

Global Studies
Unit 4, Lesson 3

Closer Look



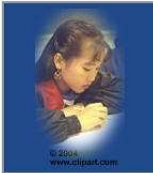
Unit 4, Lesson 3: Closer Look

Lesson 3: Closer Look
Global Studies A Unit 4: Celebrating Diversity

Global Studies

Briefing

Closer Look

 Your goals are to learn how to complete these objectives:

- Interpret patterns of behavior reflecting stereotypical attitudes that contribute or pose obstacles to cross-cultural understanding

Your last assessment gave you the chance to experience the effects of stereotyping. Now it is time to use your best investigative reporting skills to take a closer look at this important subject.

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1 of 4

We've found a lot of information about stereotypes. But where do they come from?

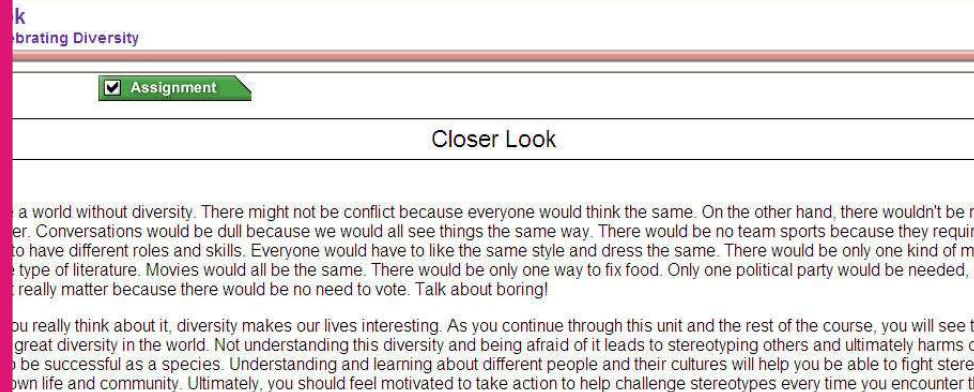
Could it be that we're being fed these ideas from the media?

GNN reporters, it's time to investigate!

Unit 4, Lesson 3: Closer Look

What would life be like if everyone were the same? The same likes, dislikes, perceptions, culture, attitudes, etc. Would that be a good thing?

Or would it be boring?



Assignment

Closer Look

...a world without diversity. There might not be conflict because everyone would think the same. On the other hand, there wouldn't be much to talk about. Conversations would be dull because we would all see things the same way. There would be no team sports because they require people to have different roles and skills. Everyone would have to like the same style and dress the same. There would be only one kind of music, one type of literature. Movies would all be the same. There would be only one way to fix food. Only one political party would be needed, but it wouldn't really matter because there would be no need to vote. Talk about boring!

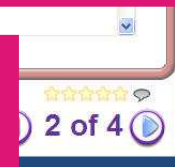
...ou really think about it, diversity makes our lives interesting. As you continue through this unit and the rest of the course, you will see the great diversity in the world. Not understanding this diversity and being afraid of it leads to stereotyping others and ultimately harms our ability to be successful as a species. Understanding and learning about different people and their cultures will help you be able to fight stereotypes in your own life and community. Ultimately, you should feel motivated to take action to help challenge stereotypes every time you encounter them.

Diversity is what makes us unique and interesting.

However, misunderstanding diversity can create fear, which leads to stereotypes.



Understanding other cultures can be challenging, but it's always worth it. Stereotyping is the easy way out - when we stereotype, we don't bother trying to learn about our differences.



Unit 4, Lesson 3: Closer Look

Imagine you're in a college classroom, participating in an interesting small-group discussion. And imagine that everyone in your group has the same background and experiences as you do. How many new things would you learn from the others in your discussion?



Now imagine your group to be diverse, full of unique people who come from different places and cultures. How many new things would you learn from the others in your discussion?



Unit 4, Lesson 3: Closer Look

Closer Look Work File

Name of the show, movie, product advertised, or title of article and where it was published	Description of the group being stereotyped	Explanation of the stereotype being portrayed	Your thoughts or feelings experienced while watching the program, hearing the lyrics, reading the article, etc.

1) Do you find it difficult to locate examples of stereotyping? Explain.
 2) Do you find a certain group stereotyped more frequently than others?
 3) What effect do you think consistent exposure to stereotypes has on an audience?

Don't forget to check the Rubric to see how you'll be graded.

Your editor has an important assignment for you. Over the next few days, you are to investigate various forms of media, such as television, movies, radio, print, etc. You must look objectively at the messages being presented in this media, and carefully examine it for stereotypes. Keep a diary of your investigation. **Your score on this assessment is determined by your effort. Please check the grading rubric.**



- Use the following work file to help keep accurate records of what you discover:
1. Name of the show, movie, product advertised, or title of article and where it was published.
 2. Description of the group being stereotyped.
 3. Explanation of the stereotype being portrayed.
 4. Your thoughts or feelings experienced while watching the program, hearing the lyrics, reading the article, etc.

