

Ycteen

November/December 2012

LESSON GUIDE

Note to Educators:

You may have noticed that the reading level of our stories has increased recently. This reflects our ongoing effort to provide high-quality, Common Core-aligned materials and lessons that challenge students while maintaining high-interest content that is relevant and relatable to our teen readers. Our lessons are designed to support students in developing the skills they need to meet Common Core standards. However, depending on your students' skill levels, we encourage you to supplement our lessons with additional pre-reading activities to support optimal comprehension.

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Read. Write. Succeed.



Announcements

YCteen Writing Contests

Apply online at ycteen.org

Contest #215: Deadline December 21, 2012

Describe one of your favorite books. What is it about and why do you like it so much? What kind of wisdom or discovery about yourself and/or the world did you gain from this book?

Contest #216 Deadline February 1, 2012

Imagine you are the president's top adviser on climate change policy. Using specific examples, explain why it is important to take action on climate change. Then, present three things the president should do to begin reducing the impact of climate change.

Free Training to Identify and Help At-Risk Students

See ad on page 3.

**Free professional development opportunity
from The New York City Department of Education (DOE)
in collaboration with the New York City
Department of Health and Mental Hygiene (DOHMH).**



FREE TRAINING OPPORTUNITY FOR HIGH SCHOOL EDUCATORS

The New York City Department of Education (DOE) in collaboration with the New York City Department of Health and Mental Hygiene (DOHMH) is offering high schools a free professional development opportunity. For a limited time, the DOE and DOHMH are making available an on-line training course, *At-Risk for High School Educators*, developed by Kognito Interactive. The training aims to teach you how to **identify, approach, and refer students who show signs of psychological distress**.

Advantages of the training

- Takes one hour to complete and can be done from any computer with internet access
- Tracks your progress so you can complete it at your own pace
- Doesn't take away from class time and can be done during a prep period or at home
- Comes with a certificate of completion once post-survey is done
- Comes with technical and programmatic support

Accessing the course is easy! Go to <https://highschool.kognito.com/newyork> and click on "Access"

General Questions: If you have any questions about this staff development initiative, please call or e-mail Scott Bloom, LCSW, Director of School Mental Health, Office of School Health at the DOE: 212 374-6846 or SBloom5@schools.nyc.gov

Technical Support: Log-In/Technical Assistance: Please address any login issues to: support@kognito.com.

Issue Review

This issue focuses on identity.

Stories English Language Arts teachers can use:

City Girl, Mountain Music, p. 3

In middle school, Margaret hid her love of old-fashioned folk music from her friends, who listened mostly to pop. But she's no longer afraid of being different.
See Lesson 4

Culture Club, pp. 4-5

Tairys gets tired of being put down by her peers just because she doesn't live up to Dominican stereotypes.

Don't Whitewash, p. 6

Half Eastern European Jew and half Pakistani, Taimur feels uncomfortable when people identify him as white. He ponders how race, class, and culture have shaped his life.

No More Crazy Girl, pp. 7-8

Back in Panama, Madeline had a reputation as a troublemaker. But after her family immigrates to New York, she sees an opportunity to reinvent herself.

Saving Yearbook, pp. 10-11

When school budget cuts threaten the yearbook program, Brianna rallies to save it and discovers her inner activist in the process.

Losing My Dominican Soul, pp. 12-13

After immigrating to the U.S., Juana worries that she's sacrificing too much of her cultural identity in the quest for a "better life."

Shopping Fever, p. 21

Breanna gets carried away buying expensive brand name clothes after her mom entrusts her with a credit card.

My Ralph Lauren Polo Addiction, p. 22

Destiny's closet is bursting with Polo shirts in every color of the rainbow. Eventually, she begins to question why her identity is so invested in that famous logo.

Pretty Lies, p. 23

Trisha dissects how advertisers sell us their products by preying on our emotions and insecurities.
See Lesson 5

The Gay Word, p. 24

Alice questions why the word “gay” has become a put-down.

