

## **Building Language Skills with The Seattle Times**

Article: **Mom's influence leads to 'changing the face of beauty'**

Print Replica: **Sunday, March 5, 2017**

Section: **NW Arts & Life, H6**

### **Standard:**

CCSS.ELA-LITERACY.RI.5.10

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

### **Key Ideas and Details:**

CCSS.ELA-Literacy.RI.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.RI.4.3

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

### **Objective:**

Students will practice their reading skills to explore how the author uses reasoning and evidence to support specific points in the text by using deeper level questions and connecting the content to their personal lives.

**Pre-Reading:** Get into pairs and go through these questions together. Be prepared to share with the larger group.

- ***What do you consider to be beautiful? Why?***
- ***How does the media portray beauty?***
- ***Does your version of beauty and the media's portrayal contradict one another? Why or why not?***
- ***Do you think media needs to 'change the face of beauty' in America? Why or why not?***
- ***Do you see people with disabilities represented in our media? Why or why not?***
- ***What inspires you to create change?***

## **Vocabulary:**

Look up the definitions for the following words. Write definitions in the space provided, using your own words. Get into pairs and take turns telling your partner the definition of these words without looking at what you wrote.

“Some of the lack of ***inclusion*** from talent agencies is due to long-standing ***stereotypes*** about people with disabilities not being able to perform well. Another reason is that talent agencies may be fearful of offering up a person with disabilities if one is not specifically requested.”

## **Inclusion:**

## **Stereotypes:**

## **Building Language Skills:**

When you encounter a word that you don't know, you need to use *context clues* to help you figure out what that word means. It helps you better understand and analyze what you're reading.

Use *context clues* in the following sentence to guess what the word means. Write your guess in the space below. Then, look up the word using a dictionary and write the definition, using your own words.

“For her part, Williamson is working to cast people with disabilities in the background of as many scenes as possible. She believes that in doing so, the public will become so ***accustomed*** to seeing people with special needs as part of the landscape that they will eventually not do a double take when the same people are seen in main roles.”

## ***Your guess:***

## ***Definition:***

## **Comprehension:**

1. For five years, Katie Driscoll of Palos Park, Ill., worked day and night trying to persuade retailers to do what?
2. She emailed, called and met with dozens of corporations that told her “no” — what did she do then?
3. The organization has landed big-name corporate partners. List a few that were names in the article.

4. While companies may be showing interest in hiring people with disabilities as actors or to promote their products, another setback still exists. What are those obstacles she's facing?

**Post-Reading Class Discussion or Journal Writing Assignment:**

- **What role does the media play in shaping how the general public views beauty?**
- **How do you think stereotypes influence how people treat others?**
- **Why is it important to be inclusive? Why should all people, including those with disabilities be in print media and on TV?**

