

Tanya Martin, Maggie Taylor, Mimi Voyles, Chris Woodward

ELAN 7408

Peter Smagorinsky

Fall 2006

### **Rationale**

This rationale is in support of the unit on gender roles in American literature as crafted by Maggie Taylor, Mimi Voyles, Tanya Martin, and Chris Woodward. The rationale will serve to clarify underlying principles behind theme selection, array of literature, and student assessment. The unit is constructed so that these components build upon each other, scaffolding a multiplicity of independent student perspectives.

We hold the belief that literature classes have a responsibility to consider the culture within a given body of literature. In so doing, a teacher might best represent tensions or complications within the culture by building a theme around these tensions through illustrative literature. The decision to examine the theme gender roles in American literature was as easy decision to make; there was no discussion necessary within our group to justify the importance of such a thematic unit and we all agreed it would be interesting to explore.

For the purposes of a rationale, though, it seems prudent to begin with a justification for unit selection. A principal benefit to a unit on gender roles is that the thematic focus is accessible and applicable to all students. Regardless of a student's sex or stance on gender issues within literature and their community, students do not operate outside gender roles or the perception of gender roles. Additionally, American literature has many descriptive and colorful voices within its history, which illuminate the theme gender roles.

A possible concern with this unit may stem from the idea that schools generally teach literature from a new critical perspective- that is, that there is one universal truth to be gained

from a canonical work, and the goal is to teach students this one agreed upon interpretation. While our unit asks that students take a critical look at the literature, we believe that this approach is more valuable to students, not only because it addresses the Georgia Performance Standards for English/Language Arts, it is also fundamental to their own personal growth.

There is as little reason to abandon the canon as there is to sanctify it. As such, the unit will include canonized literature readily found in much traditional curricula. Such literature is critical to examine if one wishes to include historical perspective. Many historical examples illustrate suppressive or constrained views of gender roles.

Juxtaposing historical and contemporary literature encourages students to explore the changing landscape of perspective in regards to gender. To adequately explore the theme gender roles, it is necessary to include modern literature that might be outside the canon. While women have long had a significant impact on literature (*Uncle Tom's Cabin* was second only to the bible in being top selling book of the 19<sup>th</sup> century) the evolution of societal views on gender roles have ushered in a more diverse and rich body of literature from female writers. Tracking changes in social viewpoints on gender roles also achieves a larger goal of examining social change in American history. This unit is not merely a study on women in literature, but it is crucial to include women's voices in the study of gender roles in American literature.

As mentioned, some literature or texts included in this unit will step outside of the traditional literary canon. Some texts will include artifacts from popular culture. An example of this type of text is commercials recorded from different channels. These examples will be used to encourage students to identify and consider differences between commercials with different target audiences, speculate the reasons for these differences, and reflect on how gender might be

an active agent in these differences. This is one example of how popular culture will be included in the unit.

There are a variety of reasons for why popular culture will be included in the unit design. One reason has already been touched upon; in order to consider contemporary perspectives on gender roles it is essential that the instructor include current reflections of how such perspectives play out. Additionally, it is important that students see how the theme reaches into their personal experiences, to help them see the relevancy of what is being read and discussed. Geneva Smitherman is quoted in Kutz and Roskelly's *An Unquiet Pedagogy* as stating, "Unless teachers begin with the language their students know, students will have nothing to connect their new learning to." By bringing knowledge that exists in student's lives outside of school into the classroom the teacher is able to illustrate the relevancy of the theme within students' personal experiences.

We continue to ask students to examine their own lives in evaluating the theme of gender roles within American Literature by setting up assessment that encourages such comparisons. The major assessment component of this unit allows students to explore their comprehension of the literature and themes of the unit by using a variety of genres. Some examples students will be able to choose from include song writing, PowerPoint presentations, and posters. Students will be presented with a rubric detailing the project they choose and ways in which they must demonstrate specific connections to the texts examined during the unit. Students will also be required to complete an essay portion for this project, making such connections explicit. Jeff House, in *Writing is Dialogue: Teaching Students to Think (and Write) like Writers*, writes, "We often think and experience the world in a multidimensional, multivoiced way." It is our hope

that by encouraging students to explore a variety of voices we will encourage them to explore modes of expression they had not previously considered.

It is our intent that by assigning a variety of literature (both canonical and contemporary), by connecting themes of gender role to student's personal experiences, and by asking students to produce a personal response in the form of encouraging multi-genre projects that the students will have a heightened comprehension of the importance of observing how gender roles play out in society and in literature. In "Creative Writing and Living Language" Robert W. Rounds wrote, "The pupil who is most likely to succeed in writing creatively is the one who searches through this own life for material. He has not been told to study and emulate the great masters; on the contrary, he has been encouraged to believe that he himself has something to say if he will but find it." Thus, we have built into the curriculum a strong body of work that displays a variety of stances on gender roles and have insured that students have outlets to consider their individual perspectives. In recognition of these principles, it is our belief that students will grow both from the texts that they read and the texts that they create.

## Resources

House, Jeff. *Writing is Dialogue: Teaching Students to Think (and Write) like Writers.*

Massachusetts: Christopher-Gordon Publishers, Inc., 2006.

Kutz, E., & Roskelly, H. (1991). *An unquiet pedagogy: Transforming practice in the English classroom.* Portsmouth, NH: Heinemann.

Rounds, Robert W. "Creative Writing and Living Language." *EJ* 31.6 (1942): 454-62.

## Goals and Rubrics

|   |   |
|---|---|
| <p>1. Students will be exposed to multiple texts presenting a variety of perspectives on gender roles.</p> <p>GPS: ELAALRL1, ELAALRL2, ELAALRL3, ELA11C1, ELA11C2, ELA11C4, ELA11W3</p>   | <ul style="list-style-type: none"> <li>• Journal entries (summarizing)</li> <li>• Class discussions</li> <li>• Reading quizzes</li> </ul>   |
| <p>2. Students will evaluate gender roles in American Literature from both the historical and contemporary perspectives.</p> <p>GPS: ELAALRL1, ELAALRL2, ELAALRL3, ELA11W2, ELA11W3, ELA11W4, ELA11LSV1, ELA11LSV2</p>  | <ul style="list-style-type: none"> <li>• Journal entries (evaluating)</li> <li>• Class discussions</li> <li>• Handouts during introductory week</li> <li>• Project options menus for each issue week</li> <li>• Final essays</li> </ul> |
| <p>3. The student will produce a variety of audience appropriate persuasive texts that demonstrate organization, focus, and an understanding of gender roles in American Literature.</p> <p>GPS: ELA11W2, ELA11W3, ELA11W4, ELA11C1, ELA11C2, ELA11LSV2, ELAALRL2, ELAALRL3, ELAALRL4, ELAALRC2, ELAALRC4</p> | <ul style="list-style-type: none"> <li>• Persuasive texts created during issue weeks</li> <li>• Formal, persuasive essay</li> </ul>   |

## In-class essays and journals

Teachers: **Tanya Martin, Maggie Taylor, Mimi Voyles, Chris Woodward**

Student Name: \_\_\_\_\_

| <b>CATEGORY</b>              | <b>4 - Above Standards</b>  | <b>3 - Meets Standards</b>   | <b>2 - Approaching Standards</b>   | <b>1 - Below Standards</b>   |
|------------------------------|---|--|--|--|
| <b>Position Statement</b>    | The position statement provides a clear, strong statement of the author's position on the topic.  | The position statement provides a clear statement of the author's position on the topic.   | A position statement is present, but does not make the the author's position clear.  | There is no position statement.  |
| <b>Support for Position</b>  | Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. The writer anticipates the reader's concerns, biases or arguments and has provided at least 1 counter-argument. | Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.                          | Includes 2 pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.                                      | Includes 1 or fewer pieces of evidence (facts, statistics, examples, real-life experiences).   |
| <b>Evidence and Examples</b> | All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.   | Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position. | At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position. | Evidence and examples are NOT relevant AND/OR are not explained.   |
| <b>Sequencing</b>            | Arguments and support are provided in a logical order that makes it easy and interesting to follow the author's train of thought.   | Arguments and support are provided in a fairly logical order that makes it reasonably easy to follow the author's train of thought.                      | A few of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem a little confusing.      | Many of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem very confusing. |
| <b>Audience</b>              | Demonstrates a clear understanding of the potential reader and uses appropriate vocabulary and arguments. Anticipates reader's questions and provides thorough answers appropriate for that audience.   | Demonstrates a general understanding of the potential reader and uses vocabulary and arguments appropriate for that audience.                            | Demonstrates some understanding of the potential reader and uses arguments appropriate for that audience.  | It is not clear who the author is writing for.   |

## Class discussions

Teachers: **Tanya Martin, Maggie Taylor, Mimi Voyles, Chris Woodward**

Student Name: \_\_\_\_\_

| CATEGORY                      | 4  | 3   | 2   | 1  |
|-------------------------------|--|---|---|--|
| <b>Respects Others</b>        | Student listens quietly, does not interrupt, and stays in assigned place without distracting fidgeting.  | Student listens quietly and does not interrupt. Moves a couple of times, but does not distract others.      | Student interrupts once or twice, but comments are relevant. Stays in assigned place without distracting movements. | Student interrupts often by whispering, making comments or noises that distract others OR moves around in ways that distract others. |
| <b>Participates Willingly</b> | Student routinely volunteers answers to questions and willingly tries to answer questions s/he is asked. | Student volunteers once or twice and willingly tries to all questions s/he is asked.                        | Student does not volunteer answers, but willing tries to answer questions s/he is asked.                            | Student does not willingly participate.  |
| <b>Comprehension</b>          | Student seems to understand text and accurately discusses key information related to the text.           | Student seems to understand most of the text and accurately discusses most information related to the text. | Student understands some parts of the text and accurately discusses some information related to the text.           | Student has trouble understanding or discussing most parts of the text.  |

## Multimedia Projects (Selected from project menu)

Teachers: **Tanya Martin, Maggie Taylor, Mimi Voyles, Chris Woodward**

Student Name: \_\_\_\_\_

| <b>CATEGORY</b>        | <b>4</b>   | <b>3</b>  | <b>2</b>  | <b>1</b>   |
|------------------------|--|---|---|--|
| <b>Requirements</b>    | All requirements are met and exceeded.   | All requirements are met.   | One requirement was not completely met.   | More than one requirement was not completely met.  |
| <b>Content</b>         | Covers topic in-depth with details and examples. Subject knowledge is excellent.         | Includes essential knowledge about the topic. Subject knowledge appears to be good. | Includes essential information about the topic but there are 1-2 factual errors.                                | Content is minimal OR there are several factual errors.  |
| <b>Originality</b>     | Product shows a large amount of original thought. Ideas are creative and inventive.      | Product shows some original thought. Work shows new ideas and insights.             | Uses other people's ideas (giving them credit), but there is little evidence of original thinking.              | Uses other people's ideas, but does not give them credit.  |
| <b>Attractiveness</b>  | Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation. | Makes good use of font, color, graphics, effects, etc. to enhance to presentation.  | Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content. | Use of font, color, graphics, effects etc. but these often distract from the presentation content. |
| <b>Mechanics</b>       | No misspellings or grammatical errors.   | Three or fewer misspellings and/or mechanical errors.                               | Four misspellings and/or grammatical errors.  | More than 4 errors in spelling or grammar.   |
| <b>Appropriateness</b> | Project is appropriate and effective for the intended audience and for the classroom.    | Project is appropriate for the intended audience and for the classroom.             | Project is appropriate for the classroom, but not for the intended audience.                                    | Project is inappropriate for the classroom and intended audience.                                  |

