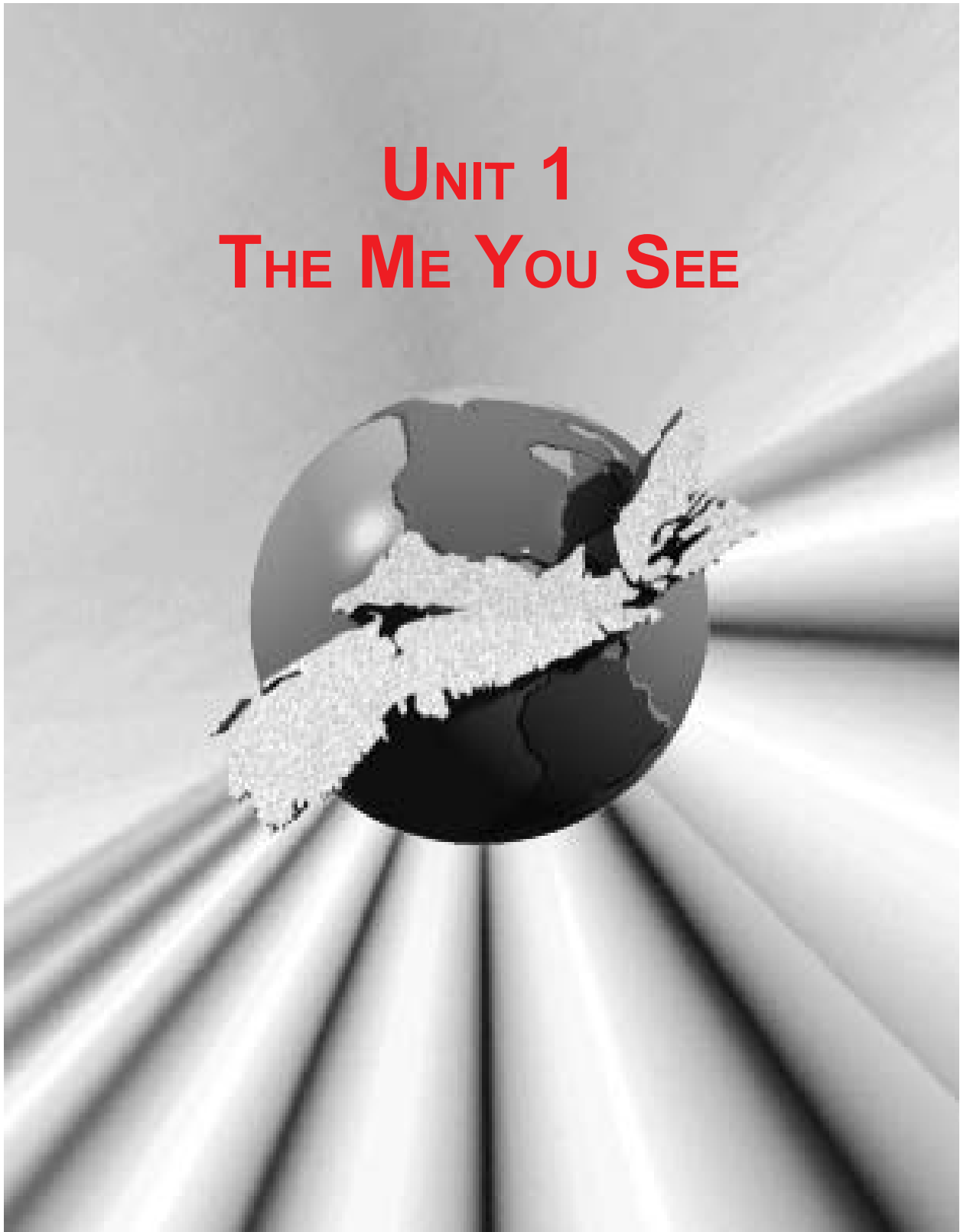


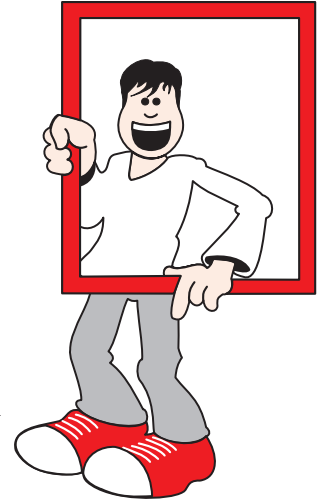
**UNIT 1**  
**THE ME YOU SEE**





# UNIT 1

## THE ME YOU SEE



### INTRODUCTION

Unit 1 examines physical appearance and the effects that it can exert on our lives. The first story, *Flowers and Freckle Cream*, describes how a teenager tries to change one aspect of her physical appearance that she does not like. The second, *I Want To Be Beautiful So Bad It Makes Me Sick*, discusses why many people, particularly teenagers, become sick through eating disorders such as bulimia and anorexia. In *The Case for the Defence*, physical appearance is crucial to defending a person on trial, but it is also deceptive. *Thank You M'am* is a classic story of ‘you can’t judge a book by its cover.’ In this story, what a

person looks like on the outside hides what they are like inside. The final story, *Another Shot at Life*, is a different version of looking beyond what we initially see—this time, looking beyond a person’s physical limitations to see what they are really like.

### PERSONAL ACCOUNT:

#### WHAT MESSAGE?

My 16-year old daughter came out of her bedroom one school day morning wearing a very tight tank top, an incredibly short skirt, a pair of high-heeled shoes and black over-the-knee socks. She said to me, “How do I look?” and I said, “What message are you trying to give?” She said, “What do you mean?” to which I replied, “Right now, with that top, all anyone will notice is your chest. Is that the message you’re trying to give?” She flounced back into her bedroom and came back out, dressed in blue jeans and a rugby shirt. “How’s this?” she asked. I said, “Just fine.”

---