See Lesson 2

See Video at bit.ly/gaymeansgay

Stories guidance counselors, college advisors, transfer school staff, GED instructors, and others can use:

Cheater to Tutor, p. 9

The author’s friends convince him to help them cheat, but he eventually realizes that’s not who he wants to be.

See Lesson 1

The Friend Who Taught Me to Beat the Bullies, p. 17

To avoid the wrath of her school’s bullies, Trisha obsesses about her appearance—until the new girl helps her develop a new confidence in herself.

Stories health educators can use:

Fat Fix, pp. 14-15

Juana reports on the growing obesity epidemic among young people, and who should have responsibility for reversing the trend.

See Lesson 3

The Morning After Pill Comes to School, p. 8

How much do you know about emergency contraception? We have answers to some common questions.

English/Language Arts Lesson: Cheater to Tutor

Writing, Reading Comprehension, and Discussion

Story to Use: [“Cheater to Tutor,”](#) p. 9

Objectives:

- Students will read a story and examine the concepts of morality and ethics.
- Students will write thoughtfully about personal experiences in order to persuade their peers.
- Students will practice public speaking as they engage in a Socratic Seminar, discussing the ethics and cheating in today’s society.

Vocabulary:

- Reluctant
- Compensate
- Isolate
- Plummet
- Disconcerting
- Dilemma

Before the Activity:

- Ask students if they know the terms “morality” and “ethics,” and define them for the class.
- Tell students to spend a few minutes responding to the following question in their notes: “Was there ever a situation that tempted you to be immoral or to make a decision that went against your personal code of ethics? What did you do? How did you feel about it?”

Activity 1: Read the Story

- Ask students to read the story independently.
- Instruct them to mark points in the story where the author does something that might be unethical. They should ask themselves the following questions:
 - Why did the author make this choice?
 - Do I believe it is justified?
 - What might have been a different way of handling this situation?

Activity 2: Discuss the Story

- Allow students to share their responses from the questions posed at the beginning of class.

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- Ask volunteers to share the passages they marked while reading the story and share their responses to the prompts above.
- Ask students, “What motivates us to do things that we know are wrong?” You might want to prompt them with ideas like health, friendship or money.

Activity 3: Socratic Seminar/Discussion Circle

- Arrange the students in a large circle and tell them that, using the story they just read as well as their own opinions and experiences, they will discuss an important question related to the story.
- Pass out the Discussion Circle sheet and read both sides aloud to students.
- Next, read aloud the sheet explaining the observers’ role and ask for volunteers to be the observers.
- Ask them, “As cheating becomes more prevalent in high schools across the country, what or who do you believe is to blame, and what are the impacts?” Write this central question on the board so that you can redirect students who wander too far off the topic.
- Following the directions on the Discussion Circle sheet, have students go in order around the circle, responding to the text and to one another, as per the instructions.
- Try to intervene only if students are struggling with how to engage in the dialogue, or if the discussion needs to be refocused, or if students become disruptive. If this is the first time you are attempting this type of Socratic Seminar, students may need more reinforcement of the procedures and rules at the beginning. Engage the observers in this role as much as possible so that the discussion remains student-focused.
- At the end of the discussion, leave time for the observers to fill out the Observer Evaluation form and report back to the group, as well as for the discussion participants to complete the Participant Self-Evaluation form.

Aligned with Common Core Standards for English Language Arts 9-12

Common Core Standards for Reading:

Key Ideas and Details

- **RI.1** Cite strong and thorough textual evidence to support analysis of what the text says.
- **RI.2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- **RI.3** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Craft and Structure

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- **RI.5** Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

Integration of Knowledge and Ideas

- **RI.8** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- Range of Reading and Level of Text Complexity
- **RI.10** Read and comprehend complex literary and informational texts independently and proficiently.

Common Core Standards for Writing:

Text Types and Purposes

- **W.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Production and Distribution of Writing
- **W.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Range of Writing
- **W.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Anchor Standards for Speaking and Listening:

Comprehension and Collaboration

- **SL.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.
- **SL.3** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- **SL.4** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Anchor Standards for Language:

Conventions of Standard English

- **L.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Vocabulary Acquisition and Use
- **L.6** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening

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at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Discussion Circle

Today we're going to have a group discussion about the story we just read. What's different about this discussion is the way it's set up, and the way we respond to one another. This is a very focused way of having a discussion.

