

Table of Contents

Rationale	 3
Unit Goals	8
Standards	9
Unit Texts	12
Assessment	.13
Calendar	14
Day-by-Day	16
Bibliography	30
Annendix	3:
трренил	 .J.

Rationale

Overview

The focus of this unit will be on gender representations and expectations in our society, from the perfect housewife to the hyper-masculine male to the "fabulous" gay man. As these 12th grade students prepare to go on to college or go out into the world, they will be further immersed in a culture that has certain definitions for how men and woman should behave. Tackling this question now will leave them better prepared to critique the various roles and pressures that will be pushed upon them, have already been pushed upon them.

The overarching focus of the entire course is "critiquing images." Other topics that will be explored include advertising, satire, racial and cultural depictions, and workshops in creative writing that will allow the students to present or critique images in a variety of forms (poetry, short story, essay, memoir). Students will be expected to write, speak, and otherwise express critical and informed opinions about different perceptions, generalizations, and manipulations that exist in the real world throughout the course. Gender was selected as the first topic because it is in some ways the easiest to understand and discuss – most everyone has been effected by gender roles in one way or another – and because there is such a diverse wealth of materials that can be utilized.

Throughout the unit, we will assess gender representations in a variety of texts, from novels to commercials to film to philosophy. Students will discuss not only popular perceptions of gender but their own experiences with gender roles and stereotypes, and will interact with gender through discussion, group assignments and presentations, and finally an essay in which they give an extended definition of a gender stereotype. The essential questions for the unit are as follows:

- 1. What gender stereotypes and expectations exist today?
- 2. What exceptions to these restrictions exist?
- 3. How have you experienced gender roles in your life/culture/society?
- 4. What possibilities are there for eliminating these restrictions?

The unit will include whole class discussions, small group discussions, literature circles, blog posting, and a final essay where students tackle at least one gender representation and how to potentially solve it.

Text Selection

Students will be examining a wide variety of texts for this unit. As the two first goals ask students to explore and assess texts for their depictions of gender, it is important to provide students with a wide range of media. In her book *Integrated Literacy Instruction* (2004), Pamela Carroll argues that the term literacy should have "as broad a definition as possible" so that students "learn to give critical attention not only to linguistic and numeric symbols but also to graphic, musical, dance, and multimedia representations of ideas as they work to make sense of the world they inhabit" (p. 11-12). With this in mind, I have put together a unit that incorporates novels, short stories, poetry, music, film, commercials, magazines, editorials, graphic novels, and philosophical essays. The use of different types of texts not only helps students gain a more complete image of gender in our society, but it helps them to become more literate in a variety of textual forms. It was also important to incorporate a variety of cultures, and as such this unit includes pieces written by men and women, African Americans, homosexual men and women, Latino writers, white writers, and a Middle Eastern writer.

For the main text, I selected Ira Levin's *The Stepford Wives*, primarily because I think it provides interesting depictions of both genders: the women as either progressive, quirky quasi-feminists or busty, dull housewives who believe their role is important, and the men as sinister, cowardly, murderous would-be masters who only want obedient wife-objects. The term "stepford wife" is one that is widely known, and still used today in reference to people or towns that are just a little too perfect or ideal. There was also a recent 2004 film adaptation of the novel that made radical changes to the original text, which could lead to interesting discussions about differences between then and now. The Stepford Wives is not widely read now, but I feel that it is still a relevant text that can begin the discussion on gender; it is also a shorter text at 115 pages, meaning that it can be read in a relatively short amount of time by my 12th grade students.

The literature circle texts I selected are all unique and will appeal to different students. *Y the Last Man* and *Persepolis* are both graphic novels; *Y* is about an epidemic that leaves only one man on an earth populated only by women, while *Persepolis* is the memoir of a girl growing up in revolution-torn Iran. Graphic novels are nontraditional texts, but as Teri Lesesne (2007) argues in her article "Of Times, Teens, and Books":

"Reluctant readers...often find the visual scaffolds are the hook they need to enjoy the reading experience. Graphic novels...can contribute much to students' understanding of how to go beyond a simple reporting of information to a more creative way of providing explanation" (p. 67).

The other selections include *In Our Time* by Ernest Hemingway, a more traditional text and a collection of short stories that focus mainly on masculinity and will appeal more to male students; *Psyche in a Dress* by Francesca Lia Block is an epic poem that modernizes Greek myth and details the journey of one woman through various female roles. *I Was Amelia Earhart* by Jane Mendelsohn discusses the break down of gender roles and the building on an equal relationship; *A Streetcar Named Desire* by Tennessee Williams is a play that features a hyper-masculine man's attempt to keep control of his wife in the face of her rebellious sister. Each of these texts has something unique to offer, as I strongly believe that individual students have individual interests and should be able to pursue them (Lesesne 2008, p. 79). My goal in choosing texts was to build a selection that talked about gender in a variety of ways.

I chose to incorporate philosophical essayists such as Simone de Beauvoir because I believe that they bring something new to the discussion; while these texts are more difficult to navigate, they can help readers to think about gender in different ways than they might have on their own. These texts will require more guidance, but they will expand the discussion, particularly in the area of finding solutions to the issue of gender restrictions in our society. They will also push students to really think about how they feel about gender – do they agree that it is constructed by society? Do they see men as knowing oppressors as women? Is the only truly free woman a lesbian? These are difficult questions that should be asked of students.

Finally, we will examine a variety of media sources, including film and commercials. Because these are two types of texts that students consume at a high rate, I feel that it is important for students to critique and analyze them for the subtle and obvious representations they provide.

Assignments and Assessments

There are four major aspects of this unit: blog "think pieces," class discussions, literature circles, and the extended definition essay. Incorporating these four assignments/activities will help students assess gender individually and in a group, using personal experience, texts they read in class and find on their own, and projects that push them to identify, analyze, and discuss representations.

The blog think pieces are open-topic posts that students must make once a week. In her article "Unleashing Potential with Emerging Technologies," Sara B. Kajder (2007) discusses good practices for running a class blog. First of all, these blog posts "cannot be compulsory...they are artifacts born out of lively interest" (p. 219). With this idea in mind, the blog posts students must make do not have an assigned prompt; they will merely be asked to discuss something that was brought to mind by the week's classes. Instead of a summary of our discussions, the blog posts serve as a "synthesis" (Kajder, p. 218) of what the student found interesting of compelling. As long as they write at least 500 words and show that they are critically engaging with a topic, they receive credit for their posts. Each weekend students must respond to at least two peers' posts, to foster discussion and expose the students to different viewpoints and threads of thinking. This is an assignment that students were introduced to during the last unit, and as such one they have grown more comfortable with as they move into this unit.

Class discussions will be run in a variety of ways, from whole class discussions to small group discussions to fishbowl activities to skits and visual depictions of student thought. The goal is to give students a variety of ways to interact with each other and think about gender without the subject becoming monotonous or formulaic. Having a variety of discussion forms will also help shift the level of responsibility students will have: a whole class discussion is not very demanding, but a fishbowl activity, in which only six students talk while the rest of the class listens, places more responsibility on their shoulders (Smagorinsky 2008, p. 33-4).

Literature circles will push students to interrogate the text on their own without the teacher's guidance. As Carroll (2004) argues, this assignment "allows individuals to create and retain their own readings, while it provides them with access to a group of others with whom they can bounce around ideas" (p. 102). Students will not only take on different roles such as leading discussions, illustrating important moments in the text, and analyzing important symbols, but they will also put together a multimedia presentation in which they present the different gender representations in their text, preparing them for their final paper.

Finally, students will write an extended definition essay in which they select one or more gender representations, define it/them, come up with examples and exceptions, and finally propose a solution that would reduce the stereotype. This type of essay is useful because, as Peter Smagorinsky (2008) argues in his book Teaching English By Design:

"through the process of defining and illustrating discrimination, students can help clarify for themselves how to evaluate social interactions they personally engage in and those they observe in their day-to-day lives, the news media, and other sources" (p. 77).

This type of assessment will push students to pull together all of the elements of this unit: exploring different texts for representations by coming up with relevant examples and details, critiquing the image of gender, and suggesting reasonable ways to break down gender restrictions.

Goals and Objectives

I. Students will explore a variety of texts that feature or question gender roles and stereotypes.

- a. SWBAT identify cases of gender representation in class texts.
- b. SWBAT explain how a text represents gender via oral discussion and blog posts.
- c. SWBAT list common representations in a graphic organizer.
- d. SWBAT give examples of modern texts (TV, video games, film, fiction, current events) that include gender representations.

II. Students will assess a variety of texts for the perceptions of gender the texts present.

- a. SWBAT critique gender representations in different texts to decide whether or not the representation is a stereotype or a fair depiction.
- b. SWBAT rewrite texts to change the original representations.
- c. SWBAT compare and contrast common representations by referencing their graphic organizers and writing short essays.

III. Students will express their own opinions and experiences with gender roles and stereotypes through discussion and writing.

- a. SWBAT relate instances of gender stereotypes/exceptions in their own life/culture/society through discussions and blog posts.
- b. SWBAT describe day-to-day instances where they observe/experience stereotypes/exceptions.
- c. SWBAT write an extended definition of gender representations using philosophy, in class texts, personal experiences, and media examples.