*The frog tried to look as big  
as the elephant, and burst.*  
**African Proverb**



## GETTING STARTED

On page 3 of this manual are a number of statements about how some people feel about their outer appearance. Read each statement and rate it on a scale of 1 to 5, according to whether or not you agree.

There are no right or wrong answers. This quiz gives you the opportunity to start thinking about the different ideas which will be discussed later in the unit. You will have the opportunity to reflect on these statements again at the end of the unit.

There are **six** assignments in this unit. You must complete Assignment 1, **three** of the remaining assignments, **and** the Final Unit Activity. Each assignment deals with one of the stories or poems in your anthology, *On Common Ground*. Before you start the unit, **read** all the selections listed here and decide which three you like best. Then complete the assignments for those selections.

*Flowers and Freckle Cream*  
page 2



*I Want to Be Beautiful So  
Bad It Makes Me Sick*  
page 7



*The Case for the Defence*  
page 12



*Thank You, M'am*  
page 26



*Another Shot at Life*  
page 44



## UNIT 1 SELF QUIZ

Complete this quiz **BEFORE YOU READ** any of the selections for this unit. Read each statement below and rate it on a scale of 1 to 5, according to whether or not you agree with the statement. Place your rating for each statement in the **Pre-Rating column**.

When you have finished Unit 1, take the quiz again, this time placing your ratings in the **Post-Rating column**. Then complete the Final Unit Activity, and send this quiz to your marker along with the rest of your assignments in Unit 1.

