

# 2--Gender, Power, and Social Norms

Content Area: **ELA**  
Course(s): **Women's Literature**  
Time Period: **Marking Period 1**  
Length: **5-6 weeks**  
Status: **Published**

## Course Pacing Guide

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Unit	MP/Trimester	Weeks
Introduction to Literary Theory	1	4-5 weeks
Gender, Power, and Social Norms	1	5-6 weeks
Choice Book Unit 1	1 into 2	2 weeks
Women's Poetry	2	4-5 weeks
Choice Book Unit 2	2	2 weeks

## Unit Overview

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Most (though not all) scholars think of gender roles as socially constructed -- that is, largely created by societal expectations and norms. Much of literary scholarship around gender & women's literature also examines the way discrepancies in power between genders have created those gender roles. Our first unit will examine how that process might work, and ask students to more carefully consider the relationships between gender & power.

## Enduring Understandings

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- - Gender roles and power dynamics have been inextricably linked in our society for centuries
  - Gender still plays a role in power dynamics in contemporary America
  - Understanding of two key schools of thought on how gender roles are created: gender constructivism vs essentialism
  - Gender roles & expectations are at least partially determined by society, and are able to be changed as a result
  - However, doing so is challenging due to the intersections between power & gender
  - Unchecked power often leads to abuse, injustice, and wasted opportunity
  - Those in positions of power have responsibilities towards those without (or with less) power

## Essential Questions

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- How are gender roles and power interrelated?
- How have gender roles and expectations been created?
- How can they be changed?
- How do gender & power dynamics play a role in contemporary America?
- What responsibilities do those in power have towards those who do not hold power?
- What is the fairest way to distribute power in a just society?

## New Jersey Student Learning Standards (No CCS)

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LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections 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.
LA.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LA.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LA.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
LA.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
LA.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).
LA.RL.11-12.10b	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
LA.W.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
LA.W.11-12.1.B	Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
LA.W.11-12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.W.11-12.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

LA.W.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
LA.W.11-12.2.A	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.W.11-12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.W.11-12.2.C	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LA.W.11-12.2.D	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
LA.W.11-12.2.E	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.11-12.2.F	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
LA.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
LA.W.11-12.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LA.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.
LA.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. (MLA or APA Style Manuals).
LA.W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
LA.SL.11-12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
LA.SL.11-12.1.B	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
LA.SL.11-12.1.C	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
LA.SL.11-12.1.D	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence

made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

LA.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
LA.L.11-12.3.A	Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
LA.L.11-12.5.A	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
LA.L.11-12.5.B	Analyze nuances in the meaning of words with similar denotations.

## Amistad Integration

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- Unit text (*The Power*) analyzes power dynamics (including racial power dynamics) to help students determine how those power dynamics influence history & literature
- Unit text requires that students consider human nature and behavior, prejudice/discrimination, and moral responsibilities in acting in a complex & diverse society

## Holocaust/Genocide Education

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- Unit text is undergirded by the need to analyze power dynamics (including religious power dynamics) and determine how those power dynamics influence the creation and reception of literature
- Unit text requires that readers consider human nature and behavior, prejudice/discrimination, and moral responsibilities in acting in a complex & diverse society
- Resources from the US Holocaust Museum will be used in conjunction with Section 7 of the novel, specifically regarding 1) general warning signs of genocide and 2) links between issues in the text & contemporary Burmese genocide (Rohingya people)

## Interdisciplinary Connections

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SOC.6.1.12	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.6.1.12.A.1.b	Analyze how gender, property ownership, religion, and legal status affected political rights.
SOC.6.1.12.D.7.c	Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I.
SOC.6.1.12.D.11.d	Compare the varying perspectives of victims, survivors, bystanders, rescuers, and

	perpetrators during the Holocaust.
SOC.6.3.12.D.1	Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/privacy.
SOC.6.3.12.CS1	Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives.
SOC.6.3.12.CS2	Analyze sources of prejudice and discrimination and propose solutions to eliminate them.
SOC.6.3.12.CS3	Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world.
SOC.6.3.12.CS4	Critically analyze information, make ethical judgments, and responsibly address controversial issues.
SOC.6.3.12.CS5	Communicate through rational and persuasive written and oral arguments to present solutions to controversial issues.
VPA.1.4.12.A.2	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
VPA.1.4.12.A.CS2	Contextual clues within artworks often reveal artistic intent, enabling the viewer to hypothesize the artist's concept.