Common Core Standards

Literature:

- 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- 2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- 3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- 4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- 5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- 6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
- 7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
- 10. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

Informational Text:

- 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- 2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- 3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- 5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- 6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
- 7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Writing:

• 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- o Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the argument presented.
- 2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and
 information clearly and accurately through the effective selection, organization, and analysis of
 content.
 - Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- 7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes

Speaking and Listening

- 1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
 - Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
 - Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- 2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- 4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- 5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Unit Texts

Main Text

The Stepford Wives by Ira Levin

Literature Circle Texts

Y the Last Man by Brian K. Vaughan
In Our Time by Ernest Hemingway
Persepolis by Marjane Satrapi
Psyche in a Dress by Francesca Lia Block
I Was Amelia Earhart by Jane Mendelsohn
A Streetcar Named Desire by Tennessee Williams

Short Stories

- "Bernice Bobs Her Hair" by F. Scott Fitzgerald
- "Brief Interviews with Hideous Men" by David Foster Wallace [from Brief Interviews with Hideous Men]
- "Soldier's Home" by Ernest Hemingway [from *In Our Time*]
- "Two Words" and "The Judge's Wife" by Isabelle Allende [from *The Stories of Eva Luna*]
- "Girl" by Jamaica Kincaid

Poetry

"Phenomenal Woman" by Maya Angelou

Essays

- "Introduction to *The Second Sex*" by Simone de Beauvoir
- "Chapter 1" from *The Feminine Mystique* by Betty Friedan
- "One Is Not Born a Woman" excerpt by Monique Wittig
- "Introduction" and "Epilogue" from Manhood in America excerpts by Michael S. Kimmel
- "Introduction" from Be a Man!: Males in Modern Society by Peter N. Stearns
- "Introduction" and "Sexuality" from The Politics of the Veil by Joan Wallach Scott
- "A very Straight Gay" from Masculinities by R.W. Connell
- "On Being Young-a Woman-and Colored" by Marita Bonner
- "What's a Modern Girl to Do?" by Maureen Dowd

Video

Stepford Wives (1979 and 2004 versions)

Joy Luck Club

Disney films (Cinderella, Beauty and the Beast, Sleeping Beauty, Little Mermaid, Aladdin, Snow White)

Robin Hood: Men in Tights

One Flew Over the Cuckoo's Nest

Sex and the City 2

"That's Gay" clips

"Target Women" clips

Various media clips: Advertisements, shows, reality tv

Music

- "My Body is a Cage" by Arcade Fire
- "I'm Just a Girl" by No Doubt

Other

Bem Androgyny Test *Cosmopolitan* magazine

Final Assessment for Unit

Extended Definition Essay

During the course of this unit we have discussed different representations of gender across a variety of texts and in our personal experience. We have examined how both genders are depicted, what expectations exist for men and women, and read philosophy about the struggle against these limitations. We have discussed what representations we find to be stereotypical and inaccurate, and what representations we find to be fair or progressive. For your final project, you will write an essay in which you will give an extended definition of one or more gender representations and will propose ways in which you believe the issue of gender roles should be confronted. This essay should include the following components:

- An introduction where you outline your argument: what representation(s) you will be discussing, what exceptions you will discuss, and what solution you will argue.
- A description of at least one representation that exist today.
- At least three examples of the representation(s) that were not discussed in class. For your examples, you must use at least one real life example from your life, at least one example from a fictional text (novel, poem, short story, video game, TV show, film), and at least one example from an advertisement (commercial, magazine ad, billboard, etc).
- At least two counterexamples from real life or text that you feel represents the exception to the stereotype.
- For each example and counterexample, a clear explanation of why each example does or does not uphold the representation. It is better to assume that I am unfamiliar with your examples.
- A solution to this problem; this can be based in a philosophical reading or from another source. For example, you might propose that men should be required to share half the burden of childcare so that women can pursue their own interests; you may argue that parents should encourage their male children to show their emotions more openly. Your solution should be directly related to your representation: if women are only seen as wives and mothers, what should be done to widen their definition? If homosexual men are always made out to be effeminate divas, what should be done to change that?
- The use of at least one philosophical text that was not used in class. This can be used to propose a solution, illustrate exceptions, or discuss the representation. This will not count towards your examples and counterexamples. You should cite this text at least three times.
- Correct grammar and mechanics throughout your paper.

For this essay, you may choose to write about the women, men, or relations between the two genders. You may choose to focus on representation or more than one (though no more than three is encouraged) that you find to be related (the mother vs. the prostitute, white women vs. black women, etc). You will not be expected to then give six examples, but can divide the requirements up between the two.

Assignment outline adapted from Smagorinsky (2008, p 76-78).

Rubric

Aspect of Essay	50	60	70	85	100
Introduction	Unrelated to the topic and gives no insight into gender representations.	Essay topic is unclear. Disorganized presentation.	Mostly explains what essay is discussing, but is not completely clear. Some disorganization.	Explains what essay is discussing. Is well organized.	Introduction clearly explains what the essay will be discussing, from the representation(s) to the solution. Has an interesting hook and is organized well.
Representation	Does not explain the representation with any detail; does not indicate knowledge of the stereotype.	Does not explain the representation with much depth; does not show a strong understanding.	Explains the representation but lacks in depth detail and understanding.	Explains the representation well.	Explains the representation in detail – the common features, how it is perceived by society, how popular it is.
Examples/ Counterexamples	Includes less than 2 examples and 1 counterexample. No detail or relevance to topic. Only gives examples from 1 area.	Includes at least 2 examples and 1 counterexample. Detail and relevance lacking. Only gives examples from 2 areas.	Includes at least 3 examples and 2 counterexamples, but is lacking somewhat in explanation and relevance. Only gives examples from 2 areas.	Includes 3 examples and 2 counterexamples, with good explanations of them. Mostly relevant, with perhaps one irrelevant element. Uses at least 1 example from each area: life, text, advertisement.	Includes 3 examples and 2 counterexamples, and clear explanations of them. All are very relevant to the discussion. Uses at least 1 example from each area: life, text, advertisement.
Solution	Solution does not make sense or has nothing to do with representation.	Lacks detail and/or relevance. Solution is in now way feasible.	Provides a somewhat detailed explanation, or the solution is somewhat irrelevant. Solution is in some way feasible or practical.	Provides a detailed explanation of solution, solution is relevant to representation	Provides a detailed explanation of the solution; solution is completely relevant to representation; solution is in some way feasible or practical.
Philosophical text	Does not use the text in a way that shows any understanding; cites the text only once.	Seems to be a lack of understanding of the text, or the examples used are irrelevant. Uses the text at least 2 times.	Uses the text in a somewhat relevant way, but seems to lack some understanding, or the example seem out of place. Uses the text at least 2 times.	Uses the text in a relevant way. Uses the text at least 3 times.	Uses the text in a relevant and thoughtful way that adds to the essay's argument. Uses the text at least 3 times.
Grammar/ Mechanics	16+ errors. Sentences are all structure in the same way.	9-15 errors. Very little variety.	Good grammar with 6-8 errors. Not much variety in sentences.	Polished grammar and mechanics with only 3-5 errors. Good variety of sentence structure.	Polished grammar and mechanics with only 2-3 errors. Variety of sentence structure.

Your score for each element of your essay will be averaged to get your final score for the essay. For example, if you receive scores of 100, 90, 85, 90, 75, 85, your final score will average out to an 87.5.

		Ove	erview of Unit		
Week	Monday	Tuesday	Wednesday	Thursday	Friday
1	Introduction	Simone de Beauvoir	Stepford Wives Part 1	Stepford Wives Part 1	"Bernice Bobs Her Hair"
2	Stepford Wives Part 2	Stepford Wives Parts 2-3	Stepford Wives film	Stepford Wives film	Stepford Wives film+wrap-up Paper topic introduced
3	Literature Circles est'd	Masculinity in US Kimmel	"Brief Interviews" Lit circles	Machismo Isabelle Allende	Expectations of men "Soldier's Home" Lit circles
4	Disney princesses Lit circles	Expectations of women	Modern Women Dowd, Cosmo Lit circles Thesis due	Homosexuality Peer discussion of papers	"On Being Young-a Woman-and Colored" Lit circles work day
5	Lit circle presentations	Lit circle presentations	Politics of the Veil Outline due	Advertisements	Media discussion Peer discussion of paper Conferences
6	Essay work day Conferences	Presentations	Presentations		

Day-by-Day Lessons

Week 1

Day 1: Introduction

Materials:

Bem Androgyny Test

Simone de Beauvoir: "Introduction to The Second Sex"

2 min: Warm Up: Are you more masculine or feminine? Or, do you see yourself as a balance between the two? Explain. Students write responses on paper.

8 min: Have students take Bem Androgyny test. Give them the quiz to fill out, but do not give them the second sheet of instructions. When they have filled out the questions, give them the instructions to add up their scores and find their masculine/feminine/androgyny scores.

3 min: Discuss scores. Were they surprised by their results? Did it differ from the perception of themselves they had on the bell ringer? Do they think the test is accurate?

4 min: Show chart of masculine/feminine traits according to the test. Ask students to discuss in small groups: Why are certain traits masculine or feminine? Are these traits innate, socially taught, or stereotypes of how each gender acts?

4 min: Discuss answers as a class.

5 min: Introduce unit as a critique on gender representations/roles. What is a gender role? If students do not know, define it as a preconceived notion of how a man or woman should be: for example, women belong in the home, should be more emotional and submissive, are caregivers, etc. This unit will involve viewing a variety of texts to see what images of gender we see and then critiquing those images. We'll also discuss how we wish to define gender and the expectations held for men/women. Our main text of study will be Ira Levin's *The Stepford Wives*.

1 min: Hand out Simone de Beauvoir's Introduction to *The Second Sex*. Advise students that they may want to get out a pen and paper to write notes with – they are also free to write on the text itself.

5 min: Background on Beauvoir: French feminist born in 1806, youngest woman to pass the state certification exam in Paris to gain her doctorate in philosophy. Explosion of feminism in the middle of the 20th century. Discuss earlier beliefs about women: woman as inferior, as they Other; "the eternal feminine." Explain that Beauvoir believed in existentialism, the idea that our actions define us, transcendence. We have complete choice in what we do, and must take responsibilities for our actions.

2 min: Point out title of section: "One Is Not Born a Woman." What does this imply? If one is not born a woman, how does she become one? What about physical characteristics? What could she be talking about if not biology?

13 min: Read essay aloud to students. Pause to discuss argument with them: typically, stop at the end of each major paragraph to discuss and clarify what Beauvoir is saying. Focus on: biological not being the sole determinant of femininity, nominalism, women trying to deny femaleness, "the eternal feminine," man as whole and woman as lack, the Other.

3 min: Ask students to finish selection before class tomorrow. For homework, they should bring in at least two questions or comments about the reading.

Homework: Finish reading Introduction and "The Woman in Love". Bring two questions/comments to class.

Day 2: Simone de Beauvoir

Materials:

The Arcade Fire: "My Body Is a Cage" music and lyrics Simone de Beauvoir: "Introduction to *The Second Sex*"

7 min: Warm Up: Put up lyrics for "My Body Is a Cage." Ask students to listen to song, read lyrics, and write about what comes to mind until the song ends. Play music, dim lights slightly, let students write. Collect questions and read them while students write. Have students share responses. Discuss how this song could relate to gender, to the reading for the day.

5 min: For any comprehension questions students had about the article, try to answer, particularly for questions of vocabulary.