## Formal Persuasive Essay (2 pages)

Teachers: **Tanya Martin, Maggie Taylor, Mimi Voyles, Chris Woodward**

Student Name: \_\_\_\_\_

| <b>CATEGORY</b>              | <b>4 - Above Standards</b>  | <b>3 - Meets Standards</b>   | <b>2 - Approaching Standards</b>   | <b>1 - Below Standards</b>   |
|------------------------------|---|--|--|--|
| <b>Position Statement</b>    | The position statement provides a clear, strong statement of the author's position on the topic.  | The position statement provides a clear statement of the author's position on the topic.   | A position statement is present, but does not make the the author's position clear.  | There is no position statement.  |
| <b>Support for Position</b>  | Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. The writer anticipates the reader's concerns, biases or arguments and has provided at least 1 counter-argument. | Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.                          | Includes 2 pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.                                      | Includes 1 or fewer pieces of evidence (facts, statistics, examples, real-life experiences).   |
| <b>Evidence and Examples</b> | All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.   | Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position. | At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position. | Evidence and examples are NOT relevant AND/OR are not explained.   |
| <b>Sequencing</b>            | Arguments and support are provided in a logical order that makes it easy and interesting to follow the author's train of thought.   | Arguments and support are provided in a fairly logical order that makes it reasonably easy to follow the author's train of thought.                      | A few of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem a little confusing.      | Many of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem very confusing. |
| <b>Audience</b>              | Demonstrates a clear understanding of the potential reader and uses appropriate vocabulary and arguments. Anticipates reader's questions and provides thorough answers appropriate for that audience.   | Demonstrates a general understanding of the potential reader and uses vocabulary and arguments appropriate for that audience.                            | Demonstrates some understanding of the potential reader and uses arguments appropriate for that audience.  | It is not clear who the author is writing for.   |

|                               |  |   |   |   |
|-------------------------------|--|---|---|---|
| <b>Sources</b>                | All sources used for quotes, statistics and facts are credible and cited correctly.      | All sources used for quotes, statistics and facts are credible and most are cited correctly.  | Most sources used for quotes, statistics and facts are credible and cited correctly.      | Many sources are suspect (not credible) AND/OR are not cited correctly.                           |
| <b>Sentence Structure</b>     | All sentences are well-constructed with varied structure.                                | Most sentences are well-constructed and there is some varied sentence structure in the essay. | Most sentences are well constructed, but there is no variation in structure.              | Most sentences are not well-constructed or varied.  |
| <b>Grammar &amp; Spelling</b> | Author makes no errors in grammar or spelling that distract the reader from the content. | Author makes 1-2 errors in grammar or spelling that distract the reader from the content.     | Author makes 3-4 errors in grammar or spelling that distract the reader from the content. | Author makes more than 4 errors in grammar or spelling that distract the reader from the content. |

## Lesson Plans

### Day 1 - Friday

#### Introductory Activity

|   |  |  |
|---|--|--|
| <b>Teacher Names:</b><br>Tanya Martin, Maggie Taylor, Mimi Voyles, Chris Woodward   | <b>Class/Audience:</b><br>American Literature/11th Grade, 90 minute block                  |  |
| <b>Unit Goals</b> being addressed in this lesson:<br><br>4. Students will be exposed to multiple texts presenting a variety of perspectives on gender roles.<br>5. Students will evaluate gender roles in American Literature from both the historical and contemporary perspectives.<br>6. The student will produce a variety of audience-appropriate persuasive texts that demonstrate organization, focus, and an understanding of gender roles in American Literature.  | <b>Materials</b> needed for lesson:<br><br>- Good wife handouts<br>- Good husband handouts |  |
| <b>Activities/ Instructional Strategies</b><br><br>1. Students will get into pairs. Pass out copies of GH Activity and GW Activities. Half of the class will receive GH and the other half will receive GW (it is not necessary for the class to know that they are not all receiving the same activity). Teacher will explain that they are reading a list of duties that detail gender role assignments for husbands and wives. Each paired group will read their activity and will notate any of these role assignments they agree with or disagree with. Each paired group will have to then agree on a list of ten items that they think are accurate role assignments for modern husbands and wives (groups write this out on a separate sheet of paper). Students should first include items from the GW or GH activity that they agree with. If they do not find 10 on the GW or GH that they agree with, students should create their own items additional items to equal a list of 10 statements. | <b>Time Estimate</b><br><br>1. 25 minutes  | <b>Assessments/ Evidence of Learning</b><br><br>1. Students must demonstrate some signs of engaging with GH and GW handout including: signs of reading, discussions of specific items on the activity sheets, discussions of gender roles, students make connections to relevant personal situations, students create a list of items. |

|   |                      |  |
|---|----------------------|--|
| <p>2. Paired groups will create larger groups which will then separate the classroom in half- all of those who receiving GW are in one group, all of those receiving GH are in another group. These two large groups must now come to a consensus of 10 gender roles that they feel are applicable to modern times.</p> | <p>2. 20 minutes</p> | <p>2. Students must demonstrate some signs of engaging with GH and GW handout or individualized lists including: signs of reading, discussions of specific items on the activity sheets, discussions of specific items on paired group lists, discussions of gender roles, students make connections to relevant personal situations, students come to a consensus of items.</p> |
| <p>3. Whole group discussion.</p>   | <p>3. 25 minutes</p> | <p>3. Students discussion should be focused on the activity. Discussions may touch on all or any of the following: Content of GH or GW handouts, content of paired lists, content of half-class lists, gender roles in literature, personal experiences with gender roles, discussion of the activity itself.</p>  |
| <p>4. Brief description of some literature to be covered in unit.</p>   | <p>4. 5 minutes</p>  | <p>4. Classroom participation, non-disruptive</p>  |
| <p>5. Students will return to seats. Journal writing on Gender Roles or any other topic to which students would like to write.</p>  | <p>5. 15 minutes</p> | <p>5. Involved with journal, non-disruptive</p>  |

# HOW TO BE A GOOD WIFE

*Home Economics High School Text Book, 1954*

Have dinner ready. Plan ahead, even the night before, to have a delicious meal, on time. This is a way of letting him know that you have been thinking about him and are concerned about his needs. Most men are hungry when they come home and the prospect of a good meal is part of the warm welcome needed.

Prepare yourself. Take 15 minutes to rest so that you'll be refreshed when he arrives. Touch up your makeup, put a ribbon in your hair and be fresh-looking. He has just been with a lot of work-weary people. Be a little cheery and a little more interesting. His boring day may need a lift.

Clear away the clutter. Make one last trip through the main part of the home just before your husband arrives; gather up schoolbooks, toys, paper, etc. Then run a dust cloth over the tables. Your husband will feel he has reached a haven of rest and order, and it will give you a lift, too.

Prepare the children. Take a few minutes to wash the children's hands and faces (if they are small), comb their hair, and if necessary change their clothes. They are little treasures and he would like to see them playing the part.

Minimize all noise. At the time of his arrival, eliminate all noise of the washer, dryer, dishwasher, or vacuum. Try to encourage the children to be quiet. Be happy to see him. Greet him with a warm smile and be glad he is home.

Some don'ts: Don't greet him with problems or complaints. Don't complain if he is late for dinner. Count this as minor compared with what he might have gone through that day. Make him comfortable. Have him lean back in a comfortable chair or suggest he lie down in the bedroom. Have a cool or warm drink ready for him. Arrange his pillow and offer to take off his shoes. Speak in a low, soft, soothing and pleasant voice. Allow him to relax and unwind.

Listen to him. You may have a dozen things to tell him, but the moment of his arrival is not the time. Let him talk first.

Make the evening his. Never complain if he does not take you out to dinner or to other places of entertainment. Instead, try to understand his world of strain and pressure, his need to be home and relax.

The Goal: Try to make your home a place of peace and order where your husband can renew himself in body and spirit.

# HOW TO BE A GOOD HUSBAND

*Home Economics High School Text Book, 1954*

Have dinner ready. Plan ahead, even the night before, to have a delicious meal, on time. This is a way of letting her know that you have been thinking about her and are concerned about her needs. Most women are hungry when they come home and the prospect of a good meal is part of the warm welcome needed.

Prepare yourself. Take 15 minutes to rest so that you'll be refreshed when she arrives. Touch up your cologne, put on a tie, brush your hair and be fresh-looking. She has just been with a lot of work-weary people. Be a little cheery and a little more interesting. Her boring day may need a lift.

Clear away the clutter. Make one last trip through the main part of the home just before your wife arrives; gather up schoolbooks, toys, paper, etc. Then run a dust cloth over the tables. Your wife will feel she has reached a haven of rest and order, and it will give you a lift, too.

Prepare the children. Take a few minutes to wash the children's hands and faces (if they are small), comb their hair, and if necessary change their clothes. They are little treasures and she would like to see them playing the part.

Minimize all noise. At the time of her arrival, eliminate all noise of the washer, dryer, dishwasher, or vacuum. Try to encourage the children to be quiet. Be happy to see her. Greet her with a warm smile and be glad she is home.

Some don'ts: Don't greet her with problems or complaints. Don't complain if she is late for dinner. Count this as minor compared with what she might have gone through that day. Make her comfortable. Have her lean back in a comfortable chair or suggest she lie down in the bedroom. Have a cool or warm drink ready for her. Arrange her pillow and offer to take off her shoes. Speak in a low, soft, soothing and pleasant voice. Allow her to relax and unwind.

Listen to her. You may have a dozen things to tell her, but the moment of her arrival is not the time. Let her talk first.

Make the evening hers. Never complain if she does not take you out to dinner or to other places of entertainment. Instead, try to understand her world of strain and pressure, her need to be home and relax.

The Goal: Try to make your home a place of peace and order where your wife can renew herself in body and spirit.

