Grade 7: Module 2B: Unit 3: Lesson 6
Deepening Your Research: The Effect of Advertising on Gender Roles

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can generate additional questions for further research. (W.7.7) I can quote or paraphrase others' work while avoiding plagiarism. (W.7.8)	
Supporting Learning Target	**Ongoing Assessment**
• I can quote or paraphrase others' work while avoiding plagiarism.	• Researcher's notebook

Agenda	Teaching Notes

1. Opening
 	
   A. Distinguishing between Strong and Weak Paraphrasing Entry Task (5 minutes)
 	
2. Work Time
 	
   A. Modeling Reading (10 minutes)
 	
   B. Reading Source 2 (25 minutes)
 	
3. Closing and Assessment
 	
   A. Give One, Get One (5 minutes)
 	
4. Homework
 	
   A. Continue your independent reading.
	• In this lesson, students work with Steps 3 and 4 of the researcher's roadmap.
	
	• The bulk of this lesson is devoted to reading "Cover Girl Culture" (Source 2). Because this is a fairly long article, it's important that students understand they are not reading the entire article closely. Rather, they are reading, first, to locate relevant information to answer their supporting research questions, then reading parts of the article closely to be able to add useful information to their notes.
	
	• As in previous lessons, there is quite a bit of teacher modeling up front, followed by independent work time. Again, this modeling is important to help students develop skills that they will need in this unit, as well as in future modules.
	
	• Students are encouraged to "talk through" their paraphrased sentences with a partner before writing them down in Work Time B. This is an important step in clarifying their ideas as they learn this new skill. Encourage them to use a "six-inch voice" to keep the ambient noise at a minimum.
	
	• As you circulate to support students during Work Time B, consider sharing exemplary paraphrases. This will give students the opportunity to hear more stellar examples and encourage them to continue this hard work.
	
	• In advance:
	
	  – Read "Cover Girl Culture" and plan how you will model reading and taking notes on the first three paragraphs.
	
	  – Consider how you will pair students for Work Time B.
	
	• Post: Learning targets;

Lesson Vocabulary	Materials
credible, neutral, impartial	• Entry Task: Distinguishing between Strong and Weak Paraphrasing (one per student and one to display) • Document camera • "Cover Girl Culture" (Source 2) (one per student) • Researcher's notebook (from Lesson 2; one per student) • Researcher's roadmap anchor chart (begun in Lesson 4)

Opening	Meeting Students' Needs
A. Distinguishing between Strong and Weak Paraphrasing Entry Task (5 minutes) • Distribute and display the **Entry Task: Distinguishing between Strong and Weak Paraphrasing** on a **document camera**. Instruct students to complete it on their own. • Briefly discuss the entry task. Invite students to correct their entry task as they discuss as a class. • Ask students to identify which is the best example of paraphrasing by holding up one finger for Paraphrase 1 and two fingers for Paraphrase 2. Call on several students to explain. Make sure you also call on a student who made the wrong choice, so that you can respond to misconceptions. Be sensitive and encouraging as this is a new skill for many students. Listen for students to understand that for Quote A, Paraphrase 1 is the best choice because it gives credit to the source. For Quote B, Paraphrase 2 is the best choice because it gives credit to the source and Paraphrase 1 quotes, verbatim, a large portion of the text. For Quote C, Paraphrase 2 is the best choice because the direct quote is shortened and integrated into the sentence better. • Direct students' attention to the posted learning target and read it aloud: * "I can quote or paraphrase others' work while avoiding plagiarism." • Tell students they will practice paraphrasing further today, and it's a very important skill they will use in all of their future academic classes.	

