

Unit 3: Gender Roles in Society

Content Area: **English**
Course(s): **Advanced Placement English III**
Time Period: **November**
Length: **5 weeks**
Status: **Published**

Enduring Understandings

- Gender roles are socially constructed beliefs which vary according to culture and time.
- The transition of women's roles in society impacted literary styles of the late 19th- 20th century

Essential Questions

1. What forces define gender roles?
2. When do socially constructed roles hinder individual expression or choice?
3. How are the transitions in women's role reflected in the literature of the 19th-20th century?

Lesson Titles

1. Analyzing various genres and rhetorical modes - (Stephen Gould "Women's Brains"; Judith Ortiz Cofer "The Myth of the Latin Woman")
2. Women in 19th Century literature - Elizabeth Cady Stanton "Declaration of Sentiments and Resolutions"; Sojourner Truth "Ain't I A Woman"
3. Masculinity in Society - "Being a Man" Paul Theroux, "Mind over Muscle" David Brooks
4. Analyzing Images of Gender Roles -Marlboro Man Image & Flappers etc; Gender Stereotypes in commercials today
5. Grammar as Rhetoric and Style: Pronoun Usage. The Language of Composition p 583
6. How to Write the Argumentative Response (Q3) - (Rough Draft, Edit & Revise)
7. Introduction to the Independent Novel - The Awakening by Chopin

21st Century Skills and Career Ready Practices

- Creativity & Innovation
- Critical Thinking & Problem Solving
- Information Literacy
- Media Literacy
- Communication & Collaboration

Inter-Disciplinary Connections

Social Studies

SOC.6.1.12.A.6.b	Evaluate the ways in which women organized to promote government policies (i.e., abolition, women's suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.
SOC.6.1.12.D.6.c	Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the eventual ratification of the 19th Amendment.

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK

Direct Instruction (teacher led)

Indirect instruction (guided inquiry, socratic questioning)

Group/ interactive instruction (socratic seminar, jigsaw, fishbowl, Shared inquiry)

One on One instruction (teacher led writing conferences)

Independent reading

Delsea One

SWAG

Bloom's

Remember, Understand, Apply, Analyze, Evaluate and Create

Modifications

At Risk Modifications

- Usage of Delsea One for tutoring
- Educational technology
- Family engagement
- Mentoring
- School-community collaboration

- Active learning opportunities
- Safe learning environments
- Individualized instruction
- SWAG

Formative Assessment

Warm up

Vocabulary List

Quick Write Paragraph

Vocabulary Paragraph

Activities

Fishbowl Discussion

Socratic Seminar

Critical Reading and Analysis Review Questions

Oral Presentation on Women of 19th C

Argumentative Essay Rough Draft

Closure

3-2-1

Exit Ticket

Google Classroom Response

Summative Assessment

Critical Reading Assignment

Rhetorical Analysis Essay

Argumentative Essay Final Draft

Literary Analysis Essay on The Awakening

Reading Check Quiz

Benchmark Assessment (s)

Skills-based assessment

Reading responses

Writing responses

Alternative Assessment (s)

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Resources & Materials

The Language of Composition: Reading, Writing and Rhetoric, 2nd ed

Conversations in American Literature: Language, Rhetoric and Culture

The Awakening by Kate Chopin