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5  
 Strongly Disagree No Agree Strongly  
 disagree opinion agree

**Pre-Rating**      **Statement**      **Post-Rating**

\_\_\_\_\_ It is important to feel good about yourself. \_\_\_\_\_

\_\_\_\_\_ Other people judge you by your appearance. \_\_\_\_\_

\_\_\_\_\_ Advertising appeals to our insecurities about our appearance. \_\_\_\_\_

\_\_\_\_\_ There is too much emphasis in school on appearance. \_\_\_\_\_

\_\_\_\_\_ Physical activity and exercise are good ways to get to know other people. \_\_\_\_\_

\_\_\_\_\_ To be popular, males have to be well built and muscular. \_\_\_\_\_

\_\_\_\_\_ To be popular, girls have to be slim and cute. \_\_\_\_\_

\_\_\_\_\_ How you feel about yourself is reflected in your appearance and clothing. \_\_\_\_\_

\_\_\_\_\_ It's important to wear clothes that are the same as those of your age group. \_\_\_\_\_

\_\_\_\_\_ All students, whatever their physical abilities, should play some kind of sport. \_\_\_\_\_

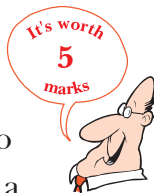
Tear out and send to your marker with your assignments for Unit 1

## ASSIGNMENT 1: GETTING TO KNOW YOU

In this English course, you will have many opportunities to practice your writing, reading, speaking, viewing and thinking skills. This first assignment gives you the opportunity to share some information about yourself with your marker. You will be asked to describe your current reading, writing and viewing habits, and to tell your marker a little bit about yourself. In the process, you might discover just how much you do—or don't—read, write and view. Your marker might make suggestions regarding books, films, or writing activities that you might enjoy based on the information you provide.

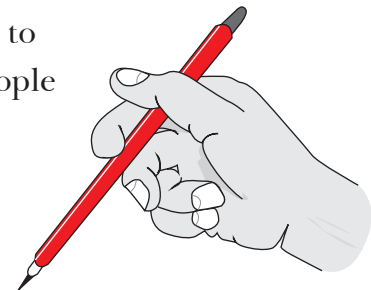
### 1. WRITING INVENTORY

How much writing do you do in a typical day? On the right is a list of different kinds of writing. Place a check mark beside each statement that applies to you. From the items you have checked, send to your marker a list of the 10 kinds of writing that you do the most. You may add other kinds of writing that are not on this list.



In a typical day, I do the following types of writing:

- phone messages
- grocery lists
- lists of homework assignments
- homework
- addresses from the TV (where to order the latest product)
- personal letters
- e-mail correspondence
- requests for information at the library
- requests for information on the computer
- note taking at school
- note taking from the internet
- diary entries
- greeting cards (birthday, Christmas, thank you, etc.)
- doodling
- personal writing—poetry, short stories, stories
- messages to other people



## 2. READING PROFILE



We read for many reasons. We read for information, we read to learn, and we read for enjoyment. Do you read much? What kinds of material do you read? On your note paper, complete as many of the following sentences that apply to you.

My favourite author is \_\_\_\_\_

My favourite kinds of novels are \_\_\_\_\_

My favourite novel is \_\_\_\_\_

My favourite section of the newspaper is \_\_\_\_\_

My favourite kind of reading is \_\_\_\_\_

One person I know who reads a lot is \_\_\_\_\_

That person likes to read mainly \_\_\_\_\_

I read mainly to:

- entertain myself   
  entertain family or friends   
  find out information  
 occupy time   
  complete school work  
 other reasons (please list) \_\_\_\_\_

In my home you would find the following kinds of reading material:

- |                                      |  |   |
|--------------------------------------|--|---|
| <input type="checkbox"/> novels      | <input type="checkbox"/> encyclopedias     | <input type="checkbox"/> short stories      |
| <input type="checkbox"/> newspapers  | <input type="checkbox"/> magazines         | <input type="checkbox"/> dictionaries       |
| <input type="checkbox"/> poetry      | <input type="checkbox"/> non-fiction books | <input type="checkbox"/> catalogues         |
| <input type="checkbox"/> comic books | <input type="checkbox"/> biographies       | <input type="checkbox"/> flyers from stores |
| <input type="checkbox"/> letters     | <input type="checkbox"/> internet          | <input type="checkbox"/> CD ROMs            |

add others \_\_\_\_\_

\_\_\_\_\_

## 3. VIEWING

We're always looking at something—whether it's movies, videos, photographs, billboards, video games, sports games, people in a crowd, or beautiful scenes from nature. Think about a time recently when you viewed something that made an impression on you and stayed in your memory.



