EXPEDITIONARY LEARNING

Grade 7: Module 2B: Unit 3:
Overview

Unit 3: Culminating Project: Analyzing Gender Roles in Advertising

In this unit, students continue to develop their understanding of identity formation and transformation from Units 1 and 2, focusing their study of identity through the lens of gender roles. Students first return to the central text from Unit 2, *Pygmalion*, and explore how gender played a role in Eliza Doolittle's experience. Then they begin a short research project on the role that media and advertising play in our understanding of what roles men and women are supposed to fulfill. Unit 3 centers on research standards W.7.6 and W.7.7 and addresses some aspects of W.7.8. Students will be introduced to the research process and conduct a short research project in which they explore how advertisements portray stereotypical gender roles and the impact that has on an individual's sense of self. As a class, students read several articles about gender roles and advertising to build their skills as researchers. They use a researcher's notebook to collect notes and paraphrase.

Then, on their own, they read additional articles, gathering relevant information, asking supporting research questions, and practicing how to take detailed notes and properly cite their sources. In the Mid-Unit 3 Assessment, students will answer selected-response questions about a research text that the class has not yet discussed. In the End of Unit 3 Assessment, they will synthesize the information they gathered in their research into several paragraphs. (Both assessments focus on W.7.7 and W.7.8, but the Mid-Unit 3 Assessment focuses more on gathering relevant information and asking questions, while the end of unit assessment focuses more on paraphrasing and synthesizing information to answer a research question.) As a final performance task, students write an advertisement analysis and create a "counter ad" as they deconstruct a print advertisement that portrays gender stereotypes and then recreate it without using those stereotypes. This task focuses on NYSP12 ELA CCLS W.7.2, W.7.4, W.7.6, W.7.7, W.7.8, SL.7.1b, L.7.1, L.7.2, L.7.3, and L.7.6.

Guiding Questions and Big Ideas
• *Society allows the media to convey specific messages about what a man and a woman should be like.*
• *Media messages often affect individuals' sense of self-worth and self-confidence.*
• *Advertisements take advantage of individuals' insecurities to sell products.*
• **How are ideas about gender communicated in today's society?**
• **How can I be a savvy consumer of media and create a strong sense of self despite media messages about my gender?**

Mid-Unit 3 Assessment	**Gathering Relevant Information and Generating Additional Research Questions** This task focuses on NYSP12 ELA CCLS W.7.7 and touches on W.7.8. After conducting initial research on gender roles in advertisements, students complete an on-demand task in which they read a new text, consider how it addresses their research question, and identify possible additional research questions raised by the text.
End of Unit 3 Assessment	**Writing a Research Synthesis** This task focuses on NYSP12 ELA CCLS W.7.7 and W.7.8. After students complete their research on the use of stereotypical gender roles in advertisements, they will synthesize their findings (from their finished researcher's notebooks) into several paragraphs in which they acknowledge their sources.
Performance Task	**Advertisement Analysis and Counter-Ad** (See also stand-alone document on EngageNY.org.) Building on their focus on identity formation and gender roles in Unit 1, students will research the use and impact of gender stereotypes in advertisements. They will write a formal advertisement analysis and create a "counter ad" in which they modify the original ad to reveal the text, subtext, bias, and persuasive techniques used to perpetuate gender stereotypes. First, students individually complete a researcher's notebook in which they track their questions and take notes. Next, as their End of Unit 3 Assessment, they write a synthesis of their research findings. Finally, for the performance task, students deconstruct the portrayal of gender stereotypes in a print advertisement. On their own, they write an analysis of the advertisement that draws on their research. Then, with a partner, they work to create a counter ad. Then they will publish this new advertisement in a printed or electronic format selected by the teacher and provide a well-written paragraph to explain the choices they made in designing their counter ad. **This task centers on NYSP12 ELA CCLS W.7.2a, b, d, f, W.7.4, W.7.6, W.7.7, W.7.8, L.7.3, and L.7.6.**

Content Connections
• This module is designed to address English Language Arts standards. However, the module intentionally incorporates Social Studies and science content that may align to with additional teaching during other parts of the day. These intentional connections are described below.

NYS Social Studies Core Curriculum

Relevant Content Standards

- 7.7 Reform Movements: 7.7 C Women's Rights

- Unifying Social Studies Theme: Development and Transformation of Social Structures

  – Role of social class, systems of stratification, social groups, and institutions

  – Role of gender, race, ethnicity, education, class, age, and religion in defining social structures within a culture

  – Social and political inequalities

  – Expansion and access of rights through concepts of justice and human rights

Relevant Social Studies Practices

- Comparison and Contextualization: Analyze how media messages have changed over time

- Gathering, Using, and Interpreting Evidence: Research and cite sources on the impact of advertising

- The Role of the Individual in Social and Political Participation: Investigate how individuals can make a difference

