Unit 3: Between the National and the Transnational: Decolonizing Gender (SUPA)

Content Area: **English Language Arts**
Course(s):
Time Period: **Marking Period 4**
Length: **6 Weeks**
Status: **Published**

Brief Summary of Unit

Understanding Intersectionality by looking at feminist theory through lenses of race, gender, and class.

Focus -*"I am not free while any woman is unfree, even when her shackles are very different from my own."*

— *Audre Lorde*

Summary: This unit encourages students to consider how gender is performed and conceptualized across cultures beyond the local and the national spheres. More importantly, this unit emphasizes the continuity of patriarchal structures and social constructions of gender across national borders, highlighting how such institutional and social practices travel within and beyond the US, for one. Students might explore, for example, how a history of colonialism and imperialism shapes gender relations in a specific literary text. How is gender conceptualized and performed in colonial settings or in cultures marked by war and militarism? How might gender, race, and class intersect in these geopolitical spaces? How can we enact a decolonial approach in pursuing gendered liberation across different geopolitical settings? What lines of continuities and/or differences exist across seemingly discrete national boundaries? What are the effects of globalization and transnationalism on gender norms? How does a transnational lens or perspective inform representations of gender (and its intersections with race, class, and sexuality) across various geographical and cultural landscapes? (SUPA)

Interdisciplinary Connections and Career Readiness: This unit is designed to be part of a developmental progression across grade levels and make interdisciplinary connections across content areas including physical and social sciences, technology, career readiness, cultural awareness, and global citizenship. During this course, students are provided with opportunities to develop skills that pertain to a variety of careers. When completing this course, students can make informed choices and pursue electives that further their study and contribute toward the formation of career interest.

Revision: July 2026

Standards

NJ Diversity and Inclusion: In accordance with New Jersey's Chapter 32 Diversity and Inclusion Law, this unit includes ins
inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and r

Information Literacy: This unit challenges students to locate, evaluate, and use information effectively. Information liter
Lessons may include the research process and how information is created and produced; critical thinking and using inforr
sources; the difference between facts, points of view, and opinions, accessing peer-reviewed print and digital library resou

The identified standards reflect a developmental progression across grades/ levels and make interdisciplinary connections
awareness and global citizenship. The standards that follow are relevant to this course in addition to the associated conte

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.9-10.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, 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.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and 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.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
LA.RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
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.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).
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.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

LA.RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)
LA.RL.9-10.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).
LA.RL.11-12.9	Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
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.RI.11-12.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
LA.RI.11-12.10b	By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.
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.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.11-12.3.A	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
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.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
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.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LA.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LA.SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LA.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.11-12.1.A	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
LA.L.11-12.2.A	Observe hyphenation conventions.

LA.L.11-12.2.B	Spell correctly.
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.

Essential Questions/Enduring Understandings

Ref's Description

• How does recognizing faults lead individuals to positive change?

- How do we develop standards and values?
- How is gender constructed socially and what effect does it have?
- What is the patriarchy and how does it function?
- What is feminism and how have the feminist ideas developed and changed over time?
- How does gender affect both men and women, what expectations are put on gender identity?
- What is intersectionality and how can it be used to analyze our world?
- How does feminism differ in a global setting?
- What is transnational feminism?
- What does it mean to be a global feminist?

Students Will Know/Students Will Be Skilled At . . .

Students will know

- Develop skills in close reading, textual analysis, and effective historical and cultural contextualization of claims
- Recognize how meanings are created through acts of critical reading
- Analyze the ways texts construct categories of difference, particularly differences of gender but also those of race, ethnicity, nationality, sexuality, and class
- Formulate sustained interpretive, analytical, or conceptual arguments based on evidence drawn from texts

- Organize ideas in writing
- Use clear and appropriate prose
- Express ideas and information orally
- Engage in analytical and critical dialogue orally
- Evaluate arguments
- Identify and question assumptions

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Evidence/Performance Tasks

Developmental progression across years in both reading and writing is evidenced by multiple benchmark assessment screeners, administered two times per year. Follow up diagnostic assessments are used to target skill remediation. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

Students demonstrate differentiated proficiency through both formative and summative assessments in the classroom. Based on individual student readiness and performance, assessments can be implemented as formative and/or summative.

