscape of the time?
- What role does the media play in shaping our understanding of social issues?
- How does the memeification of stories affect our processing of concepts and news stories?
- How can media literacy be used to promote social change?

2. Write a short essay in which you analyze your chosen topic. Be sure to support your claims with evidence from the film *We Want the Airwaves*, the *Manifesto!* series as well as from other sources.

Example Essay

Title: How the show *Manifesto!* Challenges the Traditional Media Landscape

Body:

The show *Manifesto!* challenges the traditional media landscape in several ways. First, the project itself is an example of independent filmmaking. It was produced and distributed outside of the major media conglomerates. This is significant because it shows that it is possible to create and distribute high-quality media content without the support of the traditional media establishment.

Second, the show *Manifesto!* tells stories that are often ignored or marginalized by the mainstream media. The project focuses on the voices of marginalized people and communities, and it gives them a platform to share their stories. This is important because it helps to challenge the dominant narratives that are presented in the mainstream media.

Third, the show *Manifesto!* is committed to social justice. The show uses its platform to advocate for positive change and to raise awareness of important social issues. This is important because it shows that media can be used to promote a more just and equitable world.

Conclusion

The film *We Want the Airwaves* provides an important example of how media can be used to challenge the status quo and to promote positive change. The film shows that it is possible to create and distribute high-quality media content that is independent, diverse, and socially responsible.

Rubric

Your essay will be graded on the following criteria:

1. **Content:** The essay is well-organized and addresses all aspects of the chosen topic. The essay is supported by evidence from the film *We Want the Airwaves*, as well as from other sources.
2. **Analysis:** The essay demonstrates a deep understanding of the chosen topic. The essay goes beyond simply summarizing the film or other sources, and instead provides a critical analysis of the topic.
3. **Writing:** The essay is well-written and free of errors in grammar, spelling, and punctuation.

Tips

- When choosing a topic, make sure that you are interested in it and that you have enough knowledge about it to write a well-informed essay.
- Be sure to support your claims with evidence from the film *We Want the Airwaves*, as well as from other sources.
- Cite your sources properly.
- Proofread your essay carefully before submitting it.

Exercise 3: Application

Instructions:

1. Choose one of the following social issues:

- Climate change
- Racial injustice
- Gender inequality
- Economic inequality
- LGBTQ+ rights
- Another social issue that you are passionate about

2. Create a media campaign to raise awareness of the social issue you have chosen. Your campaign can include any type of media, such as video, social media, print materials, or even a live event.

3. Be sure to consider the following questions when planning your campaign:

1. Who is your target audience?
2. What message do you want to convey?
3. What medium is best suited for your message and audience?
4. How will you produce and distribute your campaign?

4. Once your campaign is complete, share it with your peers, parents, or class.

Example Campaign

Social Issue: Climate change

Target Audience: Young adults

Message: Climate change is a real and urgent threat, but we can still take action to protect our planet.

Medium: Social media video

Campaign:

Create a short video that explains the science of climate change and the impact it is having on our planet. The video should also highlight the ways in which young people can take action to address climate change. The video can be shared on social media platforms such as TikTok, Instagram, and YouTube.

Choose a reality TV show that you are familiar with and critically analyze its content, format, and overall impact. Identify the show's strengths and weaknesses and discuss the ethical implications of its production and consumption. You can present your critique in the form of a written essay, a video presentation, or a podcast episode.

Conclusion

Media campaigns can be a powerful tool for raising awareness of social issues and mobilizing people to take action. By creating a media campaign, you can use your voice to make a difference in the world.

Rubric

Your campaign will be graded on the following criteria:

- Creativity: The campaign is creative and engaging. It uses a variety of media elements to convey its message.
- Effectiveness: The campaign is effective at reaching its target audience and conveying its message.
- Impact: The campaign has a positive impact on its audience, inspiring them to learn more about social issues or to act.

Tips

- When choosing a social issue, make sure that you are passionate about it and that you have enough knowledge about it to create an informative and impactful campaign.
- Keep your target audience in mind when planning your campaign. Use language and visuals that will resonate with them.
- Use a variety of media elements in your campaign to make it more engaging. You can include video, social media posts, print materials, or even a live event.
- Promote your campaign on social media and other platforms to reach a wider audience.
- Make it easy for people to get involved in your campaign. Provide them with resources and information on how to act.

Assignment

Instructions:

1. Choose one of the following topics:

- The role of the media in promoting social change
- The challenges and opportunities of independent filmmaking
- The importance of media literacy in the digital age, including social media literacy
- Another topic related to the film *We Want the Airwaves* or *Manifesto!* that you are interested in

2. Write a research paper on your chosen topic. Be sure to support your claims with evidence from a variety of sources, including the film *We Want the Airwaves*.

3. Your research paper should be well-organized and well-written. It should include the following sections:

- Introduction: State your thesis statement and provide a brief overview of your topic.
- Body paragraphs: Each body paragraph should focus on a different aspect of your topic and should be supported by evidence from your sources.
- Conclusion: Restate your thesis statement and summarize the main points of your paper.

4. Cite your sources properly.

5. Proofread your paper carefully before submitting it.

Rubric

Your research paper will be graded on the following criteria:

- Content: The paper is well-organized and addresses all aspects of the chosen topic. The paper is supported by evidence from a variety of sources, including the film *We Want the Airwaves*.

- Analysis: The paper demonstrates a deep understanding of the chosen topic. The paper goes beyond simply summarizing the film or other sources, and instead provides a critical analysis of the topic.
- Writing: The paper is well-written and free of errors in grammar, spelling, and punctuation.

Tips

- When choosing a topic, make sure that you are interested in it and that you have enough knowledge about it to write a well-informed research paper.
- Be sure to support your claims with evidence from a variety of sources.
- Cite your sources properly.
- Proofread your paper carefully before submitting it.

This final assignment for the film *We Want the Airwaves* is an opportunity to demonstrate understanding of the film and of the broader issues that it raises. By writing a research paper on a topic related to the film, students can deepen their knowledge and develop critical thinking and writing skills.