2 min: Split students into groups of 3 to 4, with 7 groups in total. Assign groups one of the following "sections": Women as a group and how women became inferior (11-14), separate but equal and man's profit (14-17), difficulty of addressing issues (17-19), woman in love gives up transcendence (27-29), woman needs man (29-31), jealousy in love (31-33), how love should be (33-34). Tell students to summarize the section they have, discuss whether or not they agree with Beauvoir's arguments. They should be prepared to present using (a) a small skit to represent their section, and (b) an explanation of their section.

10 min: Students work in groups. Circle around and help when necessary.

20 min: Students present. Discuss sections with students.

3 min: What solutions does Beauvoir give for the inequality of the sexes? Do you think her ideas are helpful or flawed?

4 min: Brief them on *Stepford Wives*: Written in 1972, Women's Lib. Ask them to read pgs. 1-32.

Homework: Work on **blogs**. **Reading:** *Stepford Wives* 1-32.

Day 3: Stepford Wives Part 1

Materials:

Ira Levin: The Stepford Wives

Graphic Organizers

5 min: Warm Up: Sketch or write a description of what you think the Stepford Wives (Carol Van Sant, for example) look like: hair, clothes, face, etc. Then do a sketch/description of Joanna.

5 min: Have students share by showing their pictures or reading their descriptions. Discuss them: did they draw 50s looking wives or sex kittens? Is Joanna feminine, normal, or slightly masculine (short hair, pants, straight instead of curvy)? Why did they make those distinctions?

3 min: What general thoughts do you have about the story so far? How do you feel about Joanna and Bobby vs. the other wives? What do you think of the men: Walter, Coba, the others?

5 min: Watch 1975 version dinner scene. How are the men characterized in the book/film?

3 min: Introduce graphic organizer. Explain that you want students to create a chart with (a) traditional female characteristics, (b) nontraditional female characteristics, (c) traditional male characteristics, and (d) nontraditional male characteristics. They will fill these out during the course of the unit, adding not only traits but character names and texts that go with them.

10 min: Fill out graphic organizer. Discuss women first, then men. For women, some guides: cleaning, no initiative or opinion, warm but vapid, isolated vs. Women's Rights, independent interests, assertive opinions; for men: excluding women, enjoying watching them cleaning or eyeing them vs. supporting them, chipping in with the workload.

6 min: What are some ways in which the story relates to Beauvoir so far? Isolated women, giving up everything for men, Joanna and Walter's relationship. Will Walter be an exception? What was with the scene in the bedroom? What caused that, and what might that imply?

10 min: Read *Stepford Wives* aloud. Pause to discuss important passages/characters, particularly anything that can be added to the graphic organizer. Student volunteers can read aloud; if there are none, the teacher can read.

3 min: Discuss homework assignment.

Homework: Reading: Finish Part 1 (through 65). If you can, add to your **graphic organizer.** Keep working on your weekly **blog** post.

Day 4: Stepford Wives Part 1

Materials:

Ira Levin: The Stepford Wives

Betty Friedan: The Feminist Mystique Chapter 1

5 min: Warm Up: Beginning of *Feminist Mystique* about women wondering about their lives, "Is this it?" Is this problem still an issue today for women? Discuss.

10 min: Look at scenes with Kit (40-44) and Charmaine (51-54). What common characteristics do we see? Emphasis on being busy, helping husband, being selfish, being satisfied with housework, blandness. Note how often Joanna "looks" at someone. Why is that mentioned so often? What other things do you notice? How is Walter reacting to all of this (55)?

10 min: Look at Bobbie and Joanna's discussion on page 58. Is Stepford the ideal community; are Stepford women the ideal? How do they measure up the women Bobbie describes: "a dozen women who were rushed and sloppy and irritated and alive"? How does Bobbie only having one friend relate to Simone de Beauvoir's assertion about women being divided?

5 min: Discuss Betty Friedan: *Feminist Mystique*, importance during the 1960s. Split class into small groups (3-4 students) and hand out quotes from Chapter 1. Ask students to read their quote and come up with one discussion question for the whole class to discuss.

7 min: Circle around as students work and help them.

9 min: Discuss questions students came up with as a class.

4 min: Go over homework assignment. Ask students in their reading to pay attention to the way relationships between women are described.

Homework: Reading: "Bernice Bobs Her Hair" by F. Scott Fitzgerald. Blogs due by 11:59 PM tonight.

Day 5: "Bernice Bobs Her Hair"

Materials:

Ira Levin: The Stepford Wives

F. Scott Fitzgerald: "Bernice Bobs Her Hair"

Group work handout

Butcher paper

Art supplies

5 min: Warm Up: Who's side are you on: Bernice's or Marjorie's? Or neither? Explain. Discuss responses.

2 min: Summarize story, discuss basic reactions to plot.

4 min: Divide class into five groups. Explain that each group will analyze an aspect of the story and share their findings with the class. They will need to come up with a thesis statement about their topic, as well as a

visual representation of their thesis. The groups are: women, men, warfare images, relationships between men and women, popularity.

15 min: Group work. Hand out butcher paper, markers; circle around and help students.

15 min: Group presentations.

5 min: How does this story relate to *The Stepford Wives*? Is it representative of how relationships between men and women are today, or is it generalized and unfair?

4 min: Go over homework.

Homework: **Reading:** *Stepford Wives* 66-89. Read peers' blogs and respond to **at least three students' posts** by 11:59 PM Sunday night. Continue to fill out **graphic organizer.**



Day 6: Stepford Wives Part 2

Materials:

Ira Levin: *The Stepford Wives*

Monique Wittig: "One Is Not Born a Woman" excerpt

Graphic organizers

5 min: Warm-Up: Use quote from Monique Wittig's essay. Do you think this is true? Discuss as a class. **10 min:** Discuss blog posts. Go over ones that are particularly interesting, got a lot of responses, were well-written.

3 min: Summarize events from reading.

7 min: Look over scene with Bobbie (79-82). How has she changed? Are these wives cold, rude, passionate, or even blatantly sexual? Or are they just bland, actresses in a commercial, as Joanna describes them?

2 min: Brainstorm a list of traits that you would want in an "ideal" friend/girlfriend.

2 min: Discuss your list with a partner.

5 min: As a class: Do your traits overlap with qualities the Stepford wives share? Why do you think that is? Could you be happy with that kind of friend/girlfriend? Why is it important to Joanna that women outside of Stepford are "quirky" (67)? Is it realistic that men would want women like this? Why or why not?

8 min: Go over scene between Joanna and Walter (84-89). What conclusions can we now draw about Walter? What should Joanna do now?

5 min: Go over graphic organizers. What can we add to each category? What new characters, what characteristics?

2 min: How does the excerpt from Wittig relate to the men in this novel?

1 min: Go over homework.

Homework: Reading: Finish *Stepford Wives*.

Day 7: Stepford Wives Parts 2-3

Materials:

Ira Levin: The Stepford Wives

Simone de Beauvoir: Excerpts from *The Second Sex*

1979 Stepford Wives film

10 min: Warm Up: Students will receive one of three quotes from Beauvoir to read silently. They will then write what thoughts come to mind, what it made them think about. Discuss as a group the different quotes and responses.

5 min: Summarize end of novel. Reactions? Thoughts?

8 min: Read scene where Joanna is at the pharmacy (100-103). How does the husband react in this scene? How are husbands in general characterized in this novel? Are they stereotypes; are they as bland as their wives? What does this novel in general say about men?

5 min: Why might it be important that Bobbie kills her? Joanna mentions that "if they were killers, they'd have killed her" outside when they caught her (115). Why did they do it then? What does it say about the men of Stepford?

10 min: Watch conclusion of 1979 *Stepford Wives*. Was it how you pictured it? How does the movie depict the men, Joanna, that final scene in the grocery store? Ponder these questions as you watch.

6 min: Discuss thoughts as a class about the film and how it compares to the novel. How did the ending make you feel? What is so haunting about that grocery scene, which is the best known part of the novel/movie?

2 min: Go over homework assignment.

4 min: Exit ticket: On a scale of 1 to 10, with 10 being a masterpiece and 0 being the worst thing you have ever read, what do you rate this novel as? Explain why you feel that way. Then, explain what this book addresses as far as gender is concerned.

Homework: Work on **blog** for this week. Fill in your **graphic organizers** based on the end of the novel and our discussions. They will be checked on Friday.

Day 8: Stepford Wives Film 1

Materials:

Millionaire Matchmaker Clip 2004 *Stepford Wives* film

10 min: Warm up: Watch "Millionaire Matchmaker" clip. How does this relate to the discussions about women we've had based on *The Stepford Wives, The Feminine Mystique*, and Simone de Beauvoir? What do you think about Pattie's advice? What does her advice do for women – their interests, their desires? **5 min:** Explain that we will be watching the recent Stepford Wives film over the next few days. Students should pay attention to the changes the film makes to the novel, and how it differs from the original film. What is the mood of the film? What are the messages it gives about gender? Do you think the film is better than the novel? What are the effects of the changes made in the film? Be prepared to discuss these questions at the end of the film with specific examples.

30 min: Watch *Stepford Wives* film.

5 min: Homework and Exit ticket: What is the biggest difference you see so far between the novel and this film adaptation?

Homework: Work on **blog**. Fill out your notes based on what we watched. Add to graphic organizer based on what we've watched today.

Day 9: Stepford Wives Film 2

Materials:

2004 Stepford Wives film

5 min: Warm up: Discuss students' exit slips from day before. Measure general feelings about the film so far.

40 min: Watch film.

5 min: Homework and exit ticket: Which Joanna do you prefer – the original or the film's version? Explain

why.

Homework: Blog due by 11:59 PM tonight. Fill out notes/graphic organizers, to be checked tomorrow.

Day 10: Stepford Wives Film 3 and Wrap-Up

Materials:

2004 Stepford Wives film

Extended Definition essay rubric

5 min: Collect graphic organizers. Discuss exit tickets from yesterday; in general, are the characters in the film more realistic or interesting than they are in the novel? Is one better than the other?

15 min: Finish watching film. Check organizers while students watch.

3 min: Add to notes about the film. Ponder your overall opinion of the film.

5 min: Share with a group the major differences between the film and the novel. Do you think the film is better than the novel? What are the effects of the changes made in the film?

7 min: Discuss film as a class. What is the mood of the film? What are the messages it gives about gender? Add to graphic organizers. Take a poll on which was better: the film or the movie, and discuss why that is the case.

5 min: Discuss whether or not the *Stepford Wives* is relevant today. What does the film imply? What do you personally think?