**Day 2 - Monday**  
**Gender Roles, Then and Now**

|  |   |  |
|--|---|--|
| <b>Teacher Names:</b><br>Tanya Martin, Maggie Taylor, Mimi Voyles, Chris Woodward  |   | <b>Class/Audience:</b><br>American Literature/11th Grade, 90 minute block  |
| <b>Unit Goals</b> being addressed in this lesson: <ol style="list-style-type: none"> <li>Students will be exposed to multiple texts presenting a variety of perspectives on gender roles.</li> <li>Students will evaluate gender roles in American Literature from both the historical and contemporary perspectives.</li> <li>The student will produce a variety of audience-appropriate persuasive texts that demonstrate organization, focus, and an understanding of gender roles in American Literature.</li> </ol>   |   | <b>Materials</b> needed for lesson: <ul style="list-style-type: none"> <li>- Then/Now handouts for students to complete</li> <li>- Gender Role Scenarios</li> </ul>  |
| <b>Activities/ Instructional Strategies</b> <ol style="list-style-type: none"> <li>Attendance/housekeeping</li> <li>Re-introduce students to the topic of gender roles, giving a few examples of gender roles throughout history (household duties, social expectations, etc.). Distribute copies of the Then/Now graphic organizer and construct the same chart on the board to complete with the class.</li> <li>Brainstorm with students how men and women have been perceived by society according to historical and contemporary gender roles. Possible discussion questions:             <ol style="list-style-type: none"> <li>What are [men/women] supposed to do and be?</li> <li>What are men/women supposed to wear?</li> <li>How are men/women supposed to act?</li> </ol>             Fill in the chart based on student responses.           </li> </ol> | <b>Time Estimate</b> <ol style="list-style-type: none"> <li>5 minutes</li> <li>5 minutes</li> <li>20 minutes</li> </ol> | <b>Assessments/ Evidence of Learning</b> <ol style="list-style-type: none"> <li>N/A</li> <li>Classroom participation, non-disruptive.</li> <li>Classroom participation, contribution to brainstormed lists, non-disruptive.</li> </ol> |

|  |                      |   |
|--|----------------------|---|
| <p>4. Divide students into 4 groups and give each group a different gender role scenario to evaluate. Each group should examine their scenarios to see how they do or do not demonstrate traditional gender roles. Students should be prepared to explain their responses.</p> | <p>4. 30 minutes</p> | <p>4. Signs of engaging with scenarios, including reading, discussing specific examples within the scenarios, discussing gender roles, and connecting scenarios to relevant outside examples.</p> |
| <p>5. Bring the class back together. Each group will briefly explain their scenario to the class, including examples of traditional/nontraditional gender roles they found. The whole class will discuss each scenario.</p>  | <p>5. 30 minutes</p> | <p>5. Classroom participation, contribution to discussion, non-disruptive.</p>  |

Name \_\_\_\_\_ Date \_\_\_\_\_

**Men and Women: Then and Now  
(or, How Gender Roles Have Changed)**

| <b>MEN</b>  |            | <b>WOMEN</b> |            |
|-------------|------------|--------------|------------|
| <b>THEN</b> | <b>NOW</b> | <b>THEN</b>  | <b>NOW</b> |
|             |            |              |            |

**Day 3 - Tuesday**  
**Gender Roles Now**

|   |   |   |
|---|---|---|
| <p><b>Teacher Names:</b><br/> Tanya Martin, Maggie Taylor, Mimi Voyles, Chris Woodward</p>  | <p><b>Class/Audience:</b><br/> American Literature/11th Grade, 90 minute block</p>  |   |
| <p><b>Unit Goals</b> being addressed in this lesson:</p> <ol style="list-style-type: none"> <li>1. Students will be exposed to multiple texts presenting a variety of perspectives on gender roles.</li> <li>2. Students will evaluate gender roles in American Literature from both the historical and contemporary perspectives.</li> <li>3. The student will produce a variety of audience-appropriate persuasive texts that demonstrate organization, focus, and an understanding of gender roles in American Literature.</li> </ol>  | <p><b>Materials</b> needed for lesson:</p> <ul style="list-style-type: none"> <li>- Teacher examples of ads and other texts</li> <li>- Poem: "To My Dear and Loving Husband" (Anne Bradstreet)</li> </ul> |   |
| <p><b>Activities/ Instructional Strategies</b></p> <ol style="list-style-type: none"> <li>1. Attendance/housekeeping</li> <li>2. Show students video examples of advertisements aired on channels marketed towards specific genders (Oxygen or WE for women, SpikeTV for men). Discuss with students the differences they see between the advertisements. Possible discussion questions: <ol style="list-style-type: none"> <li>a. What would you expect to see on these channels, and why?</li> <li>b. What do these advertisements tell you about the expected audiences for these channels?</li> </ol> </li> <li>3. Show students other teacher-found texts—these may include nursery rhymes, children’s literature, fairy tales, toys, etc. (“What are little boys made of?,” “Little Red Riding Hood,” Barbie, GI Joe. Ask students what they notice about these examples of gender roles.</li> <li>4. Distribute and read “To My Dear and Loving Husband” with the class; clarify confusing or unfamiliar language and other comprehension issues.</li> </ol> | <p><b>Time Estimate</b></p> <ol style="list-style-type: none"> <li>1. 5 minutes</li> <li>2. 15 minutes</li> <li>3. 20 minutes</li> <li>4. 15 minutes</li> </ol>   | <p><b>Assessments/ Evidence of Learning</b></p> <ol style="list-style-type: none"> <li>1. N/A</li> <li>2. Classroom participation, contribution to discussion, non-disruptive.</li> <li>3. Classroom participation, contribution to discussion, non-disruptive.</li> <li>4. Classroom participation, attention to reading and engaging with the poem, contribution to clarifying discussion, non-disruptive.</li> </ol> |

|   |   |  |
|---|---|--|
| <p>5. Fishbowl discussion of Bradstreet and other examples: Four students sit in the fishbowl in the center of the room—these are the only students allowed to talk. Other students may tag in by tapping students in the fishbowl on the shoulder. A fifth seat is designated as the hot seat for students who feel they absolutely must jump in for a minute. The teacher may tag into the discussion at any point for redirection, clarification, etc.</p> <p>6. Homework: Students will find their own examples of media that illustrate traditional gender roles. Examples may include TV shows, movies, comics, songs, articles, toys, etc., and should be brought to class if possible. Students should also bring a paragraph explaining what roles are present in their example, with details to justify their choice. These will be discussed at the beginning of class the next day.</p> | <p>5. 20 minutes</p> <p>6. 15 minutes; complete at home</p> | <p>5. Classroom participation, contribution to class discussion by entering fishbowl at least once with meaningful input, non-disruptive when outside the fishbowl</p> <p>6. Classroom participation, signs of brainstorming and planning for homework assignment, non-disruptive.</p> |
|---|---|--|

**Day 4 - Wednesday****Discussion Webs**

|  |   |  |
|--|---|--|
| <b>Teacher Names:</b><br>Tanya Martin, Maggie Taylor, Mimi Voyles, Chris Woodward  | <b>Class/Audience:</b><br>American Literature/11th Grade, 90 minute block   |  |
| <b>Unit Goals</b> being addressed in this lesson: <ol style="list-style-type: none"> <li>1. Students will be exposed to multiple texts presenting a variety of perspectives on gender roles.</li> <li>2. Students will evaluate gender roles in American Literature from both the historical and contemporary perspectives.</li> <li>3. The student will produce a variety of audience-appropriate persuasive texts that demonstrate organization, focus, and an understanding of gender roles in American Literature.</li> </ol>  | <b>Materials</b> needed for lesson: <ul style="list-style-type: none"> <li>- Discussion web handout</li> </ul>                    |  |
| <b>Activities/ Instructional Strategies</b> <ol style="list-style-type: none"> <li>1. Attendance/housekeeping</li> <li>2. Explain to students how to complete a discussion web: Begin with two students per group. Each member presents his/her point of view, listing details and reasons for each side of the issue in the corresponding space on the discussion web. The pair should try to come to a consensus. Then, each pair joins with another pair to make a group of four and repeats the process, using each pair's ideas and final consensus to come to a group decision. Finally, each group of four presents its consensus to the class, which opens the forum for whole-class discussion. (The teacher may briefly model this process using an example with which students are familiar, for example the issue of whether or not MySpace access should be allowed at school—pros and cons).</li> <li>3. Using homework paragraphs, students will pair up and select one partner's example to use for the discussion web. The completed web should explain how the example supports and contradicts traditional gender roles.</li> </ol> | <b>Time Estimate</b> <ol style="list-style-type: none"> <li>1. 5 minutes</li> <li>2. 10 minutes</li> <li>3. 15 minutes</li> </ol> | <b>Assessments/ Evidence of Learning</b> <ol style="list-style-type: none"> <li>1. N/A</li> <li>2. Classroom participation, contribution to discussion, non-disruptive.</li> <li>3. Signs of engaging with the activity, including: signs of reading and listening, discussion of specific details about each example, discussions of gender roles.</li> </ol> |

|  |  |  |
|--|--|--|
| <p>4. Each pair joins with another pair to create a group of four, which should come to a consensus about one member's example. The group will present the example to the class, including why the example was selected, how it supports traditional gender roles, how it contradicts traditional gender roles, and whether it ultimately seems traditional or untraditional in its gender stance.</p> <p>5. Each group of four students will present their example to the class, which will lead in to the whole-class discussion.</p> <p>6. Collect students' paragraphs from the night before. Tonight's homework: Students will choose any example discussed in class and brainstorm ways the example's traditional gender roles could be reversed. Students should bring evidence of their prewriting (this can be informal—lists, freewriting, and idea web, etc.) to class for the next day's writing assignment.</p> | <p>4. 20 minutes</p> <p>5. 30 minutes</p> <p>6. 10 minutes; complete at home</p> | <p>4. Signs of engaging with the activity, including: reading and listening, discussing details about each example, discussing gender roles.</p> <p>5. Classroom participation, contribution to discussion, non-disruptive while groups are presenting.</p> <p>6. Signs of engaging with the homework activity: written brainstorming or planning, discussing with other students about examples used in class, discussing gender roles.</p> |
|--|--|--|

# DISCUSSION WEB

| <b>TRADITIONAL</b> |   | <b>UNTRADITIONAL</b> |
|--------------------|---|----------------------|
|                    | Students' names _____<br>_____<br>_____   |                      |
|                    | Example _____<br>_____<br>_____   |                      |
|                    | <b>QUESTIONS:</b>   |                      |
|                    | 1) In what ways does our chosen example support traditional gender roles?             |                      |
|                    | 2) In what ways does our chosen example contradict traditional gender roles?          |                      |
|                    | <b>* Try to come up with an equal number of responses for each side of the chart!</b> |                      |

**Day 5 - Thursday**  
**Rewriting traditional roles**

|   |  |  |
|---|--|--|
| <p><b>Teacher Names:</b><br/> Tanya Martin, Maggie Taylor, Mimi Voyles, Chris Woodward</p>  | <p><b>Class/Audience:</b><br/> American Literature/11th Grade, 90 minute block</p>   |  |
| <p><b>Unit Goals</b> being addressed in this lesson:</p> <ol style="list-style-type: none"> <li>1. Students will be exposed to multiple texts presenting a variety of perspectives on gender roles.</li> <li>2. Students will evaluate gender roles in American Literature from both the historical and contemporary perspectives.</li> <li>3. The student will produce a variety of audience-appropriate persuasive texts that demonstrate organization, focus, and an understanding of gender roles in American Literature.</li> </ol>  | <p><b>Materials</b> needed for lesson:</p> <p>- Teacher examples of a gender role rewrite</p>  |  |
| <p><b>Activities/ Instructional Strategies</b></p> <ol style="list-style-type: none"> <li>1. Attendance/housekeeping</li> <li>2. Present one or two examples of how someone might rewrite a text to reverse its traditional gender roles. For example, explore the differences between the traditional Winnie the Pooh with Christopher Robin and the new Winnie the Pooh, which features a female human character. Examine what roles were originally present, why the change might have been made, and how the change affects character dynamics. After presenting and discussing the example, explain that students will use their prewriting from the night before to create their own rewriting of a traditional gender role. Students' revamped texts may be narratives, drama, essays, etc.</li> <li>3. Students will work individually to rewrite their examples using reversed gender roles. Students who finish early may share their work quietly with a classmate.</li> </ol> | <p><b>Time Estimate</b></p> <ol style="list-style-type: none"> <li>1. 5 minutes</li> <li>2. 15 minutes</li> <li>3. 30 minutes</li> </ol> | <p><b>Assessments/ Evidence of Learning</b></p> <ol style="list-style-type: none"> <li>1. N/A</li> <li>2. Classroom participation, contribution to discussion, non-disruptive.</li> <li>3. Signs of engaging with the writing activity: continuing prewriting from the night before, writing/creating their new texts, sharing with other students.</li> </ol> |

|   |  |   |
|---|--|---|
| <p>4. Students will present their rewritten examples to the class by reading out loud, explaining, acting, etc. The teacher and classmates may ask presenters questions about the choices they made in rewriting their texts, and presenters should be able to answer these questions.</p> <p>5. Students will reflect on the day's/week's activities in a journal entry.</p> | <p>4. 30 minutes</p> <p>5. 5 minutes</p> | <p>4. Classroom participation, contribution to discussion, non-disruptive while groups are presenting.</p> <p>5. Classroom participation, non-disruptive.</p> |
|---|--|---|

