Grade Four Media Literacy Extension Activity

Extension to use with the ETFO Body Image Curriculum

Extension to Grade 4, Lesson 2 – Can You Tell A Book By Its Cover?

CURRICULUM EXPECTATIONS

Media Literacy

By the end of Grade 4, students will:

• identify whose point of view is presented or reflected in a media text, citing supporting evidence from the text, and suggest how the text might change if a different point of view were used (e.g., explain how the point of view reflected in an advertisement is conveyed and describe how the advertisement might change to reflect the point of view of a different audience; describe how a TV show might change if it were told from the point of view of a different character)

• explain, initially with support and direction, how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts

BODY IMAGE EXPECTATIONS

Student will:

• gain sensitivity in acceptance of diverse bodies
• realize that you can’t judge the whole person by simply looking at outward physical appearance

Materials

• Computer with internet access
  [Link](http://www.youtube.com/watch?v=pu2eSQweFU&feature=PlayList&p=C6FF3BF3A3B6D4A&playnext=1&playnext_from=PL&index=69) (permission to use YouTube is important, although a copy of the prologue from *Beauty and the Beast* works as well)
• LCD projector or DVD player
• Chart paper, markers
• Storyboard graphic organizer
• Drawing materials: pencils, pencil crayons, crayons, markers, etc.

Lesson Outline

• This lesson follows the one found in the grade four body image resource. The lesson in the resource has students use a storyboard to map out the feelings of the characters in the story.
Pre-lesson:
1. Begin the lesson following the discussion about the following saying: *you can't tell a book by its cover* (#9, page 28). Use can also use a couple of different book covers to begin discussing this well-known idea. What happens when we judge a book by only looking at the cover? Continue the discussion as laid out in the lesson, looking at how the Beast is judged for his appearance. How do we judge people by what they look like?
2. During the brainstorming above, teachers may choose to divide students into small groups to think about and write their ideas on chart paper, or simply have students think/pair/share and the teacher can write the ideas on the chart paper.

Lesson:
1. Show the class the prologue from *Beauty and the Beast* using the link or a copy, and afterwards, discuss the information provided about him. How does the information help us learn more about his character?
2. The story of the *Beauty and the Beast* is told from Belle’s perspective. How would the story be different if it was told by the Beast?
3. Using the information from the stories read in class, students will work on storyboarding the traditional tale into a story from the Beast’s perspective, recreating the story, putting the Beast into the centre. What does he see? What does he do? How does he feel? How is the story different from the traditional one?
4. Refer to the storyboard outline in the lesson on page 28, #5.
5. When students finish their storyboards, have students think about the following question, using their meta-cognitive skills: "Does writing about a story after seeing the movie or DVD give you new ideas about what you saw?"

Assessment: assessment for this lesson is two-fold, looking at students' storyboards, and their meta-cognitive ideas about their work.

Storyboard Assessment:
The assessment focus for this activity is on the students’ ideas and organization on the storyboard. In addition, the effects and techniques used on the storyboard are important and should be included in the assessment. Using the achievement chart in the Ontario Language Curriculum, teachers are encouraged to create a checklist and/or rubric with their students to create a fair tool.

Meta-cognition Assessment:
It is important to have students reflect on their learning. The question above is key and allows for students to think about how their storyboards give an alternate view of the story. Criteria for an effective meta-cognitive reflection include: what was learned, why it is important and how this will help in the future, with other stories. It is important to review these components and model what an effective reflection looks like. Allowing students a chance to self-assess is an option as well.
TAKING THE LESSON FURTHER

CURRICULUM CONNECTIONS:

Technology Connection: Have students use Hyperstudio or ComicLife to create their storyboards, using the available effects on the program to illustrate the Beast’s perspective.

Drama Connection: Students may also be asked to write a monologue from the Beast’s perspective, or from any of the other characters’ perspectives, to share how the characters felt and what they thought. Students can then perform the monologue, in role as the character.

Home Connection:
1. With a parent, family member, or as a family, watch another popular movie and think about whose perspective the story is being told. Follow a secondary character while watching the movie and think about how the movie would be different if the story was told from their point of view. Talk about how the movie would be different and why.
2. Discuss as a family how different family members can have a different point of view around the same issue. Often, conflict arises around an issue because people have different perspectives as to what has happened. How does this affect your family?