10 min: Go over Extended Definition essay. Give out hand out and go over the details. Explain that we will be studying a wide range of texts over the following weeks; go over schedule for due date, work days that will be given, elements required. Answer any questions. Hand back graphic organizers.

Homework: Read peers' blogs and respond to at least three posts by 11:59 PM Sunday night.



Day 11: Literature Circles Introduction

Materials:

Literature circles handout

Literature circle books

Michael S. Kimmel: Manhood in America excerpts

10 min: Discuss blogs from last week.

10 min: Introduce literature circles assignment. Give students hand out and go over the instructions, requirements, details with them. Explain that they will have a choice of text and will be working with it over the next two weeks. Go over final presentation for circles. Answer any questions.

10 min: Go over literature circle choices. Introduce each choice, then circulate them around the room.

5 min: Have students get into groups for the book they want to read. There must be at least 4 students in each group, and no more than 5.

10 min: Students settle into groups, discuss schedule for reading and who will take on which role for the different sections. If students have time, they can begin reading the piece.

5 min: Go over homework. Explain that for the next week we will be analyzing masculinity and its various manifestations in society.

Homework: **Read** "Introduction: Toward a History of Manhood in America" (1-7) and "Epilogue: Toward Democratic Manhood" (254-257). Add to graphic organizers. Come with **one discussion question** based on the reading.

Day 12: Manhood in America

Materials:

Michael S. Kimmel: *Manhood in America* excerpts

Robin Hood Men in Tights video

David Foster Wallace: Brief Interviews with Hideous Men excerpts

5 min: Warm up: Watch *Robin Hood Men in Tights* clip. What stereotypes about masculinity are addressed in this clip? What about the clip is comedic? Discuss as a class.

4 min: Have students break into groups of 3-4. Ask them to write a profile of a stereotypical man: personality, interests, physical appearance, situation in life, etc. They should be prepared to share their profile with the class.

7 min: Students work in groups. While they are working, look over their questions for the reading.

10 min: Have groups share their profiles from where they sit. Discuss commons elements.

2 min: Have students get into a wide circle.

20 min: Ask students to share their questions. If they are reluctant, collect them and select questions. Focus class on one question at a time before moving on to another. Some questions to ask if a student does not: Do men have a history? How does this essay relate to Simone de Beauvoir's? How is race important with gender – how does this relate to Ruthanne in *SW*? Do you think men care more about other men's opinion than women's? Is this the same or different for women? What forms do control, exclusion, and escape take today? **2 min:** Go over homework.

Homework: Work on **blogs** and **literature circles**. **Read** excerpts from *Brief Interviews with Hideous Men*:

B.I. #15 08-96 (18): Violence B.I. #11 06-96 (20): Break Up

B.I. #3 11-94 (22): Taking Advantage

B.I. #51 11-97 and B.I. #19 10-96 (115): Relating to Women

B.I. #28 02-97 (226): What Women Want

Think of at least two men that they know or have seen in media that fit one of the stereotypes discussed in class or in the reading, and one that is an exception.

Day 13: Brief Interviews with Hideous Men

Materials:

David Foster Wallace: Brief Interviews with Hideous Men excerpts

Isabelle Allende: "Two Words" and "The Judge's Wife"

Color Slips

5 min: Discuss examples they came up with last night of men that they know of. How are these men examples of the stereotype or the exception? Who do they relate to the most out of the three they thought of? **5 min:** Explain that today they will be working in jigsaws to discuss Wallace excerpts. Focus groups will examine on of the stories in the text; they will then switch groups so that there is an expert for each interview in each group. While in expert groups they should summarize and discuss the following questions in relation

to their interview: What representations were given in the text? Were they accurate or stereotypical? What real-life examples can they give of these kinds of men?

2 min: Count of students into groups of 5 for expert groups; give them color cards to divide them into their second group (5 colors, like colors group together). Separate them into expert groups and assign them and interview. Students should write down their answers.

7 min: Expert groups discuss interview.

2 min: Switch into regular groups.

10 min: Discuss different interviews: each expert should present their story and the answers they found for it. Once each person has gone, students should discuss the excerpts as a whole with the same questions in mind, as well as the following question: What other common male perspectives/experiences exist that were not shown here? Students should each turn in a paper with answers for each interview.

2 min: Ask students to get into lit circles, passing papers to teacher as they do so.

15 min: Literature circle discussions. Circle around and listen in.

2 min: Homework assignment.

Homework: Read Isabelle Allende short stories. Work on **blog**. **Fill out graphic organizers**, which will be collected on Friday to check progress. Bring **one question** about the texts to class.

Day 14: Machismo

Materials:

One Flew Over the Cuckoo's Nest clip

Isabelle Allende: "Two Words" and "The Judge's Wife"

Ernest Hemingway: "Soldier's Home"

8 min: Warm Up: Set up (describe situation of movie, Ratchett and McMurphy's characters) and watch therapy scene (Part 4, 0-3:00) from *One Flew Over the Cuckoo's Nest*. What kind of man is McMurphy? Does he like to lose? Is he like the other men, or different? How so? Discuss as a class.

6 min: Define machismo. According to *dictionary.com:* having or characterized by qualities considered manly, esp. when manifested in an assertive, self-conscious, or dominating way; having a strong or exaggerated sense of power or the right to dominate. Is this a stereotype about men? What examples can you think of (action movies, stories, beer commercials, wrestling/fighting)?

5 min: Introduce fishbowl activity. Explain that 6 students will sit in a circle with the rest of the class surrounding them in a larger circle. The 6 students will discuss the stories, thoughts that came to mind, and general opinions about masculinity/machismo. During the course of the discussion, students will be switched out and replaced by ones from the outer circles. Today the teacher will help facilitate the discussion, but they should try to maintain it on their own – they can use their questions if the need to.

3 min: Set up students in circles. Ask first question: What were your general thoughts about the stories? Other questions to ask if students get stuck: What representations of men are there? Of women? How do men react to the Colonel's transformation? How does machismo figure into these stories? How do men and women interact in the stories: what's the general trend? How do these stories compare to "Bernice Bobs Her Hair" in terms of relationships and men and women?

20 min: Fishbowl activity. Facilitate discussion and move students in and out as needed. Check off students who participate.

5 min: Discuss fishbowl activity: What threads of the discussion did they find interesting, different from what they had been thinking? What was easy/difficult about the activity? What would they do differently next time?

3 min: Go over homework.

Homework: Blogs due tonight by 11:59 PM. **Reading:** "Soldier's Home" by Ernest Hemingway. **Literature** circle section due tomorrow.

Day 15: Expectations of Men

Materials:

Ernest Hemingway: "Soldier's Home"

Peter N. Stearns: "Introduction" excerpt from Be a Man!: Males in Modern Society

Butcher paper

Markers

6 min: Collect graphic organizers. Warm Up: Read essay excerpt. What are the expectations outlined for men? Discuss as a class.

5 min: Summarize short story. What sort of expectations existed for Krebs? How did he feel about them? Were they fair to him, or were they too restrictive?

3 min: Split students into groups of 3-4. Ask them to make a list of "commands" for men today. If there was a rulebook for men, what might it look like? Write in green what expectations are "fair" (ones that they would be willing to follow or encourage) and write in red what expectations are "unfair" or not really followed anymore. They should be ready to defend their list.

6 min: Students work in groups and write their lists on butcher paper with markers. Circle around and help out.

12 min: Students share their lists; then discuss opinions as a class. What expectations seem outdated; which ones still hold true today, spoken or unspoken? Which ones do they have problems with, agree with?'

2 min: Have students get into literature circles.

15 min: Discuss works in literature circles. Circle around and listen in.

1 min: Go over homework.

Homework: Read peers' blogs and respond to at least three posts by 11:59 PM Sunday night.



Day 16: Story Time

Materials:

Target Women: Disney Princesses and Story-Time Snow White ("Someday My Prince Will Come") Sleeping Beauty ("Once Upon a Dream") Beauty and the Beast (Opening: "Bonjour!") Little Mermaid ("Poor Unfortunate Souls") Cinderella ("So This is Love") Aladdin ("A Whole New World")

Jamaica Kincaid: "Girl"

10 min: Play videos about Disney Princesses: Start with Target Women and then play different clips from movies.

5 min: Discuss films. What trends do we see? What representations? Are these types of stories realistic? **2 min:** Split students into their literature circles. Ask them to re-tell a scene from these fairy tales in a more

modern, feminist way. For example: Ursula, instead of being an overweight witch trying to trick Ariel, could

be a friendly source of knowledge and advice. Belle could be respected for her intelligence, or at least interested in a book aside from a romance. They will present their skits to the class.

7 min: Put together skits.

16 min: Groups perform skits. Students should mark down the ways in which the other groups make a scene

more feminist.

10 min: Literature circles.

Homework: Read Jamaica Kincaid's "Girl." **Write** at least one page double spaced about the activity today. What are the potential effects of these films on their audience, particularly young girls? Work on **literature** circles. Fill in **graphic organizers**.

Day 17: Expectations of Women

Materials:

Jamaica Kincaid: "Girl" Joy Luck Club film

No Doubt: "I'm Just a Girl" lyrics and music Maureen Dowd: "What's a Modern Girl to Do?"

Post-it notes Butcher paper Markers

7 min: Warm Up: Listen to "I'm Just a Girl" and read lyrics. Write about what comes to mind. Discuss as a class. Collect homework.

10 min: Watch clips from the *Joy Luck Club*: An Mei and Rose stories. Ask students to look for what trend exists between these two stories.

10 min: Discuss *Joy Luck Club*. What kind of value do these women place upon themselves? What issues do they struggle with? Are these expectations placed upon them, or self-imposed? Do men have similar issues? How does this relate to the mother-daughter relationship in "Girl"?

2 min: Ask students to brainstorm what issues girls struggled with today: expectations, roles, etc. Hand out three sticky notes to each student. They will then share their ideas in a group and try to categorize all of their sticky notes into common topics.

3 min: Students independently think of ideas and write one down per sticky note.

6 min: Students get into groups of 4-5. They should share their ideas and then attempt to categorize them by common topics. They should organize the sticky notes on the butcher paper and label each group.

8 min: Groups present their categories.

2 min: Exit ticket: Do many women struggle with their "worth"? Explain why or why not.

2 min: Go over homework.

Homework: Read "What's a Modern Girl To Do?" Add to **graphic organizers**. Keep working on **blogs** and **literature circles**. **Thesis** for essay due for approval tomorrow.