**Day 6 - Friday**  
**Novel Previewing/Selection**

|   |  |   |
|---|--|---|
| <p><b>Teacher Names:</b><br/> Tanya Martin, Maggie Taylor, Mimi Voyles, Chris Woodward</p>  | <p><b>Class/Audience:</b><br/> American Literature/11th Grade, 90 minute block</p>   |   |
| <p><b>Unit Goals</b> being addressed in this lesson:</p> <ol style="list-style-type: none"> <li>1. Students will be exposed to multiple texts presenting a variety of perspectives on gender roles.</li> <li>2. Students will evaluate gender roles in American Literature from both the historical and contemporary perspectives.</li> <li>3. The student will produce a variety of audience-appropriate persuasive texts that demonstrate organization, focus, and an understanding of gender roles in American Literature.</li> </ol>  | <p><b>Materials</b> needed for lesson:</p> <ul style="list-style-type: none"> <li>- <i>Their Eyes Were Watching God</i>- Zora Neale Hurston</li> <li>- <i>The Awakening</i>- Kate Chopin</li> <li>- <i>The Sun Also Rises</i>- Ernest Hemmingway</li> <li>- <i>The Great Gatsby</i>- F. Scott Fitzgerald</li> <li>- <i>A Lesson Before Dying</i>- Ernest Gaines</li> <li>-<i>House on Mango Street</i>- Sandra Cisneros</li> <li>-<i>The Joy Luck Club</i>- Amy Tan</li> </ul> |   |
| <p><b>Activities/ Instructional Strategies</b></p> <ol style="list-style-type: none"> <li>1. Attendance/housekeeping</li> <li>2. Introduce novels included on project menu list. Teacher will give brief summary of selections, read a short excerpt, and pass a copy of each novel around.</li> <li>3. Students will next list their first three choices of novel selection on individual sheets of paper. From these lists the teacher will assign preference groups with no more than 4-5 students to a group (preferably 4). Teacher will announce the groups the following class. No two groups will be assigned the same novel.</li> <li>4. Introduce literature circles. Teacher will pass out handout on literature circle and spend time highlighting individual roles.</li> </ol> | <p><b>Time Estimate</b></p> <ol style="list-style-type: none"> <li>1. 5 minutes</li> <li>2. 60 minutes</li> <li>3. 10 minutes</li> <li>4. 15 minutes</li> </ol>  | <p><b>Assessments/ Evidence of Learning</b></p> <ol style="list-style-type: none"> <li>1. N/A</li> <li>2. Students are attentive to classroom discussions. Teacher will note verbal and non-verbal signs of attentiveness.</li> <li>3. Teacher will collect preference list of novel selections.</li> <li>4. Students are attentive to classroom discussion.</li> </ol> |

**Day 7 - Monday****Theme: Family/Parenting****Project: Visual**

|  |   |   |
|--|---|---|
| <b>Teacher Names:</b><br>Tanya Martin, Maggie Taylor, Mimi Voyles, Chris Woodward  | <b>Class/Audience:</b><br>American Literature/11th Grade, 90 minute block   |   |
| <b>Unit Goals</b> being addressed in this lesson: <ol style="list-style-type: none"> <li>Students will be exposed to multiple texts presenting a variety of perspectives on gender roles.</li> <li>Students will evaluate gender roles in American Literature from both the historical and contemporary perspectives.</li> <li>The student will produce a variety of audience-appropriate persuasive texts that demonstrate organization, focus, and an understanding of gender roles in American Literature.</li> </ol>   | <b>Materials</b> needed for lesson: <ul style="list-style-type: none"> <li>Literature circle novels</li> <li>Family/parenting handout</li> <li>Texts related to family and parenting, including: <ul style="list-style-type: none"> <li>“Everyday Use” by Alice Walker</li> <li>“I Stand Here Ironing” by Tillie Olsen</li> <li>“2 Kinds” by Amy Tan</li> <li>“Mother to Son” by Langston Hughes</li> </ul> </li> </ul> |   |
| <b>Activities/ Instructional Strategies</b> <ol style="list-style-type: none"> <li>Attendance/housekeeping</li> <li>Teacher will place students in assigned literature circle groups and pass out novels. Students must assign literature circle role rotations and submit a plan of which students assign which roles which week to insure that all students are assuming a variety of roles. This list will be turned into the teacher.</li> <li>Students will read their novels.</li> <li>Students will break from their literature circles. Teacher will introduce the theme of Family/Parenting by distributing a list literature in which this theme can be easily protracted. Students will be asked to form new groups (which may be different than literature circle groups or may be the same) and choose one work from this project menu. Students may also elect to work individually. Projects will be presented at the end of the week.</li> </ol> | <b>Time Estimate</b> <ol style="list-style-type: none"> <li>5 minutes</li> <li>30 minutes</li> <li>20 minutes</li> <li>20 minutes</li> </ol>  | <b>Assessments/ Evidence of Learning</b> <ol style="list-style-type: none"> <li>N/A</li> <li>Literature circle role assignments created and turned in by each group.</li> <li>Engaged in reading, non-disruptive.</li> <li>The teacher will record names in each group for the reading that week as well as record which reading the group has selected from the menu (this is different then the literature circle readings).</li> </ol> |

|  |                      |   |
|--|----------------------|---|
| <p>5. Students will read the work they select, keeping in mind that they will be expected to present a project highlighting the literature's take on Family/Parenting.</p> | <p>5. 15 minutes</p> | <p>5. Engaged in reading, non-disruptive.</p> |
|--|----------------------|---|

## Week 2

Theme: Family/Parenting

Choose one of the following works:

- “Everyday Use” by Alice Walker
- “I Stand Here Ironing” by Tillie Olsen
- “2 Kinds” by Amy Tan
- \*\*“Mother to Son” by Langston Hughes

Choose one of the following projects to represent the work chosen above:

- Propaganda posters
- Comic books
- Story boards
- Political Cartoons

For this project you will be asked to demonstrate your understanding of the readings and class discussions. You will consider what we have read so far to compare and contrast the historical and contemporary views on gender roles in literature. You will present your project for the class, so remember this should be school appropriate!!! While there is no minimum number of pages, your project must demonstrate a clear connection to the literature. You should reference at least 2 works covered in this unit; please include title and author.

**Day 8- Tuesday**

**Theme: Family/Parenting**

**Project: Visual**

|  |  |  |  |
|--|--|--|--|
| <b>Teacher Names:</b><br>Tanya Martin, Maggie Taylor, Mimi Voyles, Chris Woodward  |  | <b>Class/Audience:</b><br>American Literature/11th Grade, 90 minute block  |  |
| <b>Unit Goals</b> being addressed in this lesson:<br><br><ol style="list-style-type: none"><li>1. Students will be exposed to multiple texts presenting a variety of perspectives on gender roles.</li><li>2. Students will evaluate gender roles in American Literature from both the historical and contemporary perspectives.</li><li>3. The student will produce a variety of audience-appropriate persuasive texts that demonstrate organization, focus, and an understanding of gender roles in American Literature.</li></ol> |  | <b>Materials</b> needed for lesson:<br><br>- Literature circle novels<br>- Family/parenting handout<br>- Texts related to family and parenting, including: <ul style="list-style-type: none"><li>• “Everyday Use” by Alice Walker</li><li>• “I Stand Here Ironing” by Tillie Olsen</li><li>• “2 Kinds” by Amy Tan</li><li>• “Mother to Son” by Langston Hughes</li></ul> |  |
| <b>Activities/ Instructional Strategies:</b><br><br><ol style="list-style-type: none"><li>1. Attendance/housekeeping</li><li>2. Students will break into literature circle groups and share roles.</li><li>3. Teacher will show examples of options for visual projects. Examples should include, but are not limited to, Power Point presentations, propaganda posters, collages.</li><li>4. Students will join Family/Parenting project groups, read selected material and begin planning projects.</li></ol>                      | <b>Time Estimate</b><br><br><ol style="list-style-type: none"><li>1. 5 minutes</li><li>2. 30 minutes</li><li>3. 20 minutes</li><li>4. 35 minutes</li></ol> | <b>Assessments/ Evidence of Learning:</b><br><br><ol style="list-style-type: none"><li>1.N/A</li><li>2.Students will share prepared roles with group members.</li><li>3.Teacher will look for both verbal and non-verbal signs of engagement.</li><li>4.Students will participate in group planning and discussion.</li></ol>  |  |

**Day 9 – Wednesday**

**Theme: Family/Parenting**

**Project: Visual**

|  |  |  |  |
|--|--|--|--|
| <b>Teacher Names:</b><br>Tanya Martin, Maggie Taylor, Mimi Voyles, Chris Woodward  |  | <b>Class/Audience:</b><br>American Literature/11th Grade, 90 minute block  |  |
| <b>Unit Goals</b> being addressed in this lesson:<br><br>1. Students will be exposed to multiple texts presenting a variety of perspectives on gender roles.<br>2. Students will evaluate gender roles in American Literature from both the historical and contemporary perspectives.<br>3. The student will produce a variety of audience-appropriate persuasive texts that demonstrate organization, focus, and an understanding of gender roles in American Literature. |  | <b>Materials:</b><br><br>- Literature circle novels<br>- Texts related to family and parenting, including: <ul style="list-style-type: none"><li>• “Everyday Use” by Alice Walker</li><li>• “I Stand Here Ironing” by Tillie Olsen</li><li>• “2 Kinds” by Amy Tan</li><li>• “Mother to Son” by Langston Hughes</li></ul> |  |
| <b>Activities/ Instructional Strategies:</b><br><br>1) Attendance/housekeeping<br><br>2) Students will join lit circle groups and read either individually or as a group.<br><br>3) Students will break from lit circle groups and join family/parenting issue groups. Groups will work to create visual projects from the project menu.   | <b>Time Estimate</b><br><br>1. 5 minutes<br><br>2. 35 minutes<br><br>3. 50 minutes | <b>Assessments/ Evidence of Learning:</b><br><br>1.N/A<br><br>2. Students must demonstrate signs of reading, non-disruptive.<br><br>3. Students will engage with group members by discussing and contributing to the creation of the project.  |  |