- a) Describe what it was that you viewed.
- b) Why was it memorable for you? (Did it make you happy, sad, angry, etc.? Did it remind you of someone or something?)

## 4. LETTER TO YOUR MARKER

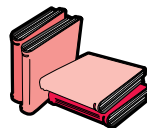
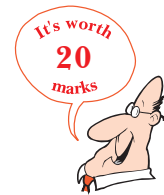
Your marker now knows something about your tastes in reading, writing and viewing. There are a few other things that your marker would like to know about you. Write a letter to your marker of about **150 words** sharing some information about things that are important to you. Here are some suggestions of what you *might* include. You can choose to include other things if they are important to you.



1. What is your full name? Is that name significant (eg. named after your grandfather; your mother's favourite actor, etc.)? Do you have a nickname?

2. Where have you lived before (or where are you living now)?
3. Who else is in your family?
4. What schools have you attended? How do you feel about school?
5. How do you spend your free time? Do you have any hobbies? Do you belong to any clubs or groups? Do you have a part-time job or do you help out in your community?
6. How would you describe yourself (your looks, your favourite clothes, your personality)?

## ASSIGNMENT 2: FLOWERS AND FRECKLE CREAM



**Read** *Flowers and Freckle Cream* on page 2 in your anthology as well as the personal account, "Hair Care," on pages 8-9 of this manual. Answer the following questions in Proper Answer Form. Use the ideas from the story and the personal account you have just read, as well as your own personal experiences.

1. Can you tell what a person is like by appearance alone? Explain your answer.
2. What are **five** ways to say someone is physically attractive?



3. What are **five** ways to say that someone is physically unattractive?
4. What kind of ‘looks’ do kids your age have? Is there more than one kind of ‘look’? What does a person communicate to others by assuming that ‘look’?
5. Do movies or TV portray ‘perfect looking’ people? Give at least **two** examples of people in the movies or TV that you think have perfect looks and explain why you think they are perfect looking.

### PROPER ANSWER FORM

Proper answer form is when you answer a question so that the reader knows exactly what question you are answering.

*Question:*

How important are designer label clothes to your friends?

*Answer:*

Designer label clothes are very important to my friends.

*Question:*

Do you have to be slim and cute to be popular? Explain your answer.

*Answer:*

You do not have to be slim and cute to be popular. If you have a good sense of humour and are fun to be with, others will enjoy being around you. You can be slim and cute and still be boring.

**Notice** that the underlined part of the answer repeats the underlined part of the question. You include part of the question in your answer so that:

- ✓ you do not have to copy the question, and
- ✓ your marker knows exactly what question you are answering.

### PERSONAL ACCOUNT:

#### HAIR CARE

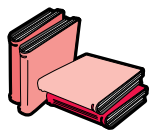
When I first started teaching, it was at a boarding school in Papua New Guinea. A new magazine called *Ebony* had just been placed in the school library and was very popular with all the students because it dealt only with people of colour. It was printed in the United States and all the stories and advertisements reflected life in the States.

One of my students, Florrie, was in her final year of high school. She became convinced that the only thing stopping her from becoming popular with the boys was the fact that she didn’t have straight hair. One of the advertisements in *Ebony* showed a product that straightened hair. Florrie desperately wanted it. I was the only person on staff that could get it for her because, as she said to me, “It’s the same place, isn’t it?” when I tried to tell her that I was from Canada.