Central Texts
1. National Association for Media Literacy Education, "Key Questions to Ask When Analyzing Media Messages," as found at http://namle.net/wp-content/uploads/2009/09/NAMLEKeyQuestions0708.pdf.
2. Stephanie Clifford, "Truth in Advertising?" in *The New York Times Upfront* (Vol. 142), March 1, 2010.
3. Melanie Deziel, "'Cover Girl Culture' Exposes Media's Impact on Young Girls," in *The Daily Campus*, Feb. 26, 2010.
4. Courtney Kane, "Men Are Becoming the Ad Target of the Gender Sneer," in *The New York Times,* Jan. 28, 2005.
5. Elizabeth Sweet, "Guys and Dolls No More?" in *The New York Times,* Dec. 21, 2012.
6. Tom Yakanama, "Images of Men in Advertising," in *Media and Values* (Issue 48), Fall 1989.
7. "Geena Davis, Media Equalizer," *New Moon Girls Magazine* (Vol. 19, Issue 10), July/Aug. 2012.
8. "Study: Employment Ads Perpetuate Traditional Roles," *Duke Today,* May 2001, as found at http://today.duke.edu/2011/05/jobad.
9. Lynda Nead, "Women and Urban Life in Victorian Britain," Nov. 4, 2004, as found at http://www.bbc.co.uk/history/.

This unit is approximately 2.5 weeks or 13 sessions of instruction.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1	Gender and *Pygmalion*	• I can cite several pieces of text-based evidence to support an analysis of literary text. (RL.7.1) • I can analyze the interaction of literary elements of a story or drama. (RL.7.3) • I can select high-quality texts to read independently. (RL.7.11 a and b)	• I can reread and refer to new evidence to enhance my understanding of gender roles in *Pygmalion*.	• Text-Dependent Questions: Gender in *Pygmalion*	• Domain-Specific Vocabulary anchor chart • Chalk Talk protocol
Lesson 2	Setting A Purpose for Research: Introduction to Media Literacy	• I can engage in discussions with diverse partners about seventh grade topics and texts. (SL.7.1) • I can analyze the main ideas and supporting details presented to different media and formats. (SL.7.2)	• I can explain what the media are and how advertisements are used. • I can articulate my beliefs about media and advertising on people's identities and gender roles. • I can participate in a discussion that helps me form my opinion about what impact advertisements have on society.	• Researcher's notebook	• Domain-Specific Vocabulary anchor chart • Questions to Ask When Analyzing Media Messages anchor chart • Basic Concepts of Media Literacy anchor chart • Say Something protocol
Lesson 3	Determining Central Ideas: Media Literacy	• I can determine a theme or the central ideas of an informational text. (RL.7.2) • I can determine an author's point of view or purpose in an informational text. (RI.7.6) • I can analyze the main ideas and supporting details presented in different medial and formats. (SL.7.2)	• I can determine central ideas in the concept of media literacy. • I can determine an author's point of view or purpose in informational text.	• Ad Analysis homework (from Lesson 2) • Researcher's notebook	• Basic Concepts of Media Literacy anchor chart • Internal and External Identity anchor chart • Domain-Specific Vocabulary anchor chart • Basic Concepts of Media Literacy anchor chart • Persuasion, Argument and Other Appeals anchor chart

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 4	Introducing the Research Project: Asking the Right Questions	• I can generate additional questions for further research. (W.7.7) • I can analyze the main ideas and supporting details presented in different media and formats. (SL.7.2)	• I can identify the parts of the research process. • I can determine the difference between an effective and ineffective research question.	• Ad Analysis homework (from Lesson 3) • Researcher's notebook	• Researcher's Roadmap anchor chart • Internal and External Identity anchor chart
Lesson 5	Research: Paraphrasing Relevant Information	• I can generate additional questions for further research. (W.7.7) • I can quote or paraphrase others' work while avoiding plagiarism. (W.7.8)	• I can generate effective supporting questions to guide my research. • I can quote or paraphrase others' work while avoiding plagiarism.	• Ad Analysis homework (from Lesson 3) • Researcher's notebook • Exit ticket, Lesson 5	• Domain-Specific Vocabulary anchor chart • Researcher's Roadmap anchor chart
Lesson 6	Deepening Your Research: The Effect of Advertising on Gender Roles	• I can generate additional questions for further research. (W.7.7) • I can quote or paraphrase others' work while avoiding plagiarism. (W.7.8)	• I can quote or paraphrase others' work while avoiding plagiarism.	• Researcher's notebook	• Researcher's Roadmap anchor chart
Lesson 7	Mid-Unit Assessment and Independent Reading Check-In	• I can generate additional questions for further research. (W.7.7) • I can quote or paraphrase others' work while avoiding plagiarism. (W.7.8) • I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9b)	• I can read a source, identify and paraphrase information that helps answer my focus research question, and generate effective supporting research questions. • I can self-select a text based on personal preferences and read it independently.	• Mid-Unit 3 Assessment • Exit Ticket: Independent Reading	• Researcher's Roadmap anchor chart
Lesson 8	Individual Research	• I can generate additional questions for further research. (W.7.7) • I can quote or paraphrase others' work while avoiding plagiarism. (W.7.8) • I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9b)	• I can read to find out specific information. • I can quote or paraphrase others' work while avoiding plagiarism.	• Researcher's notebook	• Researcher's Roadmap anchor chart