**Day 10 – Thursday**  
**Theme: Family/Parenting**  
**Project: Visual**

|  |   |  |  |
|--|---|--|--|
| <b>Teacher Names:</b><br>Tanya Martin, Maggie Taylor, Mimi Voyles, Chris Woodward  |   | <b>Class/Audience:</b><br>American Literature/11th Grade, 90 minute block  |  |
| <b>Unit Goals</b> being addressed in this lesson: <ol style="list-style-type: none"> <li>Students will be exposed to multiple texts presenting a variety of perspectives on gender roles.</li> <li>Students will evaluate gender roles in American Literature from both the historical and contemporary perspectives.</li> <li>The student will produce a variety of audience-appropriate persuasive texts that demonstrate organization, focus, and an understanding of gender roles in American Literature.</li> </ol> |   | <b>Materials:</b> <ul style="list-style-type: none"> <li>Literature circle novels</li> <li>Texts related to family and parenting, including:             <ul style="list-style-type: none"> <li>“Everyday Use” by Alice Walker</li> <li>“I Stand Here Ironing” by Tillie Olsen</li> <li>“2 Kinds” by Amy Tan</li> <li>“Mother to Son” by Langston Hughes</li> </ul> </li> </ul>  |  |
| <b>Activities/ Instructional Strategies:</b> <ol style="list-style-type: none"> <li>Attendance/housekeeping</li> <li>Students will divide into literature circle groups. Each group member will share his or her role with fellow group members and discussing each.</li> <li>Students will rejoin project groups, at which time each group will present the project to the class.</li> <li>Whole class discussion of the projects.</li> </ol>   | <b>Time Estimate:</b> <ol style="list-style-type: none"> <li>5 minutes</li> <li>40 minutes</li> <li>35 minutes</li> <li>10 minutes</li> </ol> | <b>Assessments/ Evidence of Learning</b> <ol style="list-style-type: none"> <li>N/A</li> <li>Each student will share his or her role with group members and participate in group discussion.</li> <li>Groups will demonstrate their learning by sharing Family/ Parenting projects with the class. Non-disruptive during presentations.</li> <li>Teacher will note student participation in class discussion.</li> </ol> |  |

**Day 11 – Friday**

**Theme: Family/Parenting**

**Project: Visual**

|  |  |  |  |
|--|--|--|--|
| <b>Teacher Names:</b><br>Tanya Martin, Maggie Taylor, Mimi Voyles, Chris Woodward  |  | <b>Class/Audience:</b><br>American Literature/11th Grade, 90 minute block  |  |
| <b>Unit Goals</b> being addressed in this lesson:<br><br><ol style="list-style-type: none"><li>1. Students will be exposed to multiple texts presenting a variety of perspectives on gender roles.</li><li>2. Students will evaluate gender roles in American Literature from both the historical and contemporary perspectives.</li><li>3. The student will produce a variety of audience-appropriate persuasive texts that demonstrate organization, focus, and an understanding of gender roles in American Literature.</li></ol>   |  | <b>Materials:</b><br><br>- Literature circle novels<br>- Texts related to family and parenting, including: <ul style="list-style-type: none"><li>• “Everyday Use” by Alice Walker</li><li>• “I Stand Here Ironing” by Tillie Olsen</li><li>• “2 Kinds” by Amy Tan</li><li>• “Mother to Son” by Langston Hughes</li></ul> |  |
| <b>Activities/ Instructional Strategies</b>  | <b>Time Estimate</b>   | <b>Assessments/ Evidence of Learning</b>   |  |
| <ol style="list-style-type: none"><li>1. Attendance/housekeeping</li><li>2. Jigsaw Groups: Students will be divided by teacher into four groups of seven and share information from literature circle with jigsaw group members. Jigsaw groups will consist of members who are reading different novels. The goal of students is to reflect on common ground and identify differences in the materials the different groups are reading.</li><li>3. After jigsaw presentations, whole class will discuss connections between and issues related to literature circle readings. Students may also bring up connections to the family/parenting readings for the week.</li></ol> | <ol style="list-style-type: none"><li>1. 5 minutes</li><li>2. 45 minutes</li><li>3. 40 minutes</li></ol> | <ol style="list-style-type: none"><li>1. Each student will share his or her role with group members and participate in group discussion.</li><li>2. Groups will demonstrate their learning by sharing projects with the class.</li><li>3. Teacher will note student participation in class discussion.</li></ol>         |  |

**Day 12 - Monday**

**Theme: Courtship/Marriage**

**Project: Songs/Poems**

|  |  |  |  |
|--|--|--|--|
| <b>Teacher Names:</b><br>Tanya Martin, Maggie Taylor, Mimi Voyles, Chris Woodward  |  | <b>Class/Audience:</b><br>American Literature/11th Grade, 90 minute block  |  |
| <b>Unit Goals</b> being addressed in this lesson:<br><br><ol style="list-style-type: none"><li>1. Students will be exposed to multiple texts presenting a variety of perspectives on gender roles.</li><li>2. Students will evaluate gender roles in American Literature from both the historical and contemporary perspectives.</li><li>3. The student will produce a variety of audience-appropriate persuasive texts that demonstrate organization, focus, and an understanding of gender roles in American Literature.</li></ol>   |  | <b>Materials:</b><br><br>- Literature circle novels<br>- Courtship/marriage handout<br>- Texts related to courtship and marriage, including: <ul style="list-style-type: none"><li>• “The Secret Life of Walter Mitty” by James Thurber</li><li>• “The Short Happy Life of Francis Macomber” by Ernest Hemingway</li><li>• “The Storm” by Kate Chopin</li><li>• “Woman” by Nikki Giovanni</li><li>• “The Story of an Hour” by Kate Chopin</li><li>• “The Chrysanthemums” by John Steinbeck</li></ul> |  |
| <b>Activities/ Instructional Strategies:</b><br><br><ol style="list-style-type: none"><li>1. Attendance and housekeeping</li><li>2. Students will join literature circle groups and read their novels (as a group or individually).</li><li>3. Students will break from their literature circles. Teacher will introduce the theme of Courtship/Marriage by distributing a list literature in which this theme can be easily protracted. Students will be asked to form new groups (which may be different than literature circle groups or may be the same) and choose one work from this project menu. Students will read the work they select, keeping in mind that they will be expected to present a project highlighting the literature’s take on Courtship/Marriage.</li><li>4. Groups may begin planning for Song/Poetry projects.</li></ol> | <b>Time Estimate</b><br><br><ol style="list-style-type: none"><li>1. 5 minutes</li><li>2. 30 minutes</li><li>3. 45 minutes</li><li>4. 10 minutes</li></ol> | <b>Assessments/ Evidence of Learning</b><br><br><ol style="list-style-type: none"><li>1. N/A</li><li>2. Engaged in reading, non-disruptive.</li><li>3. Engaged in reading, non-disruptive.</li><li>4. Students will engage with group members by discussing and contributing to the creation of the project.</li></ol>   |  |

## Week 3

Theme: Courtship/Marriage

Choose one of the following works:

- “The Secret Life of Walter Mitty” by James Thurber
- “The Short Happy Life of Francis Macomber” by Ernest Hemingway
- “The Storm” by Kate Chopin
- \*\*“Woman” by Nikki Giovanni
- “The Story of an Hour” by Kate Chopin
- “The Chrysanthemums” by John Steinbeck

Choose one of the following projects to represent the work chosen above:

- Song
- Poem

For this project you will be asked to demonstrate your understanding of the readings and class discussions. You will consider what we have read so far to compare and contrast the historical and contemporary views on gender roles in literature. You will present your project for the class, so remember this should be school appropriate!!! While there is no minimum number of pages, your project must demonstrate a clear connection to the literature. You should reference at least 2 works covered in this unit; please include title and author.

**Day 13 - Tuesday**

**Theme: Courtship/Marriage**

**Project: Songs/Poems**

|  |  |  |  |
|--|--|--|--|
| <b>Teacher Names:</b><br>Tanya Martin, Maggie Taylor, Mimi Voyles, Chris Woodward  |  | <b>Class/Audience:</b><br>American Literature/11th Grade, 90 minute block  |  |
| <b>Unit Goals</b> being addressed in this lesson:<br><br><ol style="list-style-type: none"><li>1. Students will be exposed to multiple texts presenting a variety of perspectives on gender roles.</li><li>2. Students will evaluate gender roles in American Literature from both the historical and contemporary perspectives.</li><li>3. The student will produce a variety of audience-appropriate persuasive texts that demonstrate organization, focus, and an understanding of gender roles in American Literature.</li></ol> |  | <b>Materials:</b><br><br>- Literature circle novels<br>- Courtship/marriage handout<br>- Texts related to courtship and marriage, including: <ul style="list-style-type: none"><li>• “The Secret Life of Walter Mitty” by James Thurber</li><li>• “The Short Happy Life of Francis Macomber” by Ernest Hemingway</li><li>• “The Storm” by Kate Chopin</li><li>• “Woman” by Nikki Giovanni</li><li>• “The Story of an Hour” by Kate Chopin</li><li>• “The Chrysanthemums” by John Steinbeck</li></ul> |  |
| <b>Activities/ Instructional Strategies:</b><br><br><ol style="list-style-type: none"><li>1. Attendance/housekeeping</li><li>2. Students will break into literature circle groups and share roles.</li><li>3. Teacher will show examples of options for song/poetry projects. Examples and final projects may be humorous or serious.</li><li>4. Students will join Courtship/Marriage project groups, read selected material, and begin planning projects.</li></ol>  | <b>Time Estimate</b><br><br><ol style="list-style-type: none"><li>1. 5 minutes</li><li>2. 30 minutes</li><li>3. 20 minutes</li><li>4. 35 minutes</li></ol> | <b>Assessments/ Evidence of Learning:</b><br><br><ol style="list-style-type: none"><li>1.N/A</li><li>2.Students will share prepared roles with group members.</li><li>3.Teacher will look for both verbal and non-verbal signs of engagement.</li><li>4.Students will participate in group planning and discussion.</li></ol>  |  |

**Day 14 – Wednesday**

**Theme: Courtship/Marriage**

**Project: Songs/Poems**

|  |  |  |  |
|--|--|--|--|
| <b>Teacher Names:</b><br>Tanya Martin, Maggie Taylor, Mimi Voyles, Chris Woodward  |  | <b>Class/Audience:</b><br>American Literature/11th Grade, 90 minute block  |  |
| <b>Unit Goals</b> being addressed in this lesson:<br><br><ol style="list-style-type: none"><li>1. Students will be exposed to multiple texts presenting a variety of perspectives on gender roles.</li><li>2. Students will evaluate gender roles in American Literature from both the historical and contemporary perspectives.</li><li>3. The student will produce a variety of audience-appropriate persuasive texts that demonstrate organization, focus, and an understanding of gender roles in American Literature.</li></ol> |  | <b>Materials:</b><br><br>- Literature circle novels<br>- Courtship/marriage handout<br>- Texts related to courtship and marriage, including: <ul style="list-style-type: none"><li>• “The Secret Life of Walter Mitty” by James Thurber</li><li>• “The Short Happy Life of Francis Macomber” by Ernest Hemingway</li><li>• “The Storm” by Kate Chopin</li><li>• “Woman” by Nikki Giovanni</li><li>• “The Story of an Hour” by Kate Chopin</li><li>• “The Chrysanthemums” by John Steinbeck</li></ul> |  |
| <b>Activities/ Instructional Strategies:</b><br><br><ol style="list-style-type: none"><li>1) Attendance/housekeeping</li><li>2) Students will join lit circle groups and read either individually or as a group.</li><li>3) Students will break from lit circle groups and join courtship/marriage issue groups. Groups will work to create projects from the project menu.</li></ol>  | <b>Time Estimate</b><br><br><ol style="list-style-type: none"><li>1. 5 minutes</li><li>2. 35 minutes</li><li>3. 50 minutes</li></ol> | <b>Assessments/ Evidence of Learning:</b><br><br><ol style="list-style-type: none"><li>1. N/A</li><li>2. Students must demonstrate signs of reading, non-disruptive.</li><li>3. Students will engage with group members by discussing and contributing to the creation of the project.</li></ol>   |  |