Day 18: Modern Women

Materials:

Maureen Dowd: "What's a Modern Girl to Do?"

Maya Angelou: "Phenomenal Woman"

Latest Cosmopolitan issues

8 min: Warm up: Read "Phenomenal Woman." What values does Angelou see in herself? What do you like about this poem, if anything? What bothers you, if anything? Discuss as a class.

5 min: Look at covers of *Cosmo* (at least 2). Point out major topics of the issue: What are they centered around? How many of them are about physical characteristics and pleasing a man? How many are about making women happier? Are these women who are appealing to women, or appealing to men?

10 min: Discussion: Are women struggling to put themselves before men? Are they more independent today, or is there still an obsession with men, beauty? What examples can they think of? What are some ways we can fix this problem?

2 min: Ask students to get into literature circles. They should spend the extra time today brainstorming how they will carry out their project if they have not already done so.

23 min: Literature circles.2 min: Go over homework.

Homework: Work on literature circles and blogs. Read "A Very Staight Gay."

Day 19: Homosexuality

Materials:

"That's Gay" videos: Johnny Weir, Gay Pretend

R.W. Connell: "A Very Straight Gay"

2 min: Pass back thesis statements.8 min: Watch "That's Gay" clips.

10 min: What place do homosexuals occupy in our society? Are they accepted or pushed to the fringe? How do they function against expectations of masculinity? How is homosexuality turned into a joke in our culture: what stereotypes do we have (gay best friend, pretending to be effeminate/gay, etc).

10 min: In small groups of 3-4, discuss the following questions about the article. Write down your responses, as they will be collected. Questions: How do gay men attempt to find acceptance in society? Are gay men and lesbians truly more "free" of gender? What is the meaning of the phrase "a very straight gay"? How are gay men's struggles different from that of straight men, of women?

3 min: Have students arrange desks in two rows facing each other (12 on either side, with one added on at the end). Explain that students will be "speed dating" with their essays. They will have two minutes to share their essay outlines with each and seek advice. They should use this time to get some valuable feedback. Get students settled.

12 min: Have students share with each other, and move them after 2 min.

2 min: Exit ticket: How do you feel about your paper topic so far? Go over homework.

Homework: Blogs due by 11:59 PM tonight. **Graphic organizers** will be checked tomorrow. **Read** Marita Bonner's essay "On Being Young—a Woman—and Colored"

Day 20: Marita Bonner

Materials:

"On Being Young-a Woman-and Colored"

5 min: Collect graphic organizers. Warmp up: In Himmel's essay, he describes a discussion between a white woman and a black woman. The white woman said they are connected, while the black woman explained that they are different because she also identifies herself by race, something the white woman does not need to think of. How might racial difference have separated women? Discuss as a class.

10 min: Discuss Marita Bonner essay. What experiences does she discuss? How doe she explore the suffering of women vs. the suffering of black women? What specific issues does she name? Do you think those are still issues today?

10 min: Meet in literature circles to discuss text/roles.

24 min: Work on projects, using computers if needed. Check graphic organizers while they work.

1 min: Remind students of homework.

Homework: Finish literature circle **presentations** and **notebook**. Be prepared to **present** on Monday. **Respond** to at least 3 peers' blogs by Sunday 11:59 PM.



Day 21: Presentations

Materials:

Assessment sheet

Computer and projector/screen

10 min: Discuss blog posts.

2 min: Ask which group would like to present first. Find a seat amidst the class.

37 min: Group presentations.

Day 22: Presentations

Materials:

Assessment sheet

Computer and projector/screen

40 min: Finish group presentations.

5 min: Respond to presentations: what was interesting, discuss what students found cool/interesting, books they might now want to check out.

3 min: Explain that students will need to turn in an outline for their paper on Thursday. On Thursday and Friday conferences will be held to discuss their paper – progress, issues, etc.

2 min: Explain homework.

Homework: Work on paper outline to submit tomorrow.

Day 23: Politics of the Veil

Materials:

Scott: Politics of the Veil excerpts

Sex and the City 2

7 min: Warm up: Do you think it was acceptable for France to ban the veil? Why or why not? Discuss as a class.

10 min: Discuss essay. What extremes are set up in the essay (sex vs. purity, covering everything vs. showing everything)? What side does the author seem to be on? What does she think the government should be focusing on (actual welfare of women, not just physical item)? What has the veil come to represent, and do you think that representation is valid?

10 min: Discuss girls who chose to wear the veil as a statement, even though they were not Muslim. Is this acceptable? Was it fair to expel them for their choice? Is it different if they are not Muslim than if they were? **7 min:** Play clip from *Sex and the City 2*. Tell students to pay attention to the way the NY women act vs. the Muslim women.

8 min: How are the NY women different? Is their behavior respectful, appropriate, or offensive? How are the Muslim women characterized? Do you think this is a fair or accurate portrayal?

4 min: What issues are you having with the essays? What questions?

1 min: Go over homework.

Homework: Work on **essay**. Work on **blogs**. Watch the following videos online: Target Women: "Story Time," "Doofy Husbands," "Lessons 2009," That's Gay: "Advertisements," Modern Lady: "Beer Ads," and "Hungry Man" ad. If you watch TV, pay attention to any gender-specific ads you see.

Day 24: Gender in the Media

Materials:

Target Women: "Carl's Jr."
Kim Kardashian Carl's Jr. Commercial
Activity objects

7 min: Pass back outlines. Warm Up: Watch Target Women: "Carl's Jr." and Kim Kardashian's Carl's Jr. ad. What representations of women are depicted? What are they appealing to in this ad? What is your reaction to it?

4 min: Split students into groups of 3-4. Give each of them a random object (paper bag, mustard, a plate, a pair of tube socks, a kazoo, a picture frame, a deck of cards). Each group must come with two 30-60 second commercials: one aimed at men and one aimed at women using the same item.

8 min: Students work in groups to come up with advertisements.

16 min: Present commercials to class.

8 min: Discussion: What patterns do we see in advertisements? What types of appeals are made to men and women? How often do you notice a gender-specific commercial: have you been conditioned to just accept it? How can being aware of gender typing help you as a consumer? What might be some alternatives to the way things are?

4 min: What other trends have you noticed – TV wise, video game wise, etc. What other areas do gender typing slip into when it comes to consumerism?

3 min: Go over homework.

Homework: Work on **essay**. **Blogs** due tonight by 11:59 PM. Work on **essay**. **Brainstorm** at least 5 examples of gender representations in the media (TV, film, commercials, video games, magazines, etc.).

Day 25: Peer Review and Workday

Materials:

Friends clip: Gender roles Student outlines Stopwatch

7 min: Watch *Friends* clip. Do you agree with this type of characterization? Discuss. What other examples did you come up with?

15 min: In small groups of 3-4, exchange whatever work you have – an outline, part of the paper, anything that your peers can look at and give you feedback on. Rotate the papers and try to respond to the work as much as possible – help the student the way you would want to be helped.

25 min: Students should sit in groups or work silently on their papers. Bring students to desk for conferences about their papers. If it seems like students are not getting work done, they will all be forced to work silently. **3 min:** Go over homework for tomorrow.

Homework: Finish essay. Read peers' blogs and respond to at least 3 posts.



Day 26: Work Day

Materials:

None

50 min: Meet in computer lab. Conference with students. Make sure students are on task. If they are done with their project, students should proofread their work or read silently.

Homework: Finish **essay** and **post** it to class blog (not personal blog) and TurnItIn.com.

Day 27: Presentations

Materials:

Checklist for participation

5 min: Have students get into a circle with their desks. Explain that today we'll be talking about their essays: this is meant to be a casual conversation, 2-3 min of talk about what they wrote on.

43 min: Go around the circle and hear what students wrote about.

2 min: Straighten desks out.

Homework: None

Day 28: Presentations and Wrap-Up

Materials:

Checklist for participation Survey sheet

35 min: Presentations.

15 min: With time that is left, hand out surveys for unit. Ask students to fill them out as honestly and thoroughly as possible. Let them know that they do not have to put their names on the surveys, and that they can type them up if they don't want me to see their handwriting. Whatever they don't finish can be taken home and turned in the next day.

Homework: If needed, finish the **survey** to turn in tomorrow.

Bibliography

- (2008, March 20). Hungry Man TV Commercial [video]. Retrieved from www.youtube.com
- (2009, Dec. 21). Kim Kardashian Carl's Jr. Commercial [video]. Retrieved from www.youtube.com
- abcteach.com (n.d.). Literature circle role sheets. Retrieved from www.abcteach.com
- Allende, Isabel. (1989). "The judge's wife." *The stories of Eva Luna* (pp. 183-193). M.S. Peden (Trans.). New York, NY: Scribner.
- Allende, Isabel. (1989). "Two words." *The stories of Eva Luna* (pp. 7-17). M.S. Peden (Trans.). New York, NY: Scribner.
- Angelou, M. (2000). "Phenomenal woman." Phenomenal woman. New York, NY: Random House.
- Ashman, H. (Producer) & Trousdale, G. (1991). *Beauty and the beast* [motion picture]. United States: Disney.
- Ashman, H. (Producer) & Musker, J. (Director). (1989). *The little mermaid* [motion picture]. United States: Disney.
- Beauvoir, S.D. (1949). "Introduction to *The Second Sex.*" *French feminism reader* (pp. 1-34). K. Gliver (Ed.). Lanham, MD: Rowman of Littlefield.
- Bem. (n.d.) Bem androgyny test. Retrieved from velocity.net
- Bern, G.M. (Producer) & Forbers, B. (Director). (1975). *The stepford wives* [motion picture]. United States: Columbia Pictures.
- Bigoldtoe. (2009, Oct. 17). Alberto Vargus pin-up girls [brushes]. Retrieved from brusheezy.com
- Block, F.L. (2006). Psyche in a dress. New York, NY: Joanna Cotler.
- Bonner, M. (1925.) "On being young—a woman—and colored." *The Norton anthology of literature by women* (pp. 526-8). S.M. Gilbert (Ed.). New York, NY: Norton.
- Brooks, M. (Producer & Director). (1993). *Robin Hood: Men in tights* [motion picture]. United States: 20th Century Fox. Retrieved from youtube.com
- Butler, W. (2006). My body is a cage [Arcade Fire]. On *Neon bible* [CD]. Montreal, Canada: Sonovox.
- Carroll, P.S. (2004). *Integrated literacy instruction in the middle grades*. Boston, MA: Pearson.
- Clements, R. (Producer) & Musker, J. (Director). (1992). Aladdin [motion picture]. United States: Disney.
- Crane, D. (Creator). (2007). Friends: Differences between men and women [video]. Retrieved from www.youtube.com
- Connell, R.W. (1995). "A very straight gay." *Masculinities* (pp. 143-159). Berkeley, CA: University of California Press.
- Disney, W. (Producer) & Geronimi, C. (Director). (1950). Cinderella [motion picture]. United States: Disney.
- Disney, W. (Producer) & Geronimi, C. (Director). (1959). *Sleeping beauty* [motion picture]. United States: Disney.