## Technology Standards

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TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.12.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.12.D.CS2	Demonstrate personal responsibility for lifelong learning.
TECH.8.1.12.E.CS1	Plan strategies to guide inquiry.
TECH.8.1.12.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.1.12.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.

## 21st Century Themes/Careers

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CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

## Financial Literacy Integration

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PFL.9.1.12.A.5	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
PFL.9.1.12.A.9	Analyze how personal and cultural values impact spending and other financial decisions.
PFL.9.1.12.E.4	Evaluate how media, bias, purpose, and validity affect the prioritization of consumer

	decisions and spending.
PFL.9.1.12.E.5	Evaluate business practices and their impact on individuals, families, and societies.
PFL.9.1.12.F.1	Relate a country's economic system of production and consumption to building personal wealth and achieving societal responsibilities.

## **Instructional Strategies & Learning Activities**

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- read/analyze/share out background articles on abuse and sexual assault
- create classroom norms for discussing difficult topics within the novel
- chapter by chapter reflection/analysis writing for *The Power*
- classroom discussions and activities related to understanding *The Power* (quick writes, pair and shares, quote analysis writing, sticky note framing, student-led seminar discussion, etc)
- read/discuss contemporary news articles related to issues in the novel (will vary each year based on current events)
- research, outline, draft, and revise an expository or persuasive essay (student choice) that researches and links a contemporary issue to the novel
- self-assess current writing skills and create a plan for growth from last paper to this one
- writing skill stations: students will decide which of the offered skill stations will best help them achieve growth in their chosen areas (examples: quote incorporation, outlining strategies, choosing reliable sources, etc)
- self or peer editing activity to revise & finalize essay

## **Differentiated Instruction**

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- Students must complete the same major assessment (research based essay), but can choose:
  - genre of essay (expository or persuasive)
  - issue to research/focus on
  - which writing skills they will focus on, and which skill stations they will attend during class to do so

## **Formative Assessments**

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- student created writing growth plan
- classroom discussions
- in class writing activities
- work at writing skill stations

## **Summative Assessment**

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- final unit essay

## **Benchmark Assessments**

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- final unit essay

## **Alternate Assessments**

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All students complete a final paper that must demonstrate strong writing skills & textual analysis, but choose individual areas of content and writing growth to focus on (see "Differentiated Instruction" above)

## **Resources & Technology**

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- teacher chosen background articles on abuse & assault
- student-created Google Docs to analyze/discuss/share key issues and responses to those background articles
- teacher & student chosen articles on contemporary issues & events related to text
- EBSCO Host & other academic databases used for research paper
- teacher-created documents used at writing skill stations (also available on Canvas)

## **BOE Approved Texts**

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- *The Power* (Naomi Alderman)

## **Closure**

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- Gallery Walks
- Exit tickets
- Sticky note check-ins
- Question brainstorming

## **ELL**

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- Alternate texts
- Shortened written responses
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries
- Google Translate

## **Special Education**

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List is not inclusive but may include examples such as:

- Shorten assignments to focus on mastery of key concepts.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Seat the student close to the teacher or a positive role model.
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Give directions in small steps and in as few words as possible.
- Have student repeat the directions for a task.
- Go over directions orally.
- Extended time for assessments
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson.

## **504**

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Examples of accommodations in 504 plans include but are not limited to:

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- behavior management support
- adjusted class schedules or grading



- pre-approved nurse's office visits and accompaniment to visits

## **At Risk**

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Examples may include:

- Use of mnemonics
- Have student restate information
- Provision of notes or outlines
- Concrete examples
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Work-in-progress check
- Pace long-term projects
- Cue/model expected behavior
- Use de-escalating strategies

## **Gifted and Talented**

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Offer the Most Difficult First

Offer choice

Speak to Student Interests

Encourage risk taking