**Day 15 – Thursday**

**Theme: Courtship/Marriage**

**Project: Songs/Poems**

|  |   |  |  |
|--|---|--|--|
| <b>Teacher Names:</b><br>Tanya Martin, Maggie Taylor, Mimi Voyles, Chris Woodward  |   | <b>Class/Audience:</b><br>American Literature/11th Grade, 90 minute block  |  |
| <b>Unit Goals</b> being addressed in this lesson:<br><br><ol style="list-style-type: none"><li>1. Students will be exposed to multiple texts presenting a variety of perspectives on gender roles.</li><li>2. Students will evaluate gender roles in American Literature from both the historical and contemporary perspectives.</li><li>3. The student will produce a variety of audience-appropriate persuasive texts that demonstrate organization, focus, and an understanding of gender roles in American Literature.</li></ol> |   | <b>Materials:</b><br><br>- Literature circle novels<br>- Courtship/marriage handout<br>- Texts related to courtship and marriage, including: <ul style="list-style-type: none"><li>• “The Secret Life of Walter Mitty” by James Thurber</li><li>• “The Short Happy Life of Francis Macomber” by Ernest Hemingway</li><li>• “The Storm” by Kate Chopin</li><li>• “Woman” by Nikki Giovanni</li><li>• “The Story of an Hour” by Kate Chopin</li><li>• “The Chrysanthemums” by John Steinbeck</li></ul> |  |
| <b>Activities/ Instructional Strategies:</b><br><br><ol style="list-style-type: none"><li>1. Attendance/housekeeping</li><li>2. Students will divide into literature circle groups. Each group member will share his or her role with fellow group members and discussing each.</li><li>3. Students will rejoin project groups, at which time each group will present the project to the class.</li><li>4. Whole class discussion of the projects.</li></ol>   | <b>Time Estimate:</b><br><br><ol style="list-style-type: none"><li>1. 5 minutes</li><li>2. 40 minutes</li><li>3. 35 minutes</li><li>4. 10 minutes</li></ol> | <b>Assessments/ Evidence of Learning</b><br><br><ol style="list-style-type: none"><li>1. N/A</li><li>2. Each student will share his or her role with group members and participate in group discussion.</li><li>3. Groups will demonstrate their learning by sharing Courtship/Marriage projects with the class. Non-disruptive during presentations.</li><li>4. Teacher will note student participation in class discussion.</li></ol>  |  |

**Day 16 – Friday**

**Theme: Courtship/Marriage**

**Project: Songs/Poems**

|   |  |  |  |
|---|--|--|--|
| <b>Teacher Names:</b><br>Tanya Martin, Maggie Taylor, Mimi Voyles, Chris Woodward   |  | <b>Class/Audience:</b><br>American Literature/11th Grade, 90 minute block  |  |
| <b>Unit Goals</b> being addressed in this lesson:<br><br><ol style="list-style-type: none"><li>1. Students will be exposed to multiple texts presenting a variety of perspectives on gender roles.</li><li>2. Students will evaluate gender roles in American Literature from both the historical and contemporary perspectives.</li><li>3. The student will produce a variety of audience-appropriate persuasive texts that demonstrate organization, focus, and an understanding of gender roles in American Literature.</li></ol>  |  | <b>Materials:</b><br><br>- Literature circle novels<br>- Courtship/marriage handout<br>- Texts related to courtship and marriage, including: <ul style="list-style-type: none"><li>• “The Secret Life of Walter Mitty” by James Thurber</li><li>• “The Short Happy Life of Francis Macomber” by Ernest Hemingway</li><li>• “The Storm” by Kate Chopin</li><li>• “Woman” by Nikki Giovanni</li><li>• “The Story of an Hour” by Kate Chopin</li><li>• “The Chrysanthemums” by John Steinbeck</li></ul> |  |
| <b>Activities/ Instructional Strategies</b><br><br><ol style="list-style-type: none"><li>1. Attendance/housekeeping</li><li>2. Jigsaw Groups: Students will be divided by teacher into four groups of seven and share information from literature circle with jigsaw group members. Jigsaw groups will consist of members who are reading different novels. The goal of students is to reflect on common ground and identify differences in the materials the different groups are reading.</li><li>3. After jigsaw presentations, whole class will discuss connections between and issues related to literature circle readings. Students may also bring up connections to the courtship/marriage readings for the week.</li></ol> | <b>Time Estimate</b><br><br><ol style="list-style-type: none"><li>1. 5 minutes</li><li>2. 45 minutes</li><li>3. 40 minutes</li></ol> | <b>Assessments/ Evidence of Learning</b><br><br><ol style="list-style-type: none"><li>1. Each student will share his or her role with group members and participate in group discussion.</li><li>2. Groups will demonstrate their learning by sharing projects with the class.</li><li>3. Teacher will note student participation in class discussion.</li></ol>   |  |

**Day 17 - Monday**

**Theme: Society/Politics/Religion**

**Project: Pamphlets/Protest Literature**

|   |   |   |  |
|---|---|---|--|
| <b>Teacher Names:</b><br>Tanya Martin, Maggie Taylor, Mimi Voyles, Chris Woodward   |   | <b>Class/Audience:</b><br>American Literature/11th Grade, 90 minute block   |  |
| <b>Unit Goals</b> being addressed in this lesson:<br><br>1. Students will be exposed to multiple texts presenting a variety of perspectives on gender roles.<br>2. Students will evaluate gender roles in American Literature from both the historical and contemporary perspectives.<br>3. The student will produce a variety of audience-appropriate persuasive texts that demonstrate organization, focus, and an understanding of gender roles in American Literature.  |   | <b>Materials:</b><br><br>- Literature circle novels<br>- Society/Politics/Religion handout<br>- Social/Political/Religious texts, including: <ul style="list-style-type: none"><li>• "The Effect if Woman Suffrage On Questions of Morals and Religion"- Elizabeth Cady Stanton</li><li>• "Happy Phantom"- Tori Amos</li><li>• "Controversy"- Prince</li><li>• "Orphan Girl"- Gillian Welch</li><li>• "Jesus Walks"- Kanye West</li></ul> |  |
| <b>Activities/ Instructional Strategies:</b><br><br>1. Attendance and housekeeping<br><br>2. Students will join literature circle groups and read their novels (as a group or individually).<br><br>3. Students will break from their literature circles. Teacher will introduce the theme of politics/society/religion by distributing a list literature in which this theme can be easily protracted. Students will be asked to form new groups (which may be different than literature circle groups or may be the same) and choose one work from this project menu. Students will read the work they select, keeping in mind that they will be expected to present a project highlighting the literature's take on society/politics/religion.<br><br>4. Groups may begin planning for pamphlet/protest literature projects. | <b>Time Estimate</b><br><br>1. 5 minutes<br><br>2. 30 minutes<br><br>3. 45 minutes<br><br>4. 10 minutes | <b>Assessments/ Evidence of Learning</b><br><br>1. N/A<br><br>2. Engaged in reading, non-disruptive.<br><br>3. Engaged in reading, non-disruptive.<br><br>4. Students will engage with group members by discussing and contributing to the creation of the project.   |  |

## Week 4

Theme: Politics/Religion/Society

Choose one of the following works:

- "The Effect if Woman Suffrage On Questions of Morals and Religion"- Elizabeth Cady Stanton
- "Happy Phantom"- Tori Amos
- "Controversy"- Prince
- "Orphan Girl"- Gillian Welch
- "Jesus Walks"- Kanye West

Choose one of the following projects to represent the work chosen above:

- Speech
- Pamphlet
- Letter

For this project you will be asked to demonstrate your understanding of the readings and class discussions. You will consider what we have read so far to compare and contrast the historical and contemporary views on gender roles in literature. You will present your project for the class, so remember this should be school appropriate!!! While there is no minimum number of pages, your project must demonstrate a clear connection to the literature. You should reference at least 2 works covered in this unit; please include title and author.

**Day 18 - Tuesday**

**Theme: Society/politics/religion**

**Project: Pamphlets/Protest Literature**

|  |   |   |  |
|--|---|---|--|
| <b>Teacher Names:</b><br>Tanya Martin, Maggie Taylor, Mimi Voyles, Chris Woodward  |   | <b>Class/Audience:</b><br>American Literature/11th Grade, 90 minute block   |  |
| <b>Unit Goals</b> being addressed in this lesson:<br><br>1. Students will be exposed to multiple texts presenting a variety of perspectives on gender roles.<br>2. Students will evaluate gender roles in American Literature from both the historical and contemporary perspectives.<br>3. The student will produce a variety of audience-appropriate persuasive texts that demonstrate organization, focus, and an understanding of gender roles in American Literature. |   | <b>Materials:</b><br><br>- Literature circle novels<br>- Society/Politics/Religion handout<br>- Social/Political/Religious texts, including: <ul style="list-style-type: none"><li>• "The Effect if Woman Suffrage On Questions of Morals and Religion"- Elizabeth Cady Stanton</li><li>• "Happy Phantom"- Tori Amos</li><li>• "Controversy"- Prince</li><li>• "Orphan Girl"- Gillian Welch</li><li>• "Jesus Walks"- Kanye West</li></ul> |  |
| <b>Activities/ Instructional Strategies:</b><br><br>1. Attendance/housekeeping<br><br>2. Students will break into literature circle groups and share roles.<br><br>3. Teacher will show examples of options for pamphlet/protest literature projects.<br><br>4. Students will join Society/Politics/Religion project groups, read selected material, and begin planning projects.  | <b>Time Estimate</b><br><br>1. 5 minutes<br><br>2. 30 minutes<br><br>3. 20 minutes<br><br>4. 35 minutes | <b>Assessments/ Evidence of Learning:</b><br><br>1.N/A<br><br>2.Students will share prepared roles with group members.<br><br>3.Teacher will look for both verbal and non-verbal signs of engagement.<br><br>4.Students will participate in group planning and discussion.  |  |

**Day 19 – Wednesday**

**Theme: Society/Politics/Religion**

**Project: Pamphlet/Protest Literature**

|  |  |   |  |
|--|--|---|--|
| <b>Teacher Names:</b><br>Tanya Martin, Maggie Taylor, Mimi Voyles, Chris Woodward  |  | <b>Class/Audience:</b><br>American Literature/11th Grade, 90 minute block   |  |
| <b>Unit Goals</b> being addressed in this lesson:<br><br><ol style="list-style-type: none"><li>1. Students will be exposed to multiple texts presenting a variety of perspectives on gender roles.</li><li>2. Students will evaluate gender roles in American Literature from both the historical and contemporary perspectives.</li><li>3. The student will produce a variety of audience-appropriate persuasive texts that demonstrate organization, focus, and an understanding of gender roles in American Literature.</li></ol> |  | <b>Materials:</b><br><br>- Literature circle novels<br>- Society/Politics/Religion handout<br>- Social/Political/Religious texts, including: <ul style="list-style-type: none"><li>• "The Effect if Woman Suffrage On Questions of Morals and Religion"- Elizabeth Cady Stanton</li><li>• "Happy Phantom"- Tori Amos</li><li>• "Controversy"- Prince</li><li>• "Orphan Girl"- Gillian Welch</li><li>• "Jesus Walks"- Kanye West</li></ul> |  |
| <b>Activities/ Instructional Strategies:</b><br><br><ol style="list-style-type: none"><li>1) Attendance/housekeeping</li><li>2) Students will join lit circle groups and read either individually or as a group.</li><li>3) Students will break from lit circle groups and join society/religion/politics issue groups. Groups will work to create projects from the project menu.</li></ol>   | <b>Time Estimate</b><br><br><ol style="list-style-type: none"><li>1. 5 minutes</li><li>2. 35 minutes</li><li>3. 50 minutes</li></ol> | <b>Assessments/ Evidence of Learning:</b><br><br><ol style="list-style-type: none"><li>1. N/A</li><li>2. Students must demonstrate signs of reading, non-disruptive.</li><li>3. Students will engage with group members by discussing and contributing to the creation of the project.</li></ol>  |  |