Click here for the Work File, which is what you'll be completing to turn in as your assessment in the Drop Box.

Closer Look		100	4 hours
Student demonstrates understanding of stereotypes by documenting 5 examples found in media and other sources. Each example listed should provide the following:			
• Name of the show, movie, product advertised, or title of article and where it was published	2 pts.		
• Description of the group being stereotyped	5 pts.		
• Explanation of the stereotype being portrayed	5 pts.		
• Student's thoughts or feelings experienced while watching the program, hearing the lyrics, reading the article, etc.	5 pts.		
• Student provides complete responses to three open-ended questions	3 pts.		

Unit 4, Lesson 3: Closer Look



Here are some advertisements for popular household cleaning products.



Think about the commercials you've seen about household cleaning products. Now think about who is usually using the product.

Are women usually the ones demonstrating the product? Or is it mostly men?

WHY?!

Closer Look Work File

Closer Look Work File			
Name of the show, movie, product advertised, or title of article and where it was published	Description of the group being stereotyped	Explanation of the stereotype being portrayed	Your thoughts or feelings experienced while watching the program, hearing the lyrics, reading the article, etc.

Swiffer
WetJet
commercial
on TV.

Adult women

Cleaning product companies often use advertisements that show married stay-at-home moms using their products to clean up after their families. Rarely do these companies use men as the primary actor.

Write your reactions to the product/show you chose.

Want to know how these commercials make me feel personally? Give me a call, and I'll tell you ALL about it, LOL 😊

Closer Look Work File

What other stereotypes do you see portrayed repeatedly in the media? What are they based on? Ideas might include stereotypes based on:

Gender
Religion
Race
Ethnicity
Age
Culture
Body Type
Language
Neighborhood
Socioeconomic Status
Educational Background

And many more....





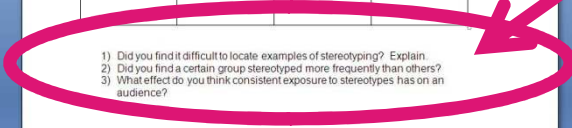
Closer Look Work File

Don't forget to answer these questions THOROUGHLY. Use complete, grammatically-correct sentences and paragraphs.

Closer Look Work File

Name of the show, movie, product advertised, or title of article and where it was published	Description of the group being stereotyped	Explanation of the stereotype being portrayed	Your thoughts or feelings experienced while watching the program, hearing the lyrics, reading the article, etc.

1) Did you find it difficult to locate examples of stereotyping? Explain
2) Did you find a certain group stereotyped more frequently than others?
3) What effect do you think consistent exposure to stereotypes has on an audience?



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Report

Closer Look

Submit Your Work

- When you are sure you have met the learning goals and each grading requirement of this lesson, submit your completed work file in the **Closer Look** assessment on the following page.

How will you be graded on this assessment?

Are all necessary pages printed and placed in your notebook?

Is all work saved on floppy, zip disk, or CD?

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Closer Look	Student demonstrates understanding of stereotypes by documenting 5 examples found in media and other sources. Each example listed should provide the following:	100	4 hours
	• Name of the show, movie, product advertised, or title of article and where it was published	2 pts.	
	• Description of the group being stereotyped	5 pts.	
	• Explanation of the stereotype being portrayed	5 pts.	
	• Student's thoughts or feelings experienced while watching the program, hearing the lyrics, reading the article, etc.	5 pts.	
• Student provides complete responses to three open-ended questions	3 pts.		

You can also find the Rubric in the Report Tab of every lesson.

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Assignment: [4.03 Closer Look](#)

Not submitted

None / Unlimited

Title	4.03 Closer Look
Details	Please refer to detailed directions in the lesson regarding what to submit.
Due Date	
Points Possible	100
Course Contribution	100
Submissions Allowed	Unlimited
Submission Number	0
Optional File Upload	<input type="text"/> <input type="button" value="Choose..."/>
Show all files I have uploaded (1 file(s))	
Student comments	<input type="text"/>
<input type="button" value="abc Spell Check"/> <input type="button" value="Add Audio"/> <input type="button" value="Add Video"/>	
<input type="checkbox"/> <input type="button" value="Submit for Grading"/> <input type="button" value="Reset"/> <input type="button" value="Submit"/>	

Choose your work file, type in any comments you may have and then click "submit for grading" before clicking the "submit" button.

Submit your completed Work File.



Contact Information

Ms. Amber Sage
Global Studies Instructor
Florida Virtual School

239-443-5331 office
239-464-4181 text
(text line is to be used ONLY for texts please.)

Tutorial Website: www.flvsgs.weebly.com

Appointments: <http://tiny.cc/sageappt>