She saved up her money and I wrote to my mother asking her if she could find this particular hair care product. My poor mother ended up going from Sault Ste. Marie, Ontario into Sault Ste. Marie, Michigan looking for it. She found it, but then had to package and send it air mail. When it at last arrived, Florrie took it back to the dorm and tried it. Of course, it didn't work, but I don't think Florrie was that disappointed. She had found a boyfriend, anyway, despite her curly hair.

I saw her a few years later when she visited with her two children, both with curly hair. I asked if she would ever try to straighten their hair. She just looked at me and laughed.

### ASSIGNMENT 3: *I WANT TO BE BEAUTIFUL SO BAD, IT MAKES ME SICK*



**Read** *I Want To Be Beautiful So Bad, It Makes Me Sick* on page 7 in your anthology, as well as the articles, “Eating Disorders” and “Eating Disorders Are a ‘Secret Shame’” on pages 9-11 of this manual. Use the information you have just read and any personal experience you may

have had with eating disorders to complete the following assignment.

Imagine you are a relative or a friend of someone with an eating disorder (anorexia or bulimia). Write **five** diary entries each one about a week apart showing how the illness is affecting the person you care about. Each diary entry should be about **50 words**. You can describe the physical changes you see in the person, what the person eats, how the disorder is affecting them emotionally, what the person says about themselves, how the changes are affecting you, etc.

#### EATING DISORDERS

**Anorexia Nervosa:** Anorexia is an emotional disorder characterized by a refusal to eat that results in excessive weight loss. Most women and an increasing number of men are motivated by the strong desire to be thin and a fear of becoming obese. Anorexics consider themselves to be fat, no matter what their actual weight is. Often anorexics do not recognize they are underweight and may still ‘feel fat’ at 80 pounds. Anorexics close to death will show you on their bodies where they feel they need to lose weight. In their attempts to become even thinner, the anorexic will avoid food and taking in calories at all costs, which can result in death. An estimated 10 to

20% will eventually die from complications related to the disorder.

**Bulimia Nervosa:** Bulimia is an eating disorder characterized by a cycle of binge eating followed by purging to get rid of unwanted calories. A binge is different for all individuals. For one person a binge may range from 1000 to 10000 calories, for another, one cookie may be considered a binge. Purging methods usually involve vomiting and laxative abuse. Other forms of purging can involve excessive exercise, fasting, use of diuretics, diet pills and enemas.



#### EATING DISORDERS ARE A 'SECRET SHAME'

Traci Healy spent 10 years battling eating disorders so devastating she once ended up on a respirator, developed nerve damage and had to use a cane. She was vomiting 30 times a day at her worst and weighed less than 100 pounds.

But a year ago, when she turned 29, she reached a turning point and, with therapy and support, has finally put what she learned during years of treatment into practice. Today, she says, her nightmare with food, weight and body image is over.

“I don’t know what was the turning point. Maybe I just got tired of being sick,” she says. “I know I have found myself again. But I get so angry when I see magazines and . . . the ideas of what a woman is supposed to look like are so distorted.”

Healy now speaks out about what she once considered her “shame and secret” and wants people to know that they can recover from eating disorders. Getting help is a must, she says.

Karin Davis, 27, of Toronto, a recovered anorexic and bulimic, agrees. She helped organize a conference for the National Eating Disorder Information Centre. As a teen, Davis was a star athlete and student who aimed for perfection. At the worst phase of her eating battle, she compulsively exercised for hours and starved herself to more than 60 pounds below her present weight.

“We don’t have normal ideas about food in our society. Or body image. It’s got to change,” she says. It took Davis seven years of therapy but she made it.

Studies by the Toronto Hospital have found 0.6 per cent of women aged 18 to 45 are clinically anorexic, up to two per cent of women that age have clinical bulimia, and four per cent have a partial syndrome. These

disorders are 10 times more common in females than males.

Binge-eating disorder, where a person binge eats but does not starve or purge afterward, affects the same number of women as bulimia. About 60 per cent of people with this disorder are women, 40 per cent men.