After we read the story, I'm going to pose a question to the group that relates to the story. During the discussion, two people will sit outside the group. They are the observers, and their job is to report back to the group in the middle and at the end of the discussion about the group's interactions, and things they heard that interested them.

Here are the ground rules for the discussion:

1. We'll always go around the circle in order. When it's your turn, you must make a statement or ask a question related to the text, the question I posed, or something a classmate has said or asked. As much as possible, you should back up your statement or question with evidence or examples directly from the story.
2. It's good to build on something that someone else says, so it's helpful to take notes when you hear something that you think is important.
3. Keep your statements focused. Back up what you say with reasons and evidence, but try not to go on for too long, and don't go off the subject.
4. Silence is okay – it means someone is thinking before speaking! If you need time to think before you respond, take that time.
5. No put-downs. It's OK to disagree with someone else's statement, but this is not a debate. We're not trying to discard ideas by out-arguing each other. Our aim is to get as much of everyone's contribution into the mix as possible. This is a team effort, and the goal is to have as thoughtful and productive a conversation as possible. Now let's talk about some constructive, helpful ways of starting your statement/question/response.

Discussion Circle (continued from previous page)

Possible ways to start your response:

I think that...

What I noticed is....

I think _____ is important because....

What I think I'm hearing is....

What I haven't heard anyone saying yet is....

I agree because....

OR

My belief is different. I think....

What you're saying makes sense to me because....

OR

I don't quite understand what you're saying.

I'd like to make a suggestion....

I feel confused about _____ because....

I think I understand what _____ is saying, but I'm not sure. Are you saying that....

I'd like to ask a question:

Discussion Circle—Participant Evaluation

What were the highlights of the discussion? At what points did the discussion really move forward?

At what point did the discussion lapse into debate or become unfocused? How did the group handle this?

How has your understanding of this theme been affected by the ideas explored in this seminar?

If you changed any of your opinions during the discussion, what changed them?

What would you do differently as a participant the next time?

Discussion Circle—Observer Feedback

The observers play an important role in this discussion, even though they won't speak until the end. Their job is to monitor how productive the discussion was, and make suggestions for doing even better the next time. Observers, please answer the following questions and be prepared to share your responses with the class.

What points were made during the discussion that stand out as important to you?

Did people remember to give examples/make references to the reading during the discussion?

On a scale of 1-5, how focused was the discussion? (1 being most focused, 5 being least)

Did you see evidence that people were listening carefully to each others' ideas and building on others' ideas? Give some examples.

Was anything not covered that you think should have been?

English/Language Arts Lesson: The Gay Word

Reading Comprehension, Video, Discussion, and Written Response

Story to Use: “[The Gay Word](#),” p. 24

Video: “Let Gay Mean Gay” at bit.ly/gaymeansgay (2:38)

Objectives:

- Students will read a story and view a video that challenge the use of homophobic language and words representing groups of people as put-downs.
- Students will write a clear and targeted argument against the use of such words.

Vocabulary:

- Etymology
- Genuine
- Wariness
- Scathing
- Nonchalance
- Marginal
- Fervent

Before the Activity:

- Write the following questions on the board and instruct students to answer them in their notes: “What do you believe the word ‘gay’ means? Does it mean something different when someone says, ‘That is so gay?’”

Activity 1: Watch the Video

- Tell students they are going to watch a humorous animated video that explores why people sometimes use the word “gay” as a put-down, and why they shouldn’t. Before watching the video, direct students to take notes on the argument that the main character makes in the video.
- Play the video: bit.ly/gaymeansgay
- Ask volunteers to share what they think is the central message of the video, and how the main character supports this message. Write responses on the board.

Activity 2: Read the Story

- Read the story as a class.