The performance tasks listed below are examples of the types of assessments teachers may use in the classroom and the data collected by the district to track student progress.

Formative:

- Teacher Observations
- Accountable Talk, Socratic Seminars/Fish Bowls
- Analysis of multimodal text sets
- Analysis of critical commentary, literary criticism
- Writers Notebook (quick writes/drafts/prewrites), emphasizing author's craft
- Close reading analysis of text using evidence as substantiation

- Conferences: Individual and small group, accompanying conference notes
- Reflective exercises and assessments
- Oral Reading and Interpretation
- Peer and self-evaluations of learning
- Entrance and Exit Tickets
- Open-Ended Responses in Journals, Focused Free Writes
- Textual Analysis Reading Responses
- Dialectical Journal
- Rhetorical Precis
- SOAPSTone Analysis

Summative, including Alternative Assessments:

- On-demand Writing Assessments, timed and untimed
- Researched Presentations
- Performance Assessments
- Project-based Learning
- Problem-based Learning
- Personalized Learning
- Visual Literacy Prompts
- Digital Portfolios
- Online Discussion Forums
- Analytical and Expository Essay
- Final Research Assignment

Benchmark:

- Benchmark reading and writing assessments, scored using rubrics, district-created and standards-aligned; based on NJSLA, reported twice per year
- Engage in text set analysis using visual literacy and close reading analysis strategies to compose a claim and use evidence as support
- Grade-level Standards-based Rubrics

- Common Lit Reading Benchmark Assessment
- SAT (grades 11-12)
- Final Exam
- IXL

Learning Plan

Instructional time for reading will be divided into thirds; one third of the time will be dedicated to whole class text instruction; one third will include literature circles; one third, independent reading. The intent is for student-readers to have clear modelling through whole-class instruction. These strategies are practiced through literature circles in a group setting of peers and through independent practice monitored through teacher conferencing with students. An emphasis will be based on the transfer of skills instruction, teaching the reader, not merely the content of the text. The text complexity and rigor of reading will be appropriate for grade 12; materials selection for whole-class and literature circles will be from the book list approved by the Board of Education. Classrooms will house rich and diverse independent reading libraries of both contemporary and canonical works.

The reading of text during the twelfth grade targets not only comprehension, but also analysis. Students will read both long-and short-form, excerpted and full-length, print and electronic literature. Study will include the analysis of visual texts including film clips, art, and graphic novels. Technique and terminology specific to a genre of reading is examined. Vocabulary instruction will be chosen from the reading material.

Students write in response to the reading of literature. Various forms of writing including digital writing are emphasized as well. Grammar instruction is embedded in writing instruction through mini-lessons, holding students accountable for skills taught and practiced; modelling is done through mentor texts, both published and student-crafted. Teachers may focus on process in addition to product with an emphasis on synthesizing texts with nuanced understanding. High-and low-stakes, timed and untimed pieces are all important.

Teachers may personalize instruction during this unit and address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students.

Students will be taught how to speak and listen in addition to being assessed on these skills.

This unit of study focuses on "Between the National and the Transnational: Decolonizing Gender" and is centered on global ideas of feminism.

To prepare for this particular unit, teachers should . . .

- Build a text set for discussion, writing, and synthesis
- Select common reading and literature circle texts
- Prepare for conferences with students
- Generate a list of skills students will master throughout the unit (focusing specifically on a few in each area)
- Create a summative assessment (backwards design)
- Find mulitmodal mentor texts for reading and writing mini lessons
- Create scaffolds for student reading and writing
- Create formative assessments (reading checks, exit slips, etc.)
- Reflect on previous teaching practices and pedagogy to inform planning
- Review student modifications and accommodations

Suggested Lessons/Activities

DAILY LESSON PLANS - SAMPLE

WEEKLY COURSE OUTLINE - SAMPLE

- Analyze author's purpose and evaluate an author's style of writing to influence different audiences
- Analyze the point of view of a text
- Analyze the author's purpose for including details, characters, etc.
- Cite textual evidence to support claims and arguments
- Analyze the author's purposeful use of literary devices and rhetorical strategies
- Connect characters to contemporary political figures, celebrities, etc.
- Connect ideas in the text to the overall unit quote/ideas
- Connect ideas within the text to students' lives