Disney, W. (Producer) & Hand, D. (Director). (1937). Snow white [motion picture]. United States: Disney.

Douglas, M. (Producer) & Forman, M. (Director). (1975). *One flew over the cuckoo's nest* [motion picture]. United States: United Artists. Retrieved from <u>youtube.com</u>

Dowd, M. (2005). "What's a modern girl to do?" New York Times.

Fitzgerald, F.S. (1920). "Bernice bobs her hair." *Collected stories of F. Scott Fitzgerald* (pp. 96-118). New York, NY: Barnes and Noble.

Friedan, B. (2001). The feminine mystique. New York, NY: Norton.

Gibson, E. (2010, June 18). Modern Lady: Beer Ads [video]. Retrieved from www.youtube.com

Haskins, S. (2009, Apr. 3). Target Women: Carl's Jr. [video]. Retrieved from www.youtube.com

Haskins, S. (2008, Oct. 18). Target Women: Disney Princesses [video]. Retrieved from www.youtube.com

Haskins, S. (2009, July 30). Target Women: Doofy Husbands [video]. Retrieved from www.youtube.com

Haskins, S. (2009, Dec. 18). Target Women: Lessons 2009 [video]. Retrieved from www.youtube.com

Haskins, S. (2009, June 9). Target Women: Story Time [video] Retrieved from www.youtube.com

Hemingway, E. (1925). *In our time*. New York, NY: Scribners.

Hemingway, E. (1925). "Soldier's home." In our time (pp. 67-78). New York, NY: Scribners.

Jackob. (2010, Sep. 8). Bodybuilders [brushes]. Retrieved from brusheezy.com

Kajder, S.B. (2008). "Unleashing potential with emerging technologies." *Adolescent literacy* (pp. 213-229). K. Beers, R. Probst, & L. Rief (Eds.). Portsmouth, NH: Heinemann.

Kimmel, M.S. (2006). "Introduction: Toward a history of manhood in America." *Manhood in America: A cultural history* (pp. 1-7). Oxford, England: Oxford University Press.

Kimmel, M.S. (2006). "Epilogue: Toward democratic manhood." *Manhood in America: A cultural history* (pp. 254-257). Oxford, England: Oxford University Press.

Kincaid, J. (1978). "Girl." *The Norton anthology of literature by women* (pp. 1339-1340). S.M. Gilbert (Ed.). New York, NY: Norton.

King, M.P. (Producer & Director). (2010). Sex and the city 2 [motion picture]. United States: Warner Bros.

Lesesne, T.S. (2008). "Of times, teens, and books." *Adolescent literacy* (pp. 61-80). K. Beers, R. Probst, & L. Rief (Eds.). Portsmouth, NH: Heinemann.

Levin, I. (1972). The stepford wives. New York, NY: Perennial.

Machismo. (n.d.). In *dictionary.com*. Retrieved from dictionary.com

Mendelsohn, J. (1996). I was Amelia Earhart. New York, NY: Vintage Contemporaries.

Rudin, S. (Producer) & Oz, F. (Director). (2004). *The stepford wives* [motion picture]. United States: Paramount Pictures.

Safi, B. (2009, Aug. 7). That's Gay: Commercials [video]. Retrieved from www.youtube.com

- Safi, B. (2010, May 6). That's Gay: Gay Pretend [video]. Retrieved from www.youtube.com
- Safi, B. (2010, Feb. 25). That's Gay: Johnny Weir [video]. Retrieved from www.youtube.com
- Satrapi, M. (2003). Persepolis: The story of a childhood. New York, NY: Random House.
- Scott, J.W. (2007). "Introduction." *The politics of the veil* (pp. 1-20). Princeton, NJ: Princeton University Press.
- Scott, J.W. (2007). "Sexuality." *The politics of the veil* (pp. 151-174). Princeton, NJ: Princeton University Press.
- Smagorinsky, P. (2008). *Teaching English by design*. Portsmouth, NH: Heinemann.
- Stanger, P. (2010, March 18). Millionaire matchmaker Patti Stanger with relationship wisdom [video]. Retrieved from www.youtube.com
- Stearns, P.N. (1979). "Introduction: Manhood as a social construct." *Be a man! Males in modern society* (pp. 1-12). New York, NY: Holmes and Meier Publishers.
- Stefani, G. & Dumont, T. (1996). I'm just a girl [No Doubt]. On Tragic kingdom [CD]. US: Interscope.
- Stone, O (Producer) & Wang, W. (Director). (1993). *The joy luck club* [motion picture]. United States: Hollywood Pictures.
- Vaughan, B.K, Guerra, P., & Marzan, J. (2002). Y: The last man. New York, NY: DC Comics.
- Wallace, D.F. (2007). Brief interviews with hideous men. New York, NY: Black Bay Books.
- Williams, T. (1947). A streetcar named desire. New York, NY: Signet Classics.
- Wittig, M. (1981). "A lesbian is not a woman." *French Feminism Reader* (pp. 119-151). Kelly Oliver (Ed.). Lanham, MD: Rowman of Littlefield.

Appendix

"My Body is a Cage" by Arcade Fire

My body is a cage that keeps me From dancing with the one I love But my mind holds the key

I'm standing on a stage Of fear and self-doubt It's a hollow play But they'll clap anyway

My body is a cage that keeps me From dancing with the one I love But my mind holds the key

You're standing next to me My mind holds the key

I'm living in an age
That calls darkness light
Though my language is dead
Still the shapes fill my head

I'm living in an age
Whose name I don't know
Though the fear keeps me moving
Still my heart beats so slow

You're standing next to me My mind holds the key My body is a

My body is a cage
We take what we're given
Just because you've forgotten
That don't mean you're forgiven

I'm living in an age
That screams my name at night
But when I get to the doorway
There's no one in sight

You're standing next to me My mind holds the key Set my spirit free Set my spirit free

CRAPHIC ORCANIZER

You will fill out this sheet during the course of the unit with characters, characteristics, and texts that you feel fit into one of the four categories. This will help you as you begin brainstorming ideas for you essay. We will work on it in class in the beginning, but after that you will need to add to it on your own. This organizer will be checked three times: the 10th day, the 15th day, and the 20th day to make sure you are adding to it. Each time you will be given 5 points for completion, for a total worth of 15 points.

Traditional Female	Nontraditional Female
Traditional Male	Nontraditional Male

Feminine Mystique Excerpts

Warm Up Quote: "The problem lay buried, unspoken, for many years in the minds of American women. It was a strange stirring, a sense of dissatisfaction, a yearning that women suffered in the middle of the twentieth century in the United States. Each suburban wife struggled with it alone. As she made the beds, shopped for groceries, matched slipcover material, ate peanut butter sandwiches with her children, chauffeured Cub Scouts and Brownies, lay beside her husband at night--she was afraid to ask even of herself the silent question--'Is this all?"

Group Work Quotes:

Just what was this problem that has no name? What were the words women used when they tried to express it? Sometimes a woman would say "I feel empty somehow . . . incomplete." Or she would say, "I feel as if I don't exist." Sometimes she blotted out the feeling with a tranquilizer. Sometimes she thought the problem was with her husband or her children, or that what she really needed was to redecorate her house, or move to a better neighborhood, or have an affair, or another baby. Sometimes, she went to a doctor with symptoms she could hardly describe: "A tired feeling. . . I get so angry with the children it scares me . . . I feel like crying without any reason." (A Cleveland doctor called it "the housewife's syndrome.") A number of women told me about great bleeding blisters that break out on their hands and arms. "I call it the house wife's blight" said a family doctor in Pennsylvania. "I see it so often lately in these young women with four, five and six children who bury themselves in their dishpans. But it isn't caused by detergent and it isn't cured by cortisone."

-

A mother of four who left college at nineteen to get married told me:

I've tried everything women are supposed to do--hobbies, gardening, pickling, canning, being very social with my neighbors, joining committees, running PTA teas. I can do it all, and I like it, but it doesn't leave you anything to think about--any feeling of who you are. I never had any career ambitions. All I wanted was to get married and have four children. I love the kids and Bob and my home. There's no problem you can even put a name to. But I'm desperate. I begin to feel I have no personality. I'm a server of food and putter-on of pants and a bed maker, somebody who can be called on when you want something. But who am I?

-

It is no longer possible today to blame the problem on loss of femininity: to say that education and independence and equality with men have made American women unfeminine. I have heard so many women try to deny this dissatisfied voice within themselves because it does not fit the pretty picture of femininity the experts have given them. I think, in fact, that this is the first clue to the mystery; the problem cannot be understood in the generally accepted terms by which scientists have studied women, doctors have treated them, counselors have advised them, and writers have written about them. Women who suffer this problem, in whom this voice is stirring, have lived their whole lives in the pursuit of feminine fulfillment. They are not career women (although career women may have other problems); they are women whose greatest ambition has been marriage and children. For the oldest of these women, these daughters of the American middle class, no other dream was possible. The ones in their forties and fifties who once had other dreams gave them up and threw themselves joyously into life as housewives. For the youngest, the new wives and mothers, this

was the only dream. They are the ones who quit high school and college to marry, or marked time in some job in which they had no real interest until they married. These women are very "feminine" in the usual sense, and yet they still suffer the problem.

"Bernice Bobs Her Hair"

Group Assignment

For this assignment, your group will analyze an aspect of the short story and share your findings with the class. The five topics are:

- Characteristics of Men
- Characteristics of Women
- Relationships Between Men and Women
- Images of Warfare
- Popularity

Once you are assigned a topic, your group will need to come up with a thesis statement about the topic: for example, you may argue that "Women in the story are true to their identities and do not sacrifice anything to gain male approval" or that "The story promotes positive images of relationships, relationships that allow equal growth between the individuals because they are based on love and understanding." Neither of these arguments would really work for this story, but you get the point. Look for a pattern or a theme within your topic. What might the author be saying, and what are you getting from the text?