Eating disorders need to be treated on a biological, as well as a psychosocial basis, says Dr. Allan Kaplan, head of Toronto's eating disorders program. This includes family support, individual and group therapy, and nutritional counselling to restore normal weight, he says.

The disease profoundly damages the body's and brain's chemistry, affecting moods and cognitive function. "You have to try and get these elements back in order through a healthy body weight before significant treatment . . . can be tackled," Dr. Kaplan says. "Unless you do, it is like trying to counsel someone who is drunk. Not possible."

People are rarely admitted to hospital against their will to be force-fed, Kaplan says.

"That may happen once a year here," he says. "It is management to save a life . . . and would take place in intensive care."

Experts have a good picture of the risk factors. Being female is one. Genetic factors—including a family history of substance abuse, obsessive personalities, depression and eating disorders—are others. People with eating disorders have low self-esteem and a poor sense of identity. Often they were considered overweight at one time. They often feel that they had to parent their own parents and also feel they have little control over life.

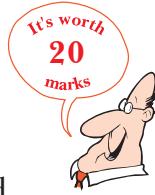
And they usually are uncomfortable with their sexuality, sometimes as a result of sexual abuse. About 30 per cent of people with eating disorders have been sexually abused, versus 13 per cent in the general population, Kaplan says.

Their families usually stress looks and weight. This, combined with society's pressure to be thin, leads them to believe they would be happier if they were thinner. This starts a cycle of disordered eating and/or weight loss. Chronic dieting, starvation and binging lowers their metabolism and they spiral into more disturbed eating patterns.

[Source: *Chronicle Herald*, February 11, 1998]

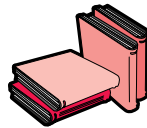


## ASSIGNMENT 4: THE CASE FOR THE DEFENCE



The first two selections you read discuss ways that people try to change their appearance. This selection explores how physical appearance can make someone appear to be different from what they really are.

**Read** *The Case for the Defence* on page 12 in your anthology



and listen to the story on the tape that comes with the course. The author, Graham Greene, is a well-known English writer who was obsessed with the idea of evil. After reading this short story, you can see that Greene believes that, despite the justice system, evil can always be with us. Greene believes that some

people are just evil, that no amount of character building can change them for the better.

Complete the following assignment:

1. Brainstorm different kinds of evil in the world and write your ideas in random order on the page. Include examples of evil from *The Case for the Defence*. Circle the **five** kinds of evil you feel strongest about in red. If you want to see what a brainstorm looks like, check out page 19 of this manual.
2. Explain in **two sentences** why you feel strongly about the kinds of evil you chose.
3. Clip **five** headlines from the newspaper that demonstrate the existence of evil in the world. Underline the key

### Tips for Taping



Before you record, read the article to yourself. Make sure you understand what it is about. If you wrote the article yourself, make sure it is written the way you want it.



Read the article out loud to make sure you can pronounce all the words. Practice saying any words you have difficulty pronouncing.



Underline any words, phrases, or sentences that you want to emphasize.



When you record, read slowly, pausing at the end of each sentence.



Read in a clear voice so that the listener is able to hear each word.

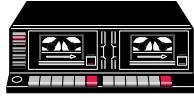


Pronounce the endings of words (d's, t's, p's, etc.).



word(s) in the headline that names the evil or write under the headline what the evil is.

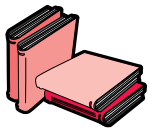
4. Select the part of the story that you think is the most evil and record that part on a cassette tape. Also on the tape, record an explanation of why you believe this part is the most evil. Before you tape your reading, review the “Tips for Taping.” Be sure to record the name and number of your assignment at the beginning of the tape so that your marker knows which assignment it is.