**Day 20 – Thursday**

**Theme: Society/Politics/Religion**

**Project: Pamphlet/Protest literature**

|  |   |  |  |
|--|---|--|--|
| <b>Teacher Names:</b><br>Tanya Martin, Maggie Taylor, Mimi Voyles, Chris Woodward  |   | <b>Class/Audience:</b><br>American Literature/11th Grade, 90 minute block  |  |
| <b>Unit Goals</b> being addressed in this lesson:<br><br><ol style="list-style-type: none"><li>1. Students will be exposed to multiple texts presenting a variety of perspectives on gender roles.</li><li>2. Students will evaluate gender roles in American Literature from both the historical and contemporary perspectives.</li><li>3. The student will produce a variety of audience-appropriate persuasive texts that demonstrate organization, focus, and an understanding of gender roles in American Literature.</li></ol> |   | <b>Materials:</b><br><br><ul style="list-style-type: none"><li>- Literature circle novels</li><li>- Society/Politics/Religion handout</li><li>- Social/Political/Religious texts, including:<ul style="list-style-type: none"><li>• "The Effect if Woman Suffrage On Questions of Morals and Religion"- Elizabeth Cady Stanton</li><li>• "Happy Phantom"- Tori Amos</li><li>• "Controversy"- Prince</li><li>• "Orphan Girl"- Gillian Welch</li><li>• "Jesus Walks"- Kanye West</li></ul></li></ul> |  |
| <b>Activities/ Instructional Strategies:</b><br><br><ol style="list-style-type: none"><li>1. Attendance/housekeeping</li><li>2. Students will divide into literature circle groups. Each group member will share his or her role with fellow group members and discussing each.</li><li>3. Students will rejoin project groups, at which time each group will present the project to the class.</li><li>4. Whole class discussion of the projects.</li></ol>   | <b>Time Estimate:</b><br><br><ol style="list-style-type: none"><li>1. 5 minutes</li><li>2. 40 minutes</li><li>3. 35 minutes</li><li>4. 10 minutes</li></ol> | <b>Assessments/ Evidence of Learning</b><br><br><ol style="list-style-type: none"><li>1. N/A</li><li>2. Each student will share his or her role with group members and participate in group discussion.</li><li>3. Groups will demonstrate their learning by sharing Society/Politics/Religion projects with the class. Non-disruptive during presentations.</li><li>4. Teacher will note student participation in class discussion.</li></ol>   |  |

**Day 21 – Friday**

**Theme: Society/Politics/Religion**

**Project: Pamphlets/Protest Literature**

|  |  |  |
|--|--|--|
| <b>Teacher Names:</b><br>Tanya Martin, Maggie Taylor, Mimi Voyles, Chris Woodward  | <b>Class/Audience:</b><br>American Literature/11th Grade, 90 minute block  |  |
| <b>Unit Goals</b> being addressed in this lesson:<br><br><ol style="list-style-type: none"><li>1. Students will be exposed to multiple texts presenting a variety of perspectives on gender roles.</li><li>2. Students will evaluate gender roles in American Literature from both the historical and contemporary perspectives.</li><li>3. The student will produce a variety of audience-appropriate persuasive texts that demonstrate organization, focus, and an understanding of gender roles in American Literature.</li></ol>   | <b>Materials:</b><br><br><ul style="list-style-type: none"><li>- Literature circle novels</li><li>- Society/Politics/Religion handout</li><li>- Social/Political/Religious texts, including:<ul style="list-style-type: none"><li>• "The Effect if Woman Suffrage On Questions of Morals and Religion"- Elizabeth Cady Stanton</li><li>• "Happy Phantom"- Tori Amos</li><li>• "Controversy"- Prince</li><li>• "Orphan Girl"- Gillian Welch</li><li>• "Jesus Walks"- Kanye West</li></ul></li></ul> |  |
| <b>Activities/ Instructional Strategies</b><br><br><ol style="list-style-type: none"><li>1. Attendance/housekeeping</li><li>2. Jigsaw Groups: Students will be divided by teacher into four groups of seven and share information from literature circle with jigsaw group members. Jigsaw groups will consist of members who are reading different novels. The goal of students is to reflect on common ground and identify differences in the materials the different groups are reading.</li><li>3. After jigsaw presentations, whole class will discuss connections between and issues related to literature circle readings. Students may also bring up connections to the society/politics/religion readings for the week.</li></ol> | <b>Time Estimate</b><br><br><ol style="list-style-type: none"><li>1. 5 minutes</li><li>2. 45 minutes</li><li>3. 40 minutes</li></ol>   | <b>Assessments/ Evidence of Learning</b><br><br><ol style="list-style-type: none"><li>1. Each student will share his or her role with group members and participate in group discussion.</li><li>2. Groups will demonstrate their learning by sharing projects with the class.</li><li>3. Teacher will note student participation in class discussion.</li></ol> |

**Day 22 - Monday****Theme: Warped gender roles****Project: Dramatic Presentations**

|   |                      |  |  |
|---|----------------------|--|--|
| <b>Teacher Names:</b><br>Tanya Martin, Maggie Taylor, Mimi Voyles, Chris Woodward   |                      | <b>Class/Audience:</b><br>American Literature/11th Grade, 90 minute block  |  |
| <b>Unit Goals</b> being addressed in this lesson:<br><br>1. Students will be exposed to multiple texts presenting a variety of perspectives on gender roles.<br>2. Students will evaluate gender roles in American Literature from both the historical and contemporary perspectives.<br>3. The student will produce a variety of audience-appropriate persuasive texts that demonstrate organization, focus, and an understanding of gender roles in American Literature.  |                      | <b>Materials:</b><br><br>- Literature circle novels<br>- Warped handout<br>- Texts with "warped" gender themes, including: <ul style="list-style-type: none"> <li>• “A Rose for Emily” by William Faulkner</li> <li>• “The Fall of the House of Usher” by Edgar Allan Poe</li> <li>• “The Yellow Wallpaper” by Charlotte Perkins Gilman</li> <li>• “The Life You Save May be Your Own” by Flannery O’Connor</li> </ul> |  |
| <b>Activities/ Instructional Strategies:</b>  | <b>Time Estimate</b> | <b>Assessments/ Evidence of Learning</b>   |  |
| 1. Attendance and housekeeping  | 1. 5 minutes         | 1. N/A   |  |
| 2. Students will join literature circle groups and read their novels (as a group or individually).  | 2. 30 minutes        | 2. Engaged in reading, non-disruptive.   |  |
| 3. Students will break from their literature circles. Teacher will introduce the theme of warped gender roles by distributing a list literature in which this theme can be easily protracted. Students will be asked to form new groups (which may be different than literature circle groups or may be the same) and choose one work from this project menu. Students will read the work they select, keeping in mind that they will be expected to present a project highlighting the literature’s take on warped gender roles. | 3. 45 minutes        | 3. Engaged in reading, non-disruptive.   |  |
| 4. Groups may begin planning for dramatic presentation projects.  | 4. 10 minutes        | 4. Students will engage with group members by discussing and contributing to the creation of the project.  |  |

## Week 5

Theme: Warped Gender Roles

Choose one of the following works:

- “Rose for Emily” by William Faulkner
- “Fall of the House of Usher” by Edgar Allan Poe
- “Yellow Wallpaper” by Charlotte Perkins Gilman
- “The Life You Save May be Your Own” by Flannery O’Connor

Choose one of the following projects to represent the work chosen above:

- Dramatic Reenactments
- Videos

For this project you will be asked to demonstrate your understanding of the readings and class discussions. You will consider what we have read so far to compare and contrast the historical and contemporary views on gender roles in literature. You will present your project for the class, so remember this should be school appropriate!!! While there is no minimum number of pages, your project must demonstrate a clear connection to the literature. You should reference at least 2 works covered in this unit; please include title and author.

**Day 23 - Tuesday****Theme: Warped gender roles****Project: Dramatic Presentations**

|  |                      |  |  |
|--|----------------------|--|--|
| <b>Teacher Names:</b><br>Tanya Martin, Maggie Taylor, Mimi Voyles, Chris Woodward  |                      | <b>Class/Audience:</b><br>American Literature/11th Grade, 90 minute block  |  |
| <b>Unit Goals</b> being addressed in this lesson:<br><br>1. Students will be exposed to multiple texts presenting a variety of perspectives on gender roles.<br>2. Students will evaluate gender roles in American Literature from both the historical and contemporary perspectives.<br>3. The student will produce a variety of audience-appropriate persuasive texts that demonstrate organization, focus, and an understanding of gender roles in American Literature. |                      | <b>Materials:</b><br><br>- Literature circle novels<br>- Warped handout<br>- Texts with "warped" gender themes, including: <ul style="list-style-type: none"> <li>• "A Rose for Emily" by William Faulkner</li> <li>• "The Fall of the House of Usher" by Edgar Allan Poe</li> <li>• "The Yellow Wallpaper" by Charlotte Perkins Gilman</li> <li>• "The Life You Save May be Your Own" by Flannery O'Connor</li> </ul> |  |
| <b>Activities/ Instructional Strategies:</b>   | <b>Time Estimate</b> | <b>Assessments/ Evidence of Learning:</b>  |  |
| 1. Attendance/housekeeping   | 1. 5 minutes         | 1.N/A  |  |
| 2. Students will break into literature circle groups and share roles.  | 2. 30 minutes        | 2. Students will share prepared roles with group members.  |  |
| 3. Teacher will show examples of options for dramatic presentation literature projects.  | 3. 20 minutes        | 3. Teacher will look for both verbal and non-verbal signs of engagement.   |  |
| 4. Students will join warped roles project groups, read selected material, and begin planning projects.  | 4. 35 minutes        | 4. Students will participate in group planning and discussion.   |  |

**Day 24 – Wednesday****Theme: Warped gender roles****Project: Dramatic Presentations**

|   |  |  |
|---|--|--|
| <b>Teacher Names:</b><br>Tanya Martin, Maggie Taylor, Mimi Voyles, Chris Woodward   |  | <b>Class/Audience:</b><br>American Literature/11th Grade, 90 minute block  |
| <b>Unit Goals</b> being addressed in this lesson:<br><br>Students will be exposed to multiple texts presenting a variety of perspectives on gender roles.<br>Students will evaluate gender roles in American Literature from both the historical and contemporary perspectives.<br>The student will produce a variety of audience-appropriate persuasive texts that demonstrate organization, focus, and an understanding of gender roles in American Literature. |  | <b>Materials:</b><br><br>- Literature circle novels<br>- Warped handout<br>- Texts with "warped" gender themes, including: <ul style="list-style-type: none"> <li>• “A Rose for Emily” by William Faulkner</li> <li>• “The Fall of the House of Usher” by Edgar Allan Poe</li> <li>• “The Yellow Wallpaper” by Charlotte Perkins Gilman</li> <li>• “The Life You Save May be Your Own” by Flannery O’Connor</li> </ul> |
| <b>Activities/ Instructional Strategies:</b><br><br>1) Attendance/housekeeping<br><br>2) Students will join lit circle groups and read either individually or as a group.<br><br>3) Students will break from lit circle groups and join warped gender roles issue groups. Groups will work to create projects from the project menu.  | <b>Time Estimate</b><br><br>1. 5 minutes<br><br>2. 35 minutes<br><br>3. 50 minutes | <b>Assessments/ Evidence of Learning:</b><br><br>1. N/A<br><br>2. Students must demonstrate signs of reading, non-disruptive.<br><br>3. Students will engage with group members by discussing and contributing to the creation of the project.   |