Once you've come up with your thesis and some supporting details (examples from the text to support your argument), you will create a visual representation of your thesis. Write your thesis, and then illustrate it. The illustrations can be of moments in the text, characters, important descriptions, or anything else that is relevant to your thesis. The key is that is somehow relates to what you're talking about.

You will then present your work to the class and discuss your argument.

Monique Wittig quote

From "One Is Not Born a Woman":

Women do not know that they are totally dominated by men, and when they acknowledge the fact, they can 'hardly believe it.' And often, as a last recourse before the bare and crude reality, they refuse to 'believe' that men dominate them with full knowledge (for oppression is far more hideous for the oppressed than for the oppressors). Men, on the other hand, know perfectly well that they are dominating women. ('We are the masters of women,' said Andre Breton) and are trained to do it. They do not need to express it all the time, for one can scarcely talk of domination over what one owns. (125)

Simone de Beauvoir quotes

From "Introduction to *The Second Sex*":

"There is an extravagant fraudulence in the easy reconciliation made between the common attitude of contempt for women and the respect shown for mothers. It is outrageously paradoxical to deny women all activity in public affairs, to shut her out of masculine careers, to assert her incapacity in all fields of effort, and then to entrust to her the most delicate and the most serious undertaking of all: the molding of a human being. There are many women whom custom and tradition still deny the education, the culture, the responsibilities and activities that are the privilege of men, and in whose arms, nevertheless, babies are put without scruple, as earlier in life dolls were given them to compensate for their inferiority to little boys. They are permitted to play with toys of flesh and blood." (24)

"It would clearly be desirable for the good of the child if the mother were a complete, unmutilated person, a woman finding in her work and in her relation to society a self-realization that she would not seek to attain tyranically through her offspring; and it would also be desirable for the child to be left to his parents infinitely less than at present" (24).

"In a properly organizer society, where children would be largely taken in charge by the community and the mother cared for and helped, maternity would not be wholly incompatible with careers for women. On the contrary, the woman who works - farmer, chemist, or writer - is the one who undergoes pregnancy most easily because she is not absorbed in her own person; the woman who enjoys the richest individual life will have the most to give her children and will demand the least from them; she who acquires in effort and struggle a sense of true human values will be best able to bring them up properly." (25)

Extended Definition Essay Assignment

Extended Definition Essay

During the course of this unit we will have discussed different representations of gender across a variety of texts and in our personal experience. We will have examined how both genders are depicted, what expectations exist for men and women, and read philosophy about the struggle against these limitations. We will have discussed what representations we find to be stereotypical and inaccurate, and what representations we find to be fair or progressive. For your final project, you will write an essay in which you will give an extended definition of one or more gender representations and will propose ways in which you believe the issue of gender roles should be confronted. This essay should include the following components:

- An introduction where you outline your argument: what representation(s) you will be discussing, what exceptions you will discuss, and what solution you will argue.
- A description of at least one representation that exist today.
- At least three examples of the representation(s) that were not discussed in class. For your examples, you must use at least one real life example from your life, at least one example from a fictional text (novel, poem, short story, video game, TV show, film), and at least one example from an advertisement (commercial, magazine ad, billboard, etc).
- At least two counterexamples from real life or text that you feel represents the exception to the stereotype.
- For each example and counterexample, a clear explanation of why each example does or does not uphold the representation. It is better to assume that I am unfamiliar with your examples.
- A solution to this problem; this can be based in a philosophical reading or from another source. For example, you might propose that men should be required to share half the burden of childcare so that women can pursue their own interests; you may argue that parents should encourage their male children to show their emotions more openly. Your solution should be directly related to your representation: if women are only seen as wives and mothers, what should be done to widen their definition? If homosexual men are always made out to be effeminate divas, what should be done to change that?
- The use of at least one philosophical text that was not used in class. This can be used to propose a solution, illustrate exceptions, or discuss the representation. This will not count towards your examples and counterexamples. You should cite this text at least three times.
- Correct grammar and mechanics throughout your paper.

For this essay, you may choose to write about the women, men, or relations between the two genders. You may choose to focus on representation or more than one (though no more than three is encouraged) that you find to be related (the mother vs. the prostitute, white women vs. black women, etc). You will not be expected to then give six examples, but can divide the requirements up between the two.

Assignment outline adapted from Smagorinsky (2008, p 76-78).

Rubric

Aspect of Essay	50	60	70	85	100
Introduction	Unrelated to the topic and gives no insight into gender representations.	Essay topic is unclear. Disorganized presentation.	Mostly explains what essay is discussing, but is not completely clear. Some disorganization.	Explains what essay is discussing. Is well organized.	Introduction clearly explains what the essay will be discussing, from the representation(s) to the solution. Has an interesting hook and is organized well.
Representation	Does not explain the representation with any detail; does not indicate knowledge of the stereotype.	Does not explain the representation with much depth; does not show a strong understanding.	Explains the representation but lacks in depth detail and understanding.	Explains the representation well.	Explains the representation in detail – the common features, how it is perceived by society, how popular it is.
Examples/ Counterexamples	Includes less than 2 examples and 1 counterexample. No detail or relevance to topic. Only gives examples from 1 area.	Includes at least 2 examples and 1 counterexample. Detail and relevance lacking. Only gives examples from 2 areas.	Includes at least 3 examples and 2 counterexamples, but is lacking somewhat in explanation and relevance. Only gives examples from 2 areas.	Includes 3 examples and 2 counterexamples, with good explanations of them. Mostly relevant, with perhaps one irrelevant element. Uses at least 1 example from each area: life, text, advertisement.	Includes 3 examples and 2 counterexamples, and clear explanations of them. All are very relevant to the discussion. Uses at least 1 example from each area: life, text, advertisement.
Solution	Solution does not make sense or has nothing to do with representation.	Lacks detail and/or relevance. Solution is in now way feasible.	Provides a somewhat detailed explanation, or the solution is somewhat irrelevant. Solution is in some way feasible or practical.	Provides a detailed explanation of solution, solution is relevant to representation	Provides a detailed explanation of the solution; solution is completely relevant to representation; solution is in some way feasible or practical.
Philosophical text	Does not use the text in a way that shows any understanding; cites the text only once.	Seems to be a lack of understanding of the text, or the examples used are irrelevant. Uses the text at least 2 times.	Uses the text in a somewhat relevant way, but seems to lack some understanding, or the example seem out of place. Uses the text at least 2 times.	Uses the text in a relevant way. Uses the text at least 3 times.	Uses the text in a relevant and thoughtful way that adds to the essay's argument. Uses the text at least 3 times.
Grammar/ Mechanics	16+ errors. Sentences are all structure in the same way.	9-15 errors. Very little variety.	Good grammar with 6-8 errors. Not much variety in sentences.	Polished grammar and mechanics with only 3-5 errors. Good variety of sentence structure.	Polished grammar and mechanics with only 2-3 errors. Variety of sentence structure.

Your score for each element of your essay will be averaged to get your final score for the essay. For example, if you receive scores of 100, 90, 85, 90, 75, 85, your final score will average out to an 87.5.

Timeline for Project

Day 18: Thesis Due

Day 19: Peer Discussion of Papers

Day 23: Outline of Paper Due

Day 25: Peer Discussion of Paper, Teacher-Student Conferences by request, Work Time

Day 26: Work Day

Day 27: Paper due on class blog and TurnItIn.com. Presentations

Day 28: Presentations

On Days 27 and 28 you will give a very informal presentation of your paper. During presentation days, we will sit in a circle and each student will talk for 2-3 minutes about his paper topic, the basics of her argument, anything you found interesting in your paper. Everyone must share. Remember that these presentations are informal – they are more to share and discuss than to grade you on your presentation skills. As such, you will be awarded the full 5 points just for sharing a little about your paper.

Literature Circles

For the next two weeks, you will be reading a text in a literature circle. A literature circle is very much like a book club: you will agree on a certain point to read up to by a certain date, and on that day you will come in and discuss the reading. You will each take on a different "role" for each meeting to enhance your interaction with the text and add to the discussion.

You can choose from the following five texts, which we will talk about in greater detail:

Y the Last Man by Brian K. Vaughan
In Our Time by Ernest Hemingway
Persepolis by Marjane Satrapi
Psyche in a Dress by Francesca Lia Block
A Streetcar Named Desire by Tennessee Williams
I Was Amelia Earhart by Jane Mendelsohn

Each group must have 4 students, no more, no less!

Literature Circles Binder

For each meeting you have with your circle, you will bring a sheet with your completed role on it. All of the sheets should go into a binder that you will be in charge of as a group. At the end of the meetings, you will submit this book to me for assessment. Here is how I will grade your binders:

- 5 All components are included for each week. Work is insightful: questions are relevant and can foster discussion, highlighted passages are significant to the text, illustrations highlight an important element of the book, summaries show a complete understanding of the text.
- 4 All components are included for each week. Work shows good insight, with mostly relevant information included.
- 3 No more than 1 component is missing from the binder. Some relevant detail but there are some irrelevant illustrations, passages, or questions. Shows some insight but is not deeply engaging with the text through the roles.
- 2 No more than 2 components are missing from the binder. Most information is not useful and does not reflect a strong understanding of or interaction with the text.
- 1 Three or more components are missing. Information is irrelevant, no sign of understanding or interacting with the text.

Your score will be multiplied by 5 to give this assignment a value of 25 points.

Summarizer and Connector

Name:	Book:	
Date:	Assignment:	
Summarizer; Your job	is to prepare a summary of the reading. I	Don't tell the whole story, just
focus on the important par	ets. The other members of your group will about the story (the summary), and the key	be counting on you to give them
Summary:		

Retrieved from abc teach: http://www.abcteach.com/directory/basics/reading/literature_circles/

Connector: Your job is to find connections between the book you are reading and the outside world. This means connecting what you read with your own life, to what happens at school or in the community, to similar events at other times and places, or to other people or problems. Once you have shared your connection to this section of the book, each member of your group will also relate their own connection to the book, although they may refer to a different passage.

Describe the part in the book, and then explain your connection.		

Discussion Director

Name:	Book:	
Date:	Assignment:	
Discussion D	<i>irector</i> : Your job is to write a list of questio	ons that your group might
want to discuss about thi	s part of the book. The best questions will con this section of the book. You also need to writ	ne from your own thoughts,
Questions:		
1		
4		
5		
Sample Questions: What was going through y How did you feel when	our mind when you read this?	
Can someone summarize t		

Predict something about the next section of the book.