### ASSIGNMENT 5: *THANK YOU, M'AM*



“Appearances can be deceiving.” “You can’t judge a book by its cover.” We hear these sayings all the time. Deep down we know that they are true, but often we make judgments on the spot and don’t bother to spend the time to see what’s underneath.



**Read** *Thank You, M’am* on page 26 in your anthology.

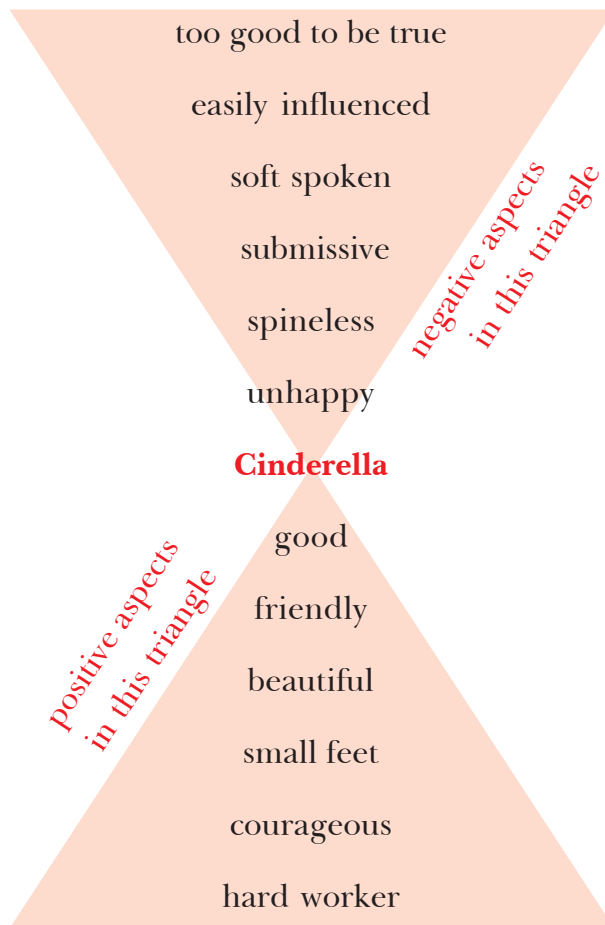
The opening paragraph of this selection describes a scruffy looking teenager who has tried to steal an old lady’s purse. Our sympathies are immediately with the old lady. As the story unfolds, it turns out that there is more to

the teenager than his dirty face, tennis shoes and blue jeans. There is certainly more to the little old lady. What people are really like often isn’t evident from first impressions.

Complete the following assignment.

1. Brainstorm everything you can think of about Roger’s character (including both positive and negative characteristics).
2. Choose some of the ideas about Roger’s character that you listed in question 1 and arrange them in a triangle form poem that is written in free verse (does not rhyme or have a set rhythm). Look closely at the sample poem on the next page and compose your poem so it looks the same. Notice that the smallest words are placed closest to the title and they gradually get longer as they move outward.
3. Create a triangle poem like the one you created for Roger, this time describing how you think you appear to other people. In the positive aspects triangle, include your strengths. In the negative aspects triangle, include those features that you would like to change.

## SAMPLE TRIANGLE POEM



*You may change the clothes,  
you cannot change the man.*

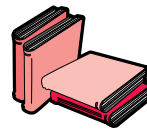
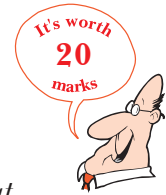
**Unknown**

*The fear of becoming a “has been”  
keeps some people from  
becoming anything.*

**Eric Hoffer**



## ASSIGNMENT 6: *ANOTHER SHOT AT LIFE*



**Read** *Another Shot at Life* on page 44 in your anthology and “Another

Hero,” a brief account of Rick Hansen’s Man in Motion Tour on page 15 of this manual. These selections show physical ability does not have to limit what people can do with their lives. Often when we look at people with disabilities, we only see the disability. We don’t see the whole person; we don’t acknowledge their dreams, their abilities and their achievements.