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- Instruct students to take notes on the author’s central message and the arguments she makes in support of that message.
- After reading, have a brief discussion comparing how the video and story support the main point.

Activity 3: Write a Persuasive Letter

- Direct students to draft an open letter to the students at their school making an argument for why the word “gay” (or another word that has become an insult) should not be used in a derogatory, demeaning way.
- They should include:
 - A strong thesis statement asserting why the misappropriation of the word “gay” is damaging.
 - Supporting statements citing examples from the story they read, personal experiences/observations, news events, or other evidence that supports their thesis.
 - Persuasive language that focus the argument for a teen audience.

Aligned with Common Core Standards for English Language Arts 9-12

Common Core Standards for Reading:

Key Ideas and Details

- **RI.1** Cite strong and thorough textual evidence to support analysis of what the text says.
- **RI.2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- **RI.3** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Craft and Structure

- **RI.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper)

Integration of Knowledge and Ideas

- **RI.7** Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.
- **RI.8** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Common Core Standards for Writing:

Text Types and Purposes

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- **W.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **W.2** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing

- **W.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Range of Writing

- **W.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Anchor Standards for Speaking and Listening:

Comprehension and Collaboration

- **SL.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
- **SL.2** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- **SL.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- **SL.4** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Anchor Standards for Language:

Conventions of Standard English

- **L.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Knowledge of Language

- **L.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Health Lesson: Fighting Obesity

Reading Comprehension, Written Assignment, and Discussion

Story to Use: “[Fat Fix](#),” pp. 14-15

Objectives:

- Students will identify and evaluate different reasons for, and effects of, the culture of fast food/junk food.
- Students will identify different approaches to prevent and cope with obesity in society.
- Students will be able to articulate healthy eating habits and lifestyle decisions.
- Students will write persuasively about the benefits of healthy eating.

Vocabulary:

- Chronicle
- Epidemic
- Scrutiny
- Deteriorate
- Heredity
- Sedentary

Before the Activity:

- Ask students, “What do you personally find to be the most challenging aspect of eating healthy or maintaining a healthy lifestyle?”
- Instruct students to make a list of all the factors that they find challenging or disruptive to leading a healthy life.
- List all the students’ ideas on the board.

Activity 1: Read the Story

- Read the story with the students (taking turns or silently).
- Ask students to mark any references in the article to behaviors or policies that help or hinder a healthy lifestyle.

Activity 2: Write a Persuasive Paragraph

- Point out that this story gives examples both of ways in which individuals can help themselves to become healthier, and ways in which government entities (school districts, cities, the federal government) can encourage healthier habits.
- Make a two-column chart on the board with the headings “Self” and “Government.” Ask students to share with the class examples of how government and individuals play a role in better health. Write their responses in the appropriate column.

- Write the following questions on the board: “Can government programs alone make teens healthier? Why or why not? What other actions do you think are necessary for a person to develop healthier habits?”
- Direct students to write a substantial paragraph responding to these questions, using examples from the text. Be sure to review the parts of a paragraph—topic sentence and supporting sentences—before they begin writing. (You may want to ask volunteers to share examples of topic sentences with the class and write good model sentences on the board.)
- If there is time, or as an extension activity, allow students to make posters that convey a positive message about making changes in their diet and physical activity to promote better health.

Activity 3: Present Your Argument

- Break students into small groups and direct each group member to share his/her paragraph with the group.
- Instruct students who are listening to write down questions.
- Allow time for questions and answers at the end of each student’s group presentation.
- Exit Ticket: Ask students to each complete the following sentence: “In class today, we focused on obesity and the fast food culture. I learned ...” They should submit this “ticket” in order to exit the classroom. You may be able to use this to gauge their understanding of the material, and it can also be a graded item.

Aligned with Common Core Standards for English Language Arts 9-12

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- **RI.1** Cite strong and thorough textual evidence to support analysis of what the text says.
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- **RI.3** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Integration of Knowledge and Ideas

- **RI.8** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Range of Reading and Level of Text Complexity

- **RI.10** Read and comprehend complex literary and informational texts independently and proficiently.