**Day 25 – Thursday**

**Theme: Warped gender roles**

**Project: Dramatic Presentations**

|  |  |   |  |
|--|--|---|--|
| <b>Teacher Names:</b><br>Tanya Martin, Maggie Taylor, Mimi Voyles, Chris Woodward  |  | <b>Class/Audience:</b><br>American Literature/11th Grade, 90 minute block   |  |
| <b>Unit Goals</b> being addressed in this lesson:<br><br>1. Students will be exposed to multiple texts presenting a variety of perspectives on gender roles.<br>2. Students will evaluate gender roles in American Literature from both the historical and contemporary perspectives.<br>3. The student will produce a variety of audience-appropriate persuasive texts that demonstrate organization, focus, and an understanding of gender roles in American Literature. |  | <b>Materials:</b><br><br>- Literature circle novels<br>- Warped handout<br>- Texts with "warped" gender themes, including: <ul style="list-style-type: none"><li>• “A Rose for Emily” by William Faulkner</li><li>• “The Fall of the House of Usher” by Edgar Allan Poe</li><li>• “The Yellow Wallpaper” by Charlotte Perkins Gilman</li><li>• “The Life You Save May be Your Own” by Flannery O’Connor</li></ul> |  |
| <b>Activities/ Instructional Strategies:</b><br><br>1. Attendance/housekeeping<br><br>2. Students will divide into literature circle groups. Each group member will share his or her role with fellow group members and discussing each.<br><br>3. Students will rejoin project groups, at which time each group will present the project to the class.<br><br>4. Whole class discussion of the projects.  | <b>Time Estimate:</b><br><br>1. 5 minutes<br><br>2. 40 minutes<br><br>3. 35 minutes<br><br>4. 10 minutes | <b>Assessments/ Evidence of Learning</b><br><br>1. N/A<br><br>2. Each student will share his or her role with group members and participate in group discussion.<br><br>3. Groups will demonstrate their learning by sharing Warped Gender Roles projects with the class. Non-disruptive during presentations.<br><br>4. Teacher will note student participation in class discussion.                             |  |

**Day 26 – Friday****Theme: Warped gender roles****Project: Dramatic Presentations**

|   |  |  |
|---|--|--|
| <b>Teacher Names:</b><br>Tanya Martin, Maggie Taylor, Mimi Voyles, Chris Woodward   | <b>Class/Audience:</b><br>American Literature/11th Grade, 90 minute block  |  |
| <b>Unit Goals</b> being addressed in this lesson: <ol style="list-style-type: none"> <li>Students will be exposed to multiple texts presenting a variety of perspectives on gender roles.</li> <li>Students will evaluate gender roles in American Literature from both the historical and contemporary perspectives.</li> <li>The student will produce a variety of audience-appropriate persuasive texts that demonstrate organization, focus, and an understanding of gender roles in American Literature.</li> </ol>  | <b>Materials:</b> <ul style="list-style-type: none"> <li>Literature circle novels</li> <li>Warped handout</li> <li>Texts with "warped" gender themes, including: <ul style="list-style-type: none"> <li>“A Rose for Emily” by William Faulkner</li> <li>“The Fall of the House of Usher” by Edgar Allan Poe</li> <li>“The Yellow Wallpaper” by Charlotte Perkins Gilman</li> <li>“The Life You Save May be Your Own” by Flannery O’Connor</li> </ul> </li> </ul> |  |
| <b>Activities/ Instructional Strategies</b> <ol style="list-style-type: none"> <li>Attendance/housekeeping</li> <li>Jigsaw Groups: Students will be divided by teacher into four groups of seven and share information from literature circle with jigsaw group members. Jigsaw groups will consist of members who are reading different novels. The goal of students is to reflect on common ground and identify differences in the materials the different groups are reading.</li> <li>After jigsaw presentations, whole class will discuss connections between and issues related to literature circle readings. Students may also bring up connections to the warped gender role readings for the week.</li> </ol> | <b>Time Estimate</b> <ol style="list-style-type: none"> <li>5 minutes</li> <li>45 minutes</li> <li>40 minutes</li> </ol>   | <b>Assessments/ Evidence of Learning</b> <ol style="list-style-type: none"> <li>Each student will share his or her role with group members and participate in group discussion.</li> <li>Groups will demonstrate their learning by sharing projects with the class.</li> <li>Teacher will note student participation in class discussion.</li> </ol> |

**Day 27 - Monday**  
**Final Projects/Essays**

|   |   |  |  |
|---|---|--|--|
| <b>Teacher Names:</b><br>Tanya Martin, Maggie Taylor, Mimi Voyles, Chris Woodward   |   | <b>Class/Audience:</b><br>American Literature/11th Grade, 90 minute block  |  |
| <b>Unit Goals</b> being addressed in this lesson: <ol style="list-style-type: none"> <li>Students will be exposed to multiple texts presenting a variety of perspectives on gender roles.</li> <li>Students will evaluate gender roles in American Literature from both the historical and contemporary perspectives.</li> <li>The student will produce a variety of audience-appropriate persuasive texts that demonstrate organization, focus, and an understanding of gender roles in American Literature.</li> </ol>  |   | <b>Materials</b> needed for lesson: <ul style="list-style-type: none"> <li>- Final paper handout</li> <li>- Computer lab and necessary supplies (disks, etc.)</li> <li>- Materials from chosen week's project</li> </ul>   |  |
| <b>Activities/ Instructional Strategies</b> <ol style="list-style-type: none"> <li>Attendance/housekeeping</li> <li>Distribute and explain the final essay assignment, which asks students to extend one of their issue projects into a formal persuasive essay.</li> <li>Students will travel to the computer lab.</li> <li>Students will begin planning and prewriting for their final essays. The teacher will be available for individual help. At the end of class, remind students to report directly to the computer lab for class on Tuesday, Wednesday, and Thursday.</li> </ol> | <b>Time Estimate</b> <ol style="list-style-type: none"> <li>5 minutes</li> <li>20 minutes</li> <li>5 minutes</li> <li>60 minutes</li> </ol> | <b>Assessments/ Evidence of Learning</b> <ol style="list-style-type: none"> <li>N/A</li> <li>Classroom participation, non-disruptive.</li> <li>Quiet traveling to lab, non-disruptive.</li> <li>Classroom participation, non-disruptive. Signs of prewriting/planning for final formal essay.</li> </ol> |  |

## Persuasive essays

For the this assignment, you will create a **formal persuasive essay** which will expand on your ideas from the four issue projects you created over the last four weeks. In this essay you will take a stance on the literature we have discussed, making clear how your contemporary perspective compares/contrasts with the historical viewpoints on gender roles we have read about and discussed in-class.

In addition to explaining your critical stance, it is essential that **the essay explains how your persuasive project communicates your stance**. This is your opportunity to explore evolving perspectives on gender roles, demonstrate your personal views in a creative manner, and tie your demonstration to your underlying beliefs through a persuasive essay.

Keep in mind no matter which project you choose it must contain the following elements:

- clear knowledge of the unit topic (gender roles in literature) using supportive evidence
- creative and original ideas in an orderly and attractive manner
- appropriate convention usage
- an awareness of your audience and genre

Both parts are due on the same day: \_\_\_\_\_

**Days 28, 29, and 30 - Tuesday, Wednesday, and Thursday**  
**Final Projects/Essays**

|  |   |   |  |
|--|---|---|--|
| <p><b>Teacher Names:</b><br/> Tanya Martin, Maggie Taylor, Mimi Voyles, Chris Woodward</p>   |   | <p><b>Class/Audience:</b><br/> American Literature/11th Grade, 90 minute block</p>  |  |
| <p><b>Unit Goals</b> being addressed in this lesson:</p> <ol style="list-style-type: none"> <li>1. Students will be exposed to multiple texts presenting a variety of perspectives on gender roles.</li> <li>2. Students will evaluate gender roles in American Literature from both the historical and contemporary perspectives.</li> <li>3. The student will produce a variety of audience-appropriate persuasive texts that demonstrate organization, focus, and an understanding of gender roles in American Literature.</li> </ol> |   | <p><b>Materials</b> needed for lesson:</p> <ul style="list-style-type: none"> <li>- Final paper handout</li> <li>- Computer lab and necessary supplies (disks, etc.)</li> <li>- Materials from chosen week's project</li> </ul> |  |
| <p><b>Activities/ Instructional Strategies</b></p> <ol style="list-style-type: none"> <li>1. Attendance/housekeeping</li> <li>2. Students will work on writing, revising, and publishing their final essays. The teacher will be available for individual help. Students who finish early may turn in their essays and assist other students. At the end of class, remind students to report directly to the computer lab for class on Tuesday, Wednesday, and Thursday.</li> </ol>  | <p><b>Time Estimate</b></p> <ol style="list-style-type: none"> <li>1. 5 minutes</li> <li>2. 85 minutes</li> </ol> | <p><b>Assessments/ Evidence of Learning</b></p> <ol style="list-style-type: none"> <li>1. N/A</li> <li>2. Classroom participation, non-disruptive. Signs of writing, revising, and publishing final formal essay.</li> </ol>    |  |

**Day 31 - Friday**  
**Final Projects/Essays**

|   |  |   |  |
|---|--|---|--|
| <b>Teacher Names:</b><br>Tanya Martin, Maggie Taylor, Mimi Voyles, Chris Woodward   |  | <b>Class/Audience:</b><br>American Literature/11th Grade, 90 minute block   |  |
| <b>Unit Goals</b> being addressed in this lesson: <ol style="list-style-type: none"> <li>1. Students will be exposed to multiple texts presenting a variety of perspectives on gender roles.</li> <li>2. Students will evaluate gender roles in American Literature from both the historical and contemporary perspectives.</li> <li>3. The student will produce a variety of audience-appropriate persuasive texts that demonstrate organization, focus, and an understanding of gender roles in American Literature.</li> </ol> |  | <b>Materials</b> needed for lesson: <p>- Party supplies! - food, drinks, cups, plates, napkins, etc.</p>  |  |
| <b>Activities/ Instructional Strategies</b> <ol style="list-style-type: none"> <li>1. Attendance/housekeeping</li> <li>2. Students will turn in their final essays. Congratulate the class for their hard work, and have fun celebrating!</li> </ol>  | <b>Time Estimate</b> <ol style="list-style-type: none"> <li>1. 5 minutes</li> <li>2. 85 minutes</li> </ol> | <b>Assessments/ Evidence of Learning</b> <ol style="list-style-type: none"> <li>1. N/A</li> <li>2. Polite interactions with fellow students. 😊</li> </ol> |  |