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 9	End of Unit Assessment: Research Synthesis	• I can conduct short research projects to answer a question. (W.7.7) • I can use several sources in my research. (W.7.7) • I can quote or paraphrase others' work while avoiding plagiarism. (W.7.8)	• I can synthesize the information I learned from several sources into cohesive paragraphs.	• End of Unit 3 Assessment	
Lesson 10	Planning the Performance Task	• I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.7.2) • I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4) • I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9b)	• I can use what I learned in my research to decide how I will analyze my ad and construct my counter ad. • I can select information from my research to include in my ad analysis.	• Researcher's notebook • Ad Analysis planning guide	• Basic Concepts in Media Literacy anchor chart

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 11	Performance Task: Write Ad Analysis	• I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.7.2) • I can use technology to produce and publish a piece of writing with links to cited sources. (W.7.6) • I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4) • I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9b)	• I can write an analysis in which my layout, style, and language make my meaning clear to my classmates.	• Ad Analysis	
Lesson 12	Performance Task: Create a Counter Ad	• I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.7.2) • I can use technology to produce and publish a piece of writing with links to cited sources. (W.7.6) • I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4) • I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9b)	• I can write an analysis in which my layout, style, and language make my meaning clear to my classmates.	• Ad Analysis	

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 13	Performance Task: Celebration	• I can use criteria to classify, select, and evaluate texts to make informed judgments about the quality of pieces. (RI.7.11)	• I can consider how what I learn in school can affect my life outside of school. • I can write a book review that helps my classmates decide whether or not to read a book.	• Independent book reviews	• Gallery Walk protocol

Optional: Experts, Fieldwork, and Service

Experts:

• Invite graphic designers to work with students on their final products. These experts could teach students about the design elements they could incorporate into their counter ad or provide students with feedback on their work to help them revise. A particularly effective format for this type of work is to have each expert meet with a group of three or four students and lead a group critique session of each piece of work.

• Invite employees from marketing companies to discuss techniques of media and advertising.

• Invite a media literacy expert to talk with students about being savvy consumers of media messages.

Service:

• Arrange for students to present their research and findings on advertisements to others, such as younger students, patrons at a local library, or members of a youth center.

Optional: Extensions

• This unit lends itself to collaboration with the art teacher or media specialist. Consider expanding the work time to make the counter ad a more involved project.

• Consider using the following resources for a more detailed study on media literacy:

  – http://medialiteracyproject.org/

  – http://www.ithaca.edu/looksharp/

  – http://www.mediaed.org/wp/

• The content in this unit pairs nicely with the documentary *Miss Representation*. Written and directed by Jennifer Siebel Newsom, the film exposes how mainstream media contributes to the under-representation of women in positions of power and influence in America. Consider watching this documentary yourself and either selecting key scenes to show students or sharing some of the statistics that are mentioned within it. Use this at your own discretion, as some of the content about how women are treated in the media focuses on body image and must be addressed maturely. More information about this documentary can be found at http://film.misrepresentation.org.

• An alternate or additional culminating assignment for this unit could be a comparison of gender roles in Victorian England to today. Using the advertisements from the Victorian era (from the first few lessons of this unit), students could compare the portrayal of women and men then to the advertisements they see today.

Research

This unit serves as an introduction to the research process. The skills that students practice in this unit include generating supporting research questions, gathering information from multiple sources, and paraphrasing to avoid plagiarism (W.7.7 and W.7.8). It is important to notice that students will not master all aspects of research in this unit, as some important parts of the research process, such as finding and evaluating sources, are not included. Students will engage in more robust, self-directed research in Module 4, and mastering the subset of research skills addressed by this unit will prepare them for success in that module.

Notice that students are given the first few texts for their research, and then they are able to choose from a variety of sources. Consider gathering very recent articles to supplement the ones provided here or using advertisements from magazines to use in this unit, particularly to create the set of ads that students choose from for the performance task.

For schools with means and access to technology, consider allowing students to conduct their own research and to find articles about gender roles in advertising to help them with the performance task. You can help students by discussing appropriate search terms with them and by reviewing the articles they found. The research process is taught in more depth in Module 4, but this can be a great place to start.

Independent Reading

- This unit assumes that you have launched an independent reading program with your students. As in Unit 1, often the homework assignment is reading independent reading books, and this unit includes time in class to check in on independent reading, as well as time (in Lesson 13) to write a book review. See two separate stand-alone documents on EngageNY.org: **The Importance of Increasing the Volume of Reading** and **Launching Independent Reading in Grades 6–8: Sample Plan**, which together provide the rationale and practical guidance for a robust independent reading program. Various options are outlined in the **Launching Independent Reading in Grades 6–8: Sample Plan**; consider what will best meet the needs of your students and establish that routine in this unit.