- Connect texts to diverse disciplines (such as science, business, psychology)
- Connect themes and big ideas to current events
- Develop close reading skills by reviewing annotation, paying attention to diction, etc.
- Point to claim and counterclaims within a text
- Reiterate the main idea of a text using the student's own language and ideas
- Review background on author and historical period in order to better understand the content of the text
- Synthesize two texts together to create new ideas and meaning
- Trace symbols throughout the novel using a reading notebook
- Trace themes and motifs throughout texts
- Understand the difference between static and dynamic characters
- Utilize close reading skills to make inferences about characters, setting, etc.
- Read Persepolis and pair with "Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and Its Others." Discuss ways in which we identify and categorize oppression. Have students write a journal response connecting to two texts.

Speaking and Listening

- Individualized verbal articulation of analysis of works
- Complete collaborative text evidence assignments with shared feedback
- Listen to audio recordings (text from a literary work, speeches, news reports, podcasts, interviews)
- Participate in fishbowl, jigsaw, and Socratic discussions in regard to literary topics
- Students engage in either independent or collaborative multi-genre presentations
- In partnerships, small group, jigsaw groupings, fishbowl and Socratic circles, discuss the development of structure, language/rhetorical techniques, and thematic concepts.

Writing

- Respond to a given open-ended prompt in a developed paragraph
- Read and analyze mentor texts for the purpose of understanding purpose, audience, meaning, structure, and language
- Craft a persuasive essay comparing characters in response to a specific literary work

- Free write for the purpose of brainstorming and invention
- Develop an expository written response to an open-ended prompt
- Draft a complex, arguable thesis that reflects the guidelines in a given prompt
- Write expository, narrative, and/or persuasive paragraphs and essays to explore, analyze, and reflect on language and thematic ideas

Materials

The materials used in this course integrate a variety of leveled instructional, enrichment, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available.

It is expected that materials endorsed by Syracuse University as part of the SUPA program will be used in this course as part of the concurrent enrollment agreement. In that way, both the academic rigor and topical content of these pieces will be appropriate for a freshman undergraduate student. Students can anticipate that reading material is relevant, timely, thought-provoking, mature, and rigorous. (Statements such as these will be included on the course syllabus).

In addition, teachers will refer to the district-approved Core Book List while selecting whole-class or small-group leveled resources that are not driven by the Syracuse University course.

Instructional Materials

Instructional Materials (as designed by SUPA)

Suggested Theoretical and Literary Readings and Films

(choose at least 2 theoretical texts and at least 2 of the literary/visual texts from the following list or substitute equivalents):

Theoretical/Historical Texts

- Briggs, Laura. “Transnational.” The Oxford Handbook of Feminist Theory. Lisa Disch and Mary Hawkesworth, eds. Oxford: Oxford University Press, 2016. 1-24.
- Jan J. Pettman - “Women, Racism & Colonialism”
- Chandra Talpade Mohanty - “Under Western Eyes: Feminist Scholarship and Colonial Discourses”

(excerpts)

- Mohanty, Chandra Talpade. “Under Western Eyes” Revisited: Feminist Solidarity through Anticapitalist Struggles.”
- Gloria Anzaldúa – “Speaking in Tongues: A Letter to Third World Women Writers”
- Abu Lughod, Lila. “Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and Its Others.” American Anthropologist. 104.3 (2002): 783-790.
- Tallbear, Kim. (2016, December 22). “Badass (Indigenous) Women Caretake Relations: #NoDAPL, #IdleNoMore, #BlackLivesMatter.” Hot Spots, Cultural Anthropology.

https://culanth.org/fieldsights/badass-indigenous-women-caretake-relations-no-dapl-idle-no-more-black-lives-matter

- Enloe, Cynthia. “The Globetrotting Sneaker.” The Curious Feminist: Searching for Women in a New Age of Empire. University of California Press, 2004.
- Inderpal Grewal and Caren Kaplan – “Global Identities”
- Jasbir Puar – “Global Circuits”
- C. Riley Snorton and Jin Haritaworn – “Trans Necropolitics: A Transnational Reflection on Violence, Death – and the Trans of Color Afterlife”
- Leila Rupp – “Towards a Global History of Same-Sex Sexuality”
- Elora Chowdhury – “Locating Global Feminisms Elsewhere: Braiding US Women of Color and Transnational Feminisms”