Work Time	Meeting Students' Needs
A. Modeling Reading (10 minutes) • Distribute **"Cover Girl Culture" (Source 2)** and invite students to take out their **researcher's notebook**. • Direct students' attention to the **researcher's roadmap**. Remind them that they have already completed the first two steps. Today they will be working on Steps 3 and 4. • Ask a student to define a *credible* source. Listen for: "A credible source is one that you, as a reader, can believe will give you accurate information." Explain that because this is a short research project, you have gathered credible sources for them. Assure them they will have an opportunity to find credible sources themselves later in the year (in Module 4). • Tell students that Source 2 is from *The Daily Campus*, a student-published newspaper at the University of Connecticut, and the largest in the state. Ask them how they know this is a credible source. Listen for them to identify that this publication is affiliated with a large and well-known university. Also point out that a newspaper is generally regarded as a *neutral* or *impartial* source when the authors use facts to support their central ideas and when their purpose is to inform people. • Ask students why a student-run newspaper might be a good source, but less credible, than a nationally syndicated newspaper. Listen for answers such as: "Students are just learning how to report and write," or "Students may feel they have to write things that the university approves of." You may also switch the question and ask why a student newspaper might be a *more* credible source than a nationally syndicated newspaper, listening for answers such as: "Students are not working for a large multinational corporation," or "Students do not necessarily have to worry about pleasing the advertisers in their paper." • Point out that Step 4 on the researcher's roadmap anchor chart is how to read a source. Clarify that when you research, you are reading to find answers to your supporting research questions; therefore, you want to skim to get the gist of the article and underline sentences that relate to your supporting research questions. Then, you return to those sentences and read more deeply to understand. • Remind students of the supporting research questions in their researcher's notebook in Lesson 5. Ask them to put their fingers on those questions now. • Refocus students on "Cover Girl Culture," and ask them to read along silently as you read aloud. • Read out loud without stopping until you reach the paragraph: "These young girls get their ideas about what is beautiful, sexy, and healthy from magazines, television shows, music videos, commercials, and more. The images sent out by the media are unavoidable, and their impact on the self-esteem of millions of young girls is undeniable."	• Some students may benefit from receiving smaller sections of the text. This keeps them from being overwhelmed by the amount of text they will be working with. • Consider partnering ELL students who speak the same home language when discussion of complex content is required. This can allow students to have more meaningful discussions and clarify points in their native language. • For students who struggle with following multistep directions, consider displaying these directions using a document camera or interactive white board. Another option is to type up these instructions for students to have in hand. • Consider showing selected portions of "Miss Representation," or similar documentary reporting on gender roles in ads, to reinforce the concepts of this lesson. ("Miss Representation" has controversial material and will require advance screening for appropriateness.)

Work Time (continued)	Meeting Students' Needs
• Ask the students to underline these sentences. • Ask them to suggest a supporting research question they have already written that this fact will answer. Listen for them to identify supporting research questions that are logical. Encourage students to explain how the fact answers that question. • Invite students to paraphrase these sentences and write their paraphrase in their researcher's notebook. Encourage them to use the sentence stems. Model how to do this: "Deziel reports that the documentary 'Cover Girl Culture' demonstrates the tremendous impact of the media upon the self-images of young girls."	
B. Reading Source 2 (25 minutes) • Instruct students to silently continue reading "Cover Girl Culture." Remind them that it's more important to find some information to answer the supporting research questions than to get "through" the article. Give them 10 minutes to silently read and mark their text. • After 10 minutes, arrange students in pairs. • Instruct them to first closely read what they marked with their partner. Then orally paraphrase the information by using the sentence stems. After they have both had a chance to practice out loud, they should write down the paraphrased sentences in their researcher's notebook and move on to the next piece of information. • Encourage them to also write questions that come up during their discussion; remind them that as researchers learn more, they generate new supporting research questions. • Circulate and help as needed. Consider stopping the class and highlighting some particularly good examples of paraphrasing as you hear them.	

Closing and Assessment	Meeting Students' Needs

A. Give One, Get One (5 minutes)
• Give these directions:
   1. Stand up and tell a new partner about something you learned and something you're still wondering about gender roles in advertising.
   2. Then, ask your new partner to do the same.
   3. As time permits, find a new partner and repeat these steps.	

Homework	**Meeting Students' Needs**
• Continue your independent reading.	

EXPEDITIONARY LEARNING

Grade 7: Module 2B: Unit 3: Lesson 6
Supporting Materials

Entry Task: Distinguishing between Strong and Weak Paraphrasing

Name:

Date:

Directions: Each of these quotes contains a fact I would like to include in my report about female gender roles in advertising. Read the quote from the text. Then read the two paragraphs. Circle the one that best paraphrases the information and explain your choice.

Text: "Study: Employment Ads Perpetuate Traditional Gender Roles." *Duke Today.* Web. May 17, 2011.

Duke Today/Duke University Office of News and Communications

Rationale from choice			
Paraphrase 2	Job ads can use language that gives clues as to whether men or women tend to fill the position being advertised.	*Duke Today* reports that no participant in the study demonstrated that they were aware of the impact of gendered language.	Researchers, *Duke Today* reports, believe that "it's likely that companies unintentionally place gendered job advertisements."
Paraphrase 1	According to *Duke Today*, researchers have determined that language geared towards men or women in job ads can indicate whether men or women typically work in that job.	No one who participated in the study was aware of the effects of the gendered language, researchers discovered.	Because everyone who participated in the study missed the gendered language, researchers think that the language is not intended. They say, "it's likely that companies unintentionally place gendered job advertisements."
Quote from text	A. Recent graduates browsing job announcements may not be conscious of it, but employment ads can signal whether a job is typically held by men or women, according to researchers at Duke University's Fuqua School of Business, Princeton University and the University of Waterloo.	B. The clues come in the form of gendered words like competitive and dominant (male) versus compassionate and nurturing (female), the researchers report. Both men and women show a preference for job descriptions matching their gender, women more strongly so. But no one in the study was aware of the effect, the researchers discovered.	C. Because every study participant missed the presence of gendered language, the researchers believe it's likely that companies unintentionally place gendered job advertisements.