Common Core Standards for Writing:

Text Types and Purposes

- **W.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **W.2** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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- **W.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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- **SL.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
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Anchor Standards for Language:

Conventions of Standard English

- **L.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Regents Practice: City Girl, Mountain Music

Story to Use: “[City Girl, Mountain Music](#),” p. 3

Objectives:

- Students will take an exam in order to analyze specific writing and assess an author’s tone and style.
- Students will improve skills needed to do well on the Regents reading section: Making inferences, identifying the tone of a piece of writing, recognizing key facts and the main point in a text, understanding the purpose of individual sentences, etc.

Note: The Regents English exam has a section that requires students to read a passage between 400 and 600 words long, and answer six multiple-choice questions.

Vocabulary:

- Genre
- Stifle
- Rigid
- Perception

Instructions: Before the class, make copies of the multiple-choice questions and hand them out. Next, put these directions on the board or read them slowly: “Read the story. After you complete the story, begin the multiple-choice section. Read each question and all the answers. Then choose the best option for each question.”

Answer Key: 1-2, 2-1, 3-4, 4-1, 5-4, 6-3

Explanations of Answers

1. While many of the choices are referred to in the story, the author wants to feel something (2) from the music as she explains, “that type of music ... doesn't make me feel anything. For me, the music that is most popular today is empty, devoid of meaning, emotion, and beauty.”
2. The author feels “Embarrassed of her eccentric preferences” (1). That is why she won't tell her friends the music she actually likes.
3. The closest definition for the word, within the context is “evoke” (4). While “materialize” also means a similar idea, it is not quite right in the context.
4. The author is drawn to the community and depth of the music (1). She explains, “The sense of community that folk music gives me is valuable, especially living in a big city in an apartment building where I don't know who my neighbors are.”

5. The author discusses many moments of her musical self-awareness in the story, so this might be tricky for the students. But she identifies finding the anthology in her school library (4) as her major awakening.
6. The author cycles through different feelings about pop music but by the end of the story she has distanced herself from it and it does not affect her life or choices anymore (3).

Aligned with Common Core Standards for English Language Arts 9-12

Common Core Anchor Standards for Reading:

Key Ideas and Details

- **RI.2** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Craft and Structure

- **RI.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Common Core Anchor Standards for Language:

Vocabulary Acquisition and Use

- **L.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

Regents Practice Question Sheet

Name _____ Date _____

1) Why does the author listen to music?

- 1) To dance
- 2) To feel something
- 3) To tune out her thoughts and relax
- 4) To try to emulate it

2) When she was younger, the author felt this way about her musical tastes:

- 1) Embarrassed of her eccentric preferences
- 2) Proud of her unique style
- 3) Excited by the solidarity of the genre
- 4) Involved in the communal

3) In the story, the author writes, “The images the music conjures up of community gatherings structured around music that reflect a common history is something that is lacking in my own life.” What does the word *conjure* most closely mean?

- 1) Materialize
- 2) Deceive
- 3) Summarize
- 4) Evoke

4) What does folk music offer to the author?

- 1) Community and depth that she believes pop music lacks
- 2) A connection to her southern ancestry
- 3) Diverse use of musical instruments that excites her
- 4) A quirky and unique persona in her social group

5) According to the passage, what was the major turning point in her musical understanding?

- 1) A lack of knowledge of Katy Perry’s lyrics, and the ridicule that ensued
- 2) Taking a workshop on the Appalachian Dulcimer in Brooklyn
- 3) Hearing her grandfather sing folk music from an early age
- 4) Discovering a collection of folk music that highlighted community musicians

6) The author’s final feelings about Top 40 hits would be best described as:

- 1) Disgusted
- 2) Passionate
- 3) Apathetic
- 4) Envious

Media/News Literacy Lesson: Analyzing Advertisements

Reading Comprehension, Discussion, and Written Response

Story to Use: [“Pretty Lies,”](#) p. 23

Objectives:

- Students will read about how ad campaigns influence people.
- Students will examine and analyze arguments in both written and pictorial form.
- Students will present clear arguments in written form.