Literary Texts/Media Links

- Mohja Kahf –selected poems, incl. “Hijab Scene” poems
- Tsitsi Dangarembga – Nervous Conditions
- Rhina Espaillat – “Bra”
- Shani Mootoo – “Out on Main Street”
- Randa Jarrar – A Map of Home
- Chimamanda Ngozi Adichie – The Thing Around Your Neck
- Chimamanda Ngozi Adichie – The Danger of the Single Story
- Zadie Smith – White Teeth
- Nadine Gordimer – selected short stories
- Salman Rushdie – East, West: Stories

- Chinua Achebe – Things Fall Apart
- David Henry Hwang – M Butterfly
- Jhumpha Lahiri – Interpreter of Maladies
- Edwidge Danticat – Krik?Krak!
- Zhang Yimou – Raise the Red Lantern

Films

- Mira Nair – Mississippi Masala
- Deepa Mehta – Fire
- Whalerider

Additional Student Resources:

Teachers may utilize a variety of instructional resources, including print and digital materials, multimedia, visual and audio supports, interactive technologies, authentic texts, assistive technologies, and other district-approved resources. Any teacher-selected ancillary instructional materials must receive prior approval from the Department Supervisor and should provide multiple means of engagement, representation, and expression to support diverse learner needs.

Teacher Resources

- *Shakespeare Set Free: Sourcebook for Classroom Teachers*, Folger Shakespeare Library
- *Readicide*, Kelly Gallagher
- *A Novel Approach*, Kate Roberts
- *When Kids Can't Read*, Kylene Beers
- *Beyond Literary Analysis,* Allison Marchetti & Rebekah O'Dell
- *Writing with Mentors*, Allison Marchetti & Rebekah O'Dell
- *Argument in the Real World*, Kristen Hawley Turner and Troy Hicks
- *Writing Instruction that Works: Proven Methods for Middle and High School Classrooms*, Arthur Applebee and Judith Langer
- *Teaching Adolescent Writers*, Kelly Gallagher
- *Write Like This,* Kelly Gallagher
- *Book Love*, Penny Kittle
- *The Journey is Everything*, Katherine Bomer
- *How to Read Literature Like a Professor*, Thomas C. Foster
- *The Digital Writing Workshop*, Troy Hicks
- *Crafting Original Writing*, Troy Hicks
- *Fearless Writing: Multigenre to Motivate and Inspire*, Tom Romano

- *Understanding Comics, Scott McCloud*
- *Making Comics*, Scott McCloud
- *The Art of Styling Sentences*, Ann Longknife and K.D. Sullivan
- *The Well-Crafted Sentence*, Nora Bacon

Suggested Strategies for Accommodations and Modifications

Content specific accommodations and modifications as well as Career Ready Practices are listed here for all students, including: Special Education, English Language Learners, At Risk of School Failure, Gifted and Talented, Students with 504.

Possible accommodations include:

- Access speech-to-text function on computer
- Use visual presentations of all materials to include organizers, charts
- Allow students to set individual goals for writing/reading
- Offer graphic organizaers, note-taking models, strategies for summarizing, and questioning techniques
- Offer oral assessments
- Supply study guide questions and access to class notes
- Work in partnerships
- Give responses in a form (verbal or written) that is easier for the student
- Take additional time to compete a task or project
- Scaffold by chunking material and texts
- Individualize reading choices based on ability and level
- Take frequent breaks
- Use an alarm to help with time management
- Small group and one on one assessment
- Mark text with a highlighter or other manipulative such as a post-it
- Receive help coordinating assignments
- Answering fewer questions or completing shorter tasks
- Modify the length and quantity of assignments to fit individual
- Differentiate roles in discussion groups
- Use digital technology, eBooks,, audio version of printed text
- Create alternate assignments or homework
- Provide distinct steps in a process; elminate unnecessary steps, as needed
- Use art, music, and film to convey alternate interpretation of literature and assessment
- Manage executive function by scaffolding process and amending deadlines

Adhere to all modifications and accommodations as prescribed in IEP and 504 plan