**Lesson 4-Media Literacy**

**New York State CCSS:**

* *Standard 9-10.RL.2-*Determine a theme or central idea of a text and analyze in detail 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.
* *Standard 9-10.RL.11*-Interpret, analyze, and evaluate narratives, poetry, and drama, aesthetically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events and situations.
* *Standard 9-10.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.
* *Standard 9-10.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.
* *Standard 9-10.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.
* *Standard 9-10.W.2.a-*Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
* *Standard 9-10.W.3-*Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
* *Standard 9-10.W.6-*Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
* *Standard 9-10.W.11.d-*Create poetry, stories, plays, and other literary forms (e.g. videos, art work).
* *Standard 9-10.SL.1.d-*Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
* *Standard 9-10.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.
* *Standard 9-10.SL.5-*Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**Objectives:**

* Students will discuss what types of media there are in our world and discuss about media and beauty.
* Students will focus on social media (Facebook) and news and print media.
* Students will create a Facebook page for a character in the book for a character in the book.
* Students will create either by drawing or using a computer a print advertisement based on Uglies.
* Students will discuss the characters views of media and beauty in the book.

**Day 12-Anticipatory Set:**

* I will show the Uglies book cover and ask why they think it’s used on a book called Uglies? We will discuss why the readers are supposed to think this girl is ugly.
* I will split the class in half and give them each topics to discuss.
* One group will talk about what kinds of media there are and the other group will talk about what the media portrays as “beautiful” for both men and women.
* Students will send someone from their group to write their ideas on the board.
* I will ask them to explain what they wrote on the board and why.

**Direct Instruction:**

* We will start with social media.
* In Tally’s world they send “pings” to each other. I will ask students to fill out a worksheet I’ve made up of “pings”
* As a class we will pick a character and create “pings” that the character would have possibly sent.
* This requires students to go back and look closely at this character and what their personality is within the book.
* I will give students 10-15 minutes to look through their books and look over the chosen character.
* When we have finished this I will give students a worksheet for homework to think about why “pings” are media? What do social media accomplish? How does this help Tally’s government but possibly hurt the citizens?

**Independent Practice/Homework:**

* Students will fill out “ping” worksheet.
* Students will read chapters 25- 29

**Day 13-Guided Practice:**

* Students will now discuss our most popular social media, Facebook.
* Using their answers from the worksheet the night before students will create a Facebook profile page for another character.
* This requires students to look closely at the world in which Tally lives in so their Facebook profiles are appropriate for each character (I will help direct students to specific passages that will help with this project).
* This leads in to how Tally’s world influences her and the other characters about beauty.
* The end point of this project is to show how news and print media influences social media, sometimes without people knowing it.
* Students will hand these in if they finish in one day or will be allowed to finish them for homework and hand in the next day.

**Independent Practice/Homework:**

* If students have not finished their characters Facebook profile they will do it for homework and turn in the next day.
* Students will read chapters 30-32

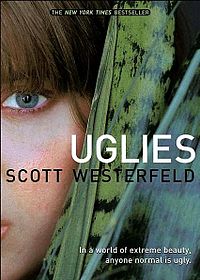
**Day 14-Guided Practice/Assessment:**

* I will show students two short videos on how news media affects body image.
* <http://www.youtube.com/watch?v=qLCKJe8KEgY>
* <http://www.youtube.com/watch?v=iGqtMt0zISQ>
* I will then read two sections of Uglies that explains the operation and why Tally wants to be pretty.
* This exercise is so students can think about media and how it affects them personally. Later in the unit they will be writing a paper on a similar topic and I just want to expose them to our world and Tally’s world at the same time. They are not so different.
* I will then ask students to draw or use a laptop to create a print advertisement. They will work with a partner and they will choose to be either pro-pretty surgery or against-pretty surgery.
* I will give them a guidelines sheet for what needs to be on the advertisement.
* Students will then present their advertisement to the class and explain why they were pro or con pretty surgery.
* This is a guided practice exercise as well as an assessment because I’m asking students to look at themselves and how they feel about beauty and media and I’m asking them to look at the book and how the characters feel about media and beauty.

**Materials Needed:**

* Worksheets
* Markers
* Facebook templates
* Laptops or computer lab access
* Blank paper for advertisements
* Smartboard or projector access for videos

**Anticipatory Set Pictures:**



Why is this the first thing we see on our book? Are we supposed to think this is “ugly”?



Does this make it better? Is this girl more “pretty” now?

**Ping! You’ve got a message!**

**Directions:** As a class we will pick a character and fill out these ping bubbles. Think about based on the book what the character might say. It must be relevant to the book, what we’ve talked about, and something that seems as if it would fit in the book.















**Ping! You’ve got questions!**

**Directions:** Answer the questions below based on our “ping” creation in class.

1. Why would we consider “pings” social media in Tally’s world?

2. From what we know about Dr. Cable and how she represents Tally’s government, why would “pings” be helpful to her?

3. If “pings” are public, is that harmful to the citizens? Have we already seen a similar example of no privacy in this book?

4. (This is an opinion question) How do you think media influences (in **our** world) body image and the idea of beauty?

**Facebook-It’s the new thing**

**Directions:** Open to document I have emailed to you. Pick any character you would like (I have listed a few below) and begin to make a profile for them. The same directions apply as they did with our “ping” assignment. Your information must be either from the book or be something realistic that would apply to the character. Make sure you are not just making up random facts. Raise your hand if you have any questions.

**Characters: (Choose only one!)**

* Tally
* Shay
* Peris
* Dr. Cable
* Ellie
* Sol
* David
* If I have missed a character and you want to use them please let me know ☺

**Media Influence**

**Directions:** In your pairs or small groups create a print advertisement about the surgery in Uglies. You must choose whether you are pro-surgery or con-surgery, list reasons why someone should or should not get this surgery. Remember! This needs to be convincing. You are trying to **influence** someone one way or the other.

**Things you might want to add:**

* A picture/drawing
* Slogan
* A few reasons why or why not to get this surgery
* Positive/negative results from the surgery
* Give yourself a name (Ex. Are you a corporation that wants to abolish the surgery? Or are you a citizen who wants to keep it? Or vice versa?)
* Anything else that you feel would be important to help convince people whether or not to get this surgery.