Materials:

- Several full-page ads (4-5) from a magazine or newspaper that are for recognizable products and others for less easily recognizable products, conveying the message that the product endows a consumer with a particular personal quality or lifestyle (sexy, luxurious, etc.)
- A sheet of paper with the heading “Comments” to be displayed next to each ad.

Vocabulary:

- Exquisite
- Unattainable
- Inevitable
- Manipulate

Before the Activity

- Ask students to describe their favorite (or least favorite) advertisement and answer the following questions:
 - Why did it stick with them?
 - What message did the ad send about the attributes of the product?
 - Did they purchase the product? Why or why not?

Activity 1: Read the Story

- Read the story with the students.
- Ask students to note why the author seems so upset by the way ads are presented on television. Record their responses on the board.

Activity 2: Gallery Walk

- Instruct students to walk around the room to view each ad in silence. Tell them to think about each of the ads displayed: What emotions does the ad convey? What is its message? Then they should write down on the “Comments” paper their impressions of or reactions to that ad (Does it

make them feel a certain way? Do they have a question? Does it remind them of anything?).

- After the students have made it around to all the ads, they can then circle back and read the comments of their peers, still in silence.
- Next, point out to the students that ads tend to focus on things that are unobtainable for most people. Advertisers often do this in order to give you a false promise that their product will provide whatever it is that you have not been able to achieve: love, money, success, sex, security, or a host of other intangible items.
- Discuss the reactions the students had to the different ads. Prompt them with questions like:
 - What emotional reaction did you have to these ads?
 - What messages do you believe were implied in these ads?
 - Do they remind you of your life? Do they make you feel confident or insecure? Why?
 - What feeling or thought do you think each ad was trying to convey?
 - Which ads were most convincing? Why?
 - Do you believe the ads are manipulative? How? Why?

Activity 3: Write an Expository Paragraph

- Ask students what they believe the intention of the advertisers had been when producing the ads. Take note of their ideas on the board.
- Based on the reasons listed on the board and the previous activity, direct student to write a thesis statement answering the question, “What do advertisers hope to achieve through ads, and what are the primary techniques they use to achieve that goal?”
 - The thesis statement should make a claim that they can support with materials examined in class, personal experiences, or literary references.
 - Explain that they must be prepared to defend their claim by referring directly to the ads examined in class.
- Once students have a clear thesis statement—one that makes a claim and is defensible—ask them to craft an introductory paragraph to an essay that analyzes the use of ads in society.
 - They should reference the ads from the gallery walk as well as quote from the story to illustrate the issue.
 - They should also explain how these ads that prey on individual’s insecurities might affect not only individuals, but society.

Activity 4: Homework—Expand on Writing

Instruct students that for homework, they are to write a 4-5 paragraph expository essay based on the thesis (and introductory paragraph) that they wrote in class. In the essay they may want to address several of the following questions:

- What messages do you think the advertisers were trying to communicate? Did they succeed? Why or why not?
- Would you buy the products? Who would? Why?

- Were the ads emotionally manipulative?
- Why is it effective for advertisers to focus on our unfulfilled desires and insecurities to sell their products?
- What are the consequences of buying into the promise of something that a product cannot, in reality, deliver?

Aligned with Common Core Standards for English Language Arts 9-12

Common Core Standards for Reading:

Key Ideas and Details

- **RI.1** Cite strong and thorough textual evidence to support analysis of what the text says.
- **RI.2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Craft and Structure

- **RI.6** Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Integration of Knowledge and Ideas

- **RI.8** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Range of Reading and Level of Text Complexity

- **RI.10** Read and comprehend complex literary and informational texts independently and proficiently.

Common Core Standards for Writing:

Text Types and Purposes

- **W.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **W.2** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Production and Distribution of Writing

- **W.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Range of Writing

- **W.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Anchor Standards for Speaking and Listening:

Comprehension and Collaboration

- **SL.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners

on *topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

- **SL.2** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- **SL.4** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Anchor Standards for Language:

Conventions of Standard English

- **L.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.