

Unit 6: Gender
AP/ECE English Language and Composition
13 Class Meetings

Rev. August 2017

Essential Questions

- What is the impact of the gender roles that society creates and enforces?
- How does a writer's pronoun usage demonstrate his or her viewpoint?

Enduring Understandings with Unit Goals

EU 1: Gender expectations are not universal; these expectations differ based upon various factors, such as culture.

- Identify gender roles in different cultures
- Discuss reasons why different cultures hold different gender expectations

EU 2: Popular culture impacts the way individuals define gender

- Analyze how various sources from the media portray gender expectations
- Discuss reasons why popular culture has such an impact in how individuals define gender

EU 3: If a reader pays close enough attention to a writer's pronoun usage, the reader may be able to understand the writer's viewpoint regarding gender.

- Observe and analyze author's pronoun usage and determine effects

Standards

Common Core State Standards

- **CCSS.ELA-Literacy.RL.11-12.6.** Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
- **CCSS.ELA-Literacy.RI.11-12.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- **CCSS.ELA-Literacy.RI.11-12.5.** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

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- **CCSS.ELA-Literacy.RI.11-12.7.** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- **CCSS.ELA-Literacy.W.11-12.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **CCSS.ELA-Literacy.W.11-12.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- **CCSS.ELA-Literacy.SL.11-12.4.** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

MSMHS 21st Century Learning Expectations

Competency 1. Read and write effectively for a variety of purposes

Competency 2. Speak effectively with a variety of audiences in an accountable manner

Competency 5. Contribute to a positive learning environment with respect and responsibility

Unit Content Overview

- Construction and Evaluation of Argument
- Close Reading Skills
- Differences between gender, sex, and sexuality
- Vocabulary: Alliteration, acquisition, allusion, anthology, apathetic, compelling, contempt, conviction, corrupt, counterexample, deceptive, disparage, dubious, eccentricity, elicit, enmity, epithet, eradication, euphemism, excerpt, extemporaneous, facile, flagrant, forego, gesticulation, glorifying, graphic, heinous, heuristic, idealize, imperious, malfeasance, malice, misconception, moralize, obdurate, ostracize, paradox, paramount, parody, particularize, patronizing, pervasive, premonition, proliferate, provocative, quandary, radically, refutation, resentment, sacrilegious, sanction, superfluous, syllogism, tenacity, theorem, unorthodox, usurp, veneration, virtue

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- Grammar Topic: Pronouns
- Gender expectations in different countries
- AP test taking strategies

Interdisciplinary Connections

- History: Current Events and Editorial Writing, Historical Speeches

Learning Objectives

Students will be able to...

- Discuss differences of gender, sex, and sexuality
- Identify gender expectations within their shared community
- Discuss common misconceptions regarding gender, and discuss the reasons why there are common misconceptions regarding gender
- Identify gender expectations that may differ from their classmates due to factors, such as race/culture
- Analyze various texts to determine the gender expectations that are present in other cultures
- Discuss writer's use of style elements to achieve purpose
- Discuss how and why various factors, such as popular culture, define gender in different cultures
- Use various texts to discuss both sides of the argument concerning the roles nature and nurture play in determining a person's gender
- Evaluate the effectiveness of multiple texts on the same subject
- Analyze a writer's pronoun usage to determine his or her viewpoint
- Apply test taking strategies to AP practice tests

Instructional Strategies/Differentiated Instruction

- Lecture with notes
- Homework
- Close reading with annotations
- Accountable Talk discussions
- Graphic organizers
- Gallery Walk

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- Jigsaw
- Self-assessments
- Strategic grouping
- Providing students with completed notes/outlines
- Rephrasing information for students
- Student choice
- Learning through competitive games
- Personal connections

Assessments

FORMATIVE ASSESSMENTS:

- Slide Cast: Gender and Culture
 - MSMHS Rubric 1: Literacy
- AP Practice Tests (multiple choice, essays)
- Editorial Response(s)
- Harkness discussions on readings
- Homework
- Warm Ups
- End of Class Checks
- Think-pair-shares
- Observations
- Self-assessments
- AP Style Writing Practice
- Multiple Choice Practice

SUMMATIVE ASSESSMENTS:

- Debate: Nature vs. Nurture
- Slide Cast Essay: Gender and Culture

Unit Task

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Unit Task Name: Slide Cast and Essay: Gender and Culture

Description: Students will use skills and information learned in this unit to explore the idea that gender roles are socially constructed rather than biologically determined. Students will report on a role that our society believes is gender-specific (for example, the nurturing mother, the protective male) but that another culture view quite differently (EU 1). Within the essay, students will analyze how different advertisements geared to specific cultures demonstrate how gender roles are not universal (EU 2). Students will be expected to use materials assigned in class as well as original research in their essays.

Evaluation: MSMHS Rubric 1: Literacy

Unit Resources

- Textbook
- Podcasts
- Youtube
- Editorial Writing from a range of sources
- Additional Readings
- Internet databases
- Laptops
- Virginia Woolf: “Professions for Women”
- Marge Piercy: “Barbie Doll”
- Jennifer Siebel Newsom: *Miss Representation*
- John Adams and Abigail Adams: Letters
- Judy Brady: “I Want a Wife”
- Brent Staples: “Just Walk on By”
- Judith Ortiz Cofer: “The Myth of the Latin Woman”
- Deborah Tannen: “There is No Unmarked Woman”
- Matthias R. Mehl, et al.: “Are Women Really More Talkative Than Men?”
- Student choice of longer text