Literary Luminary

Name:	Book:	
Date:	Assignment:	
discuss with your group. powerful, funny, puzzling another group member to	ገልቦህ: Your job is to choose a paragraph or Your purpose is to help other students by spog, or important from the text. You can read poread them. Include your reasons for picking ge number and paragraph.	otlighting something interesting, arts aloud yourself, or ask
Paragraph and reason for c	choosing:	
3		
4		
5		

Illustrator

Book: _____

Date:	Assignment:	
Ille at motor way		

Justrator: Your job is to draw some kind of a picture related to what you read in your section. It can be a sketch, cartoon, diagram, or stick figure scene. It can be about something that you read, something that the reading reminded you about, or an element of the story (plot, character, setting).

Presentation Plan: When the Discussion Director invites you to participate, you may show your picture without commenting on it, and let the others in your group individually guess what your picture means. After everyone has had a turn to guess, it is your turn to tell them what your picture means, where it came from, or what it represents to you. You may make your picture on this sheet, or on a separate page.

Retrieved from abc teach: http://www.abcteach.com/directory/basics/reading/literature_circles/

Literature Circle Presentations

Due Date: Day 21 Point Worth: 25 Points

At the end of your work in literature circles, you will give an 8-10 minute presentation on gender representations in your text. You can decide to focus on one specific area: men, women, relationships, sexuality, or you can cover all three. For this assignment, you will need to have the following components:

- A thesis statement explaining what types of representations you perceived and are going to discuss.
- At least 5 supporting details from the text to support your thesis. These can be different characters who meet the representation or moments in the text that happen.
- A discussion of whether or not the representations being discussed are positive or negative did you think they were fair, unfair, accurate, stereotypical? Are the characterizations complex and interesting or flat and generic?
- A concluding statement that sums up the general feelings about the text.
- A technology component your presentations must use at least one type of technology to bring it to life. Some suggestions are glogster, prezi, or video (original or someone else's). Unless you are bringing something new to it, I discourage you from using a powerpoint. You do not have to use any of the above suggestions, but you will need to approve your choice with me by **Day 18**.

Your presentation is worth a total of 25 points. Here's how that grade will break down:

Thesis Statement: 5 Points – A full score will be awarded to groups that have a specific, arguable thesis that discusses gender representations of some form in the text. Points will be deducted for theses that are non-specific, non-arguable, or stray from the assignment.

Support: 5 Points – A full score will be awarded to groups that use 5 specific, relevant details (by relevant, I mean that they relate to the thesis statement). Groups that give fewer examples or give irrelevant/unrelated examples will be docked points (4 relevant examples = 4 points, and so on).

Discussion: 10 points – A full score will be awarded to groups that discuss the representations as fair/unfair, accurate/stereotypical, etc. Groups who share insightful remarks that show a knowledge of the book, and who relate the depictions in the book to real life representations and experiences will receive full points. The goal here is to have an interesting discussion about an aspect of the text you read, and to share it in such a way that we can think about the implications of gender depictions in the text as well.

Concluding Statement: 3 Points – Concluding statement sums up argument and feelings about the text succinctly.

Technology: 2 points – Students include a technology component that highlights information in their presentations. The technology is interesting and adds to the presentation, as opposed to being a throw away aspect. Full points will be awarded to groups with creative and interesting technology presentations while still providing information.

Literature Circle Schedule

Group Names:		
Text:		
You will need to fill out two copies of this schedul reading load however you wish to, but you must find role at least once. You will turn in your binder to read the schedul reading load however you wish to, but you must find the schedul reading load however you will turn in your binder to read the schedul reading load.	inish the text by	
<u>Day 13</u>		
Read to:		
Summarizer/Connector:	_ Illustrator:	
Literary Luminary:	_ Director:	
<u>Day 15</u>		
Read to:		
Summarizer/Connector:	_ Illustrator:	
Literary Luminary:	_ Director:	
<u>Day 16</u>		
Read to:		
Summarizer/Connector:	_ Illustrator:	
Literary Luminary:	_ Director:	
<u>Day 18</u>		
Read to:		
Summarizer/Connector:	_ Illustrator:	
Literary Luminary:	_ Director:	

<u>Day 20</u>		
Read to:		
Summarizer/Connector:	Illustrator:	
Literary Luminary:	Director:	

Jigsaw Activity

Today you will do an activity in which you become an "expert" on one the interviews you read in David Foster Wallace's book *Brief Interviews with Hideous Men*. In your expertise, you will discuss the interview with your fellow peers to help enhance their understanding of the piece.

Steps for Activity:

- 1. You will be given one of the 5 interviews you read. You will meet with students who have the same story. For 7 minutes you will discuss the interview. Some elements that you should work on: a basic summary of what is happening in the interview, and answers to the following questions in relation to your specific story:
 - What representations were given in the text?
 - Were they accurate or stereotypical?
 - What real-life examples (people you know personally or celebrities/fictional characters) can you give of these kinds of men?

You will need to write down your own answers, as I will be collecting the papers at the end of class.

- 2. After you discuss the story with your group and become an expert on the interview, you will move into your second group, which will be made up of experts for all of the different stories.
- 3. Once in your group, you will all go around, summarize briefly what story you focused on, and discuss the answers you find in your expert group. You have 10 minutes to share. Once you finish going around, answer the following question on a sheet of paper: What other common male perspectives/experiences exist that were not shown here?

Fishbowl Activity

Today we are going to discuss the stories you read, but in a slightly different way. For this activity, six lucky students will be in charge of discussion. In a few minutes we will push six desks into the center of the room, and then circle the rest of the desks around it.

We will start with six volunteers who are ready to discuss the short stories. They will sit in the center of the room and talk about what interested them about the story, what they noticed or thought about, and hopefully what comments the writing makes about gender. As they discuss, we will all listen to what they have to say. After a few moments I will switch one of them out and put someone new in, and continue to do so until all of you have cycled through the fishbowl.

Since we have not done this activity before, I will help facilitate the discussion should you become stuck; however, I encourage you to try to keep the conversation interesting and alive. To receive points for class today, you must be in the fishbowl at some point, and you must contribute in some way.

aExcerpt from Be a Man! for Warm-up:

"Be a man! What a strange order, yet it runs through so many human societies. We do not rush out to daughters and urge them to be women. The signals we give are more subtle, though they can be just as constraining. For a boy, manhood is at once desirable and mysterious, a state demanding achievement. One does not just become a man. A natural passage such as sexual maturation is not enough. In most societies, including our own, boys require a more extensive, arduous transition to manhood. Somehow being a man needs special prompting. Don't cry. Don't be a sissy about pain. Keep up with the other boys. Compete. Be a good sport. Win. Don't, for God's sake, be gay. Be kind to women, treat them rough, and don't tell them nothing. What a jumble it is to have two different types of chromosomes and to have modern society build rather explicitly on both at once (10-11).

bPhenomenal Woman

by Maya Angelou

Pretty women wonder where my secret lies.
I'm not cute or built to suit a fashion model's size
But when I start to tell them,
They think I'm telling lies.
I say,
It's in the reach of my arms
The span of my hips,
The stride of my step,
The curl of my lips.
I'm a woman
Phenomenally.
Phenomenal woman,
That's me.

I walk into a room Just as cool as you please, And to a man, The fellows stand or Fall down on their knees. Then they swarm around me, A hive of honey bees. I say, It's the fire in my eyes, And the flash of my teeth, The swing in my waist, And the joy in my feet. I'm a woman Phenomenally. Phenomenal woman, That's me.

Men themselves have wondered What they see in me.
They try so much
But they can't touch
My inner mystery.
When I try to show them
They say they still can't see.
I say,
It's in the arch of my back,
The sun of my smile,
The ride of my breasts,
The grace of my style.
I'm a woman

Phenomenally.
Phenomenal woman,
That's me.

Now you understand
Just why my head's not bowed.
I don't shout or jump about
Or have to talk real loud.
When you see me passing
It ought to make you proud.
I say,
It's in the click of my heels,
The bend of my hair,
the palm of my hand,
The need of my care,
'Cause I'm a woman
Phenomenally.
Phenomenal woman,
That's me.

Just A Girl

No Doubt

Take this pink ribbon off my eyes I'm exposed
And it's no big surprise
Don't you think I know
Exactly where I stand
This world is forcing me
To hold your hand
'Cause I'm just a girl, little 'ol me
Don't let me out of your sight
I'm just a girl, all pretty and petite
So don't let me have any rights

Oh...I've had it up to here!
The moment that I step outside
So many reasons
For me to run and hide
I can't do the little things I hold so dear
'Cause it's all those little things
That I fear

'Cause I'm just a girl I'd rather not be 'Cause they won't let me drive Late at night I'm just a girl, Guess I'm some kind of freak 'Cause they all sit and stare With their eyes

I'm just a girl, Take a good look at me Just your typical prototype

Oh...I've had it up to here!
Oh...am I making myself clear?
I'm just a girl
I'm just a girl in the world...
That's all that you'll let me be!
I'm just a girl, living in captivity
Your rule of thumb
Makes me worry some

I'm just a girl, what's my destiny?
What I've succumbed to Is making me numb
I'm just a girl, my apologies
What I've become is so burdensome
I'm just a girl, lucky me
Twiddle-dum there's no comparison
Oh...I've had it up to!
Oh...I've had it up to here!

Discussion Questions

Discuss the following questions in your small groups. Have someone record the conversation on paper – it does not have to be written in full sentences, but should give me an idea of what you discussed.

- How do gay men attempt to find acceptance in society?
- Are gay men and lesbians truly more "free" of gender?
- What is the meaning of the phrase "a very straight gay"?
- How are gay men's struggles different from that of straight men, of women?

Survey

This is a survey to gauge your feelings about the unit we just finished. Try to answer all questions as honestly as possible; you do not have to put your name on the paper and there is no grade for this. It's simply a way to help me figure out how to better teach you and other classes. If you need more space, feel free to write answers on the back.

5 VV C.	is on the odek.
1.	What aspects of this unit (activities, texts, projects, discussions) did you most enjoy? Explain.
2.	What aspects did you not enjoy? Explain.
3.	What else would you have liked to talk about or study in the context of this unit?
4.	Which texts would you drop from the unit? Which texts would you keep? Explain.
5.	Any final thoughts or comments?