Complete the following assignment.

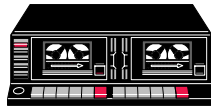
1. In a paragraph of about **50 words**, describe what you admire most about the boy in the story, *Another Shot at Life*.
2. Write a speech of about **200 words** that pays tribute to someone who has not let a disability stop them from achieving success. The person can be someone you know or it can be a fictitious (made up) person. Explain some of the physical obstacles or emotional difficulties (teasing, isolation, etc.) the person has experienced and how he or she has worked to overcome them and achieve their goals.

### Speechwriting

Good speeches have the following:

- the beginning hooks listeners with an example, an anecdote, a quotation or a dramatic question
- the language is appropriate for the audience and the occasion
- the information is clearly organized and easy to follow
- short sentences are inserted between long ones for variety
- key words and phrases are repeated for effect
- where appropriate, humour can be used for effect

3. Record the speech on a cassette tape and send the tape and the written speech to your marker. Before you tape, review “Tips for Taping” on page 12 of this manual. Be sure to record the name and number of your assignment at the beginning of the tape so that your marker knows which assignment it is.



If you chose to complete Assignment 3, you can use the same tape for this assignment.

### ANOTHER HERO:

#### RICK HANSEN'S MAN IN MOTION TOUR

A story of 94 gloves, 126 tires and 1 indomitable spirit

When he was told he would never walk, he swore he would never be still. And for two years, two months and two days, at an arm-numbing 9,000 wheel turns a day, he pushed himself around the world. Travelling over 40,000 kilometres through over 30 countries, he raised over 20 million dollars in donations for spinal cord research and rehabilitation. And today, Canadian Rick Hansen is still a man in motion and the constant proof that courage knows no handicap.



*I have often thought it would be a blessing if each human being were stricken deaf and blind for a few days at some time or other during his early adult life. Darkness would make him more appreciative of sight; silence would teach him the joys of sound.*

**Helen Keller**





**FINAL UNIT  
ACTIVITY**

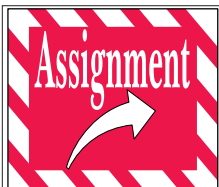


Now that you have spent some time reading and thinking about how people view their outer appearance, go back to the quiz at the beginning of Unit 1 (page 3). Read each statement again and rate it on a scale of 1 to 5, according to whether or not you agree. This time, put your rating in the Post-Rating column.

about outer appearance. Were there any differences in your Pre-Rating and Post-Rating scores? If so, for which statements did you change your mind? Why do you think you changed your mind? What selection(s) made an impression on you; that is, what selection(s) affected you in some way? How did the selections affect you and why? You can add any other opinions or thoughts that you have about this unit in your freewrite.

Now reflect on what you read and learned in this unit. In a freewrite of about **150 words**, discuss what you have learned

**Note:** To get full marks you must support your answers with ideas, opinions and references to the selections that you have read in this unit.



When you have completed Unit 1, send the following to your marker:

	Value
<input type="checkbox"/> Student Background Form	
<input type="checkbox"/> Assignment 1 - Getting to Know You (Compulsory) .....	20
<b>three</b> of the following assignments:	
<input type="checkbox"/> Assignment 2 - Questions .....	20
<input type="checkbox"/> Assignment 3 - Five diary entries .....	20
<input type="checkbox"/> Assignment 4 - Brainstorm, questions, clipped headlines and taping .....	20
<input type="checkbox"/> Assignment 5 - Brainstorm and two triangle poems .....	20
<input type="checkbox"/> Assignment 6 - Paragraph, speech and taping .....	20
<input type="checkbox"/> <b>and</b> the Final Unit Activity (Compulsory) .....	20
<b>TOTAL</b> .....	100

Do not wait to get Unit 1 back from your marker. Go on to Unit 2 right away. Have you started reading your novel for Unit 3 yet?