"Cover Girl Culture" exposes media's impact on young girls
By Melanie Deziel

"I didn't eat yesterday/And I'm not gonna eat today/And I'm not gonna eat tomorrow/ Cause I'm gonna be a supermodel!/So beautiful!"

These are the lyrics to Jill Sobule's song, "Supermodel," which plays in the background of the film "Cover Girl Culture: Awakening the Media Generation," a documentary about the impact of media images and messages from the media on the self-esteem of the young girls exposed to them.

The Women's Center, room 421 in the Student Union, offered a free showing of this documentary last Thursday night as part of their "Thursday At The Movies" program. Students packed into the Women's Center Program Room for the 6 p.m. screening of the film and to take part in the discussion that followed.

Krissy Dolce, a library assistant and program assistant at the Women's Center, was pleased with the turnout and brought out additional seating for the group of students pouring into the room for the event.

"It's a good topic. We see it all the time in the movies and in magazines, you know? It's really in your face and that makes it an accessible topic," said Dolce, an eighth-semester English major and women's studies minor who has worked at the Women's Center since she was a freshman and also works as a peer educator.

The film by former fashion model Nicole Clark relies on powerful media images carefully juxtaposed with interviews with dozens of individuals in the fashion industry as well as magazine executives, models, body images coaches, authors, doctors, and more. Perhaps the most moving interviews come from the teen and young girls themselves, some as young as six.

Six-year-old Megan tells the camera she wants to be a model when she grows up, "because I'd like to be kinda famous and make a lot of money." Eleven-year-old Kailey, donning what appear to be fake nails with a fresh French manicure, admits to taking more than two hours to get ready each morning. Eleven-year-old Davanay looks at the ground and says, "If I was born naturally pretty then I'd want to be a model."

These young girls get their ideas about what is beautiful, sexy, and healthy from magazines, television shows, music videos, commercials, and more. The images sent out by the media are unavoidable, and their impact on the self-esteem of millions of young girls is undeniable.

Images of emaciated models flashed across the screen. They showed advertisements with more sad faces than smiling ones. X-rays of women who had endured foot binding and worn corsets showed damages caused by the extreme desire for beauty throughout history.

"It's shocking how much it's hurting your body," said Alexander Ashley, a sixth-semester pre-communications major.

The movie not only emphasized the messages being sent, but also exposed the deferral of blame that occurs within the various parts of the media. Interviews revealed modeling agents who blamed the demands of their clients, experts, and more. Everyone seemed to believe the problem was someone else's responsibility.

"It's not a modeling issue, it's a societal evolution. It's more for a women's studies class to address than a fashion magazine," said Jane Grenier, the associate publisher of "Teen Vogue."

Kateryna Karayanidi, a second-semester undecided major, disagreed. "Everyone sees those images and not everyone can take a women's studies class like that," she said. "The class can't teach everyone about [negative images] if everyone can't take it."

The young girls interviewed also addressed this deferral of blame and the claims of good intentions by magazine employees. Despite the appearance of one or two health articles, one of the girls said, "You don't support us in our weight because the rest of your magazine is full of thin pin people."

The ratio of advertisements to health articles is a legitimate concern. The filmmakers kept one year's worth of "Teen Vogue" and laid out the pages on a basketball court—ads on one side and health-promoting articles on the other. The final results: more than 1,730 ads, less than 700 articles.

Another shocking scene showed an interview with a cosmetic surgeon who said that the problem for these young girls is low self-esteem, but that higher self-esteem would put him out of business. He immediately covers his face and says he'll be kicked out of his professional society for saying that. He hoped that the clip wouldn't be included in the documentary.

"Cover Girl Culture"
(Source 2)

"The fact that he reacted the way he did made it more offensive," said David Griggs, a sixth-semester communications major. "Overall, it's kind of unfortunate because it's a business. It's obviously going to take some sort of massive change to get people to agree to make less money in order to help people's confidence."

"They are making a lot of money at the expense of our physical, emotional, and mental well-being," says Misty Tripoli, a Nike Elite Athlete and body image coach. "But we control it. Until we say 'I don't need that [product] to be the amazing human being that I am,' then it's going to keep going."

Deb Burgard, a licensed psychologist, stressed the impact that mothers have on their daughter's self-image. She said mothers are always surprised to learn that projecting a positive self-image is vital to their daughters' development to strong and confident women. "You're the queen in her world. You're the future. [Moms] need to feel entitled," Burgard said.

Connie Sobczak, an author and body image coach, agreed. "We are all responsible. We are all taking part in how negative this is. I think parents have a huge responsibility to protect their children," she said. The more a young girl can look to their parent as a positive role model, she said, "she can see that and choose that instead."

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