

TRUMBULL PUBLIC SCHOOLS
Trumbull, Connecticut

Women's Literature
Advanced College Prep
English Department
2014

(Last revised 2006)

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Women's Literature

Advanced College Prep

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CORE VALUES AND BELIEFS

The Trumbull High School Community, which engages in an environment conducive to learning, believes that all students will read and write effectively, therefore communicating in an articulate and coherent manner. All students will participate in activities that address problem-solving through critical thinking. Students will use technology as a tool in decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will encourage independent thinking and learning. We believe ethical conduct to be paramount in sustaining our welcoming school climate.

INTRODUCTION

Virginia Woolf once said, “For most of history Anonymous was a woman.” This course is born from that truth as well as the fact that the experience of literature at Trumbull High School is filtered predominantly through the perspective of the male protagonist. This course provides a chance to see what women do when faced with adversity, how they connect with other women in friendship, how they relate to their families and their mothers, and how they live their lives.

This curriculum centers on women’s voices, discovering just what a writer’s voice is and what a woman’s voice sounds like. Students will consider, react to, interpret, and take a critical stance on what makes women’s literature and on what women raise their voices about. They will read, think and write about pioneering voices, emerging voices, oppressed and free voices of the characters women bring to the page and to our world.

The essential questions include:

- What is women’s literature and in what way does what a woman writes differ from what a man does?
- What does it mean to have a voice and why is having a voice important in literature and in the world?
- How are women portrayed in literature and in the media? Are these portrayals accurate? Who creates the media portrayals? How do they affect women, young girls and how do they affect men?
- Have the images of women in literature changed over time? How?
- What can and does women’s literature teach us about our own lives?

PHILOSOPHY

Young women in high school have said they hanker after stories that speak more of them, to them and that feature female protagonists. The young women taking the course may discover parts of themselves on the pages and the young men will be able to better relate to the women who have and will make up their lives. The feeling is that, with literature as a guide, we all become better people as we step closer to the experiences of others.

In order to foster independent thinking and learning, students will examine texts closely. Students will read a rich selection of writings by women including novels, short fiction, poetry and non-fiction. To further this independence, students will also have the chance to pick a book of their choice to read, discuss and write about. In all texts, students will make inferences and generate questions that are textually implicit requiring analysis and interpretation of specific parts of the text. Students will go beyond the literal and move into a greater depth of understanding. Students will continue to develop the concept of voice and style both as readers and writers. They will closely examine texts for the author's voice and style and how they are achieved.

Students will be exposed to a variety of assignments in order to touch upon all of their different learning styles. They will write essays, reader response journals, fiction, and poetry. The course will feature numerous authentic assessments. Discussion is a central and integral part of the course. Whether students are presenting, facilitating discussion or responding to teacher-led discussions, their voices are expected to be heard.

Ultimately, a major goal of the course is to reveal the many aspects that make up the lives of women and how those small pieces of fabric combine to form a colorful quilt, representative of the experience of womanhood. Each piece, be it about a woman desperately trying to pass as a white woman in a prejudiced society, a young woman trying to find her place in the world and in relationships or a group of Asian-American women trying to bridge the gap between their roots and their current situation are part of that larger story, the collective experience of women.

In this one-semester course, students talk about topics that can be raw, personal, current, and even controversial. It is imperative that students arrive with a mature attitude, willing to listen to their peers. Students have to feel safe and comfortable and to be able to express themselves freely. In order for vivid discussions to be able to take place, students should be both open minded and willing to share their own opinions.

The hope is that students will leave the course with an appreciation of the female voice and the power of the female writer. They should also feel empowered to raise their own voices and to see why it is important for all people to have a voice. Women should no longer be silenced or anonymous.

COURSE DESCRIPTION

In Women's Literature, students will delve into the thoughts, attitudes, and values of women through exposure to a number of works that are representative of the patchwork quilt of women's experiences. The course emphasizes the female voice - what women say and how they convey it. Works include a variety of fiction and nonfiction throughout time. This course is designed to appeal to and meet the needs of both young women and young men who will learn more about themselves and the women who inhabit their lives.

In this one-semester course, students talk about topics that can be raw, personal, current, and even controversial. It is imperative that students arrive with a mature attitude, willing to listen to their peers. Students have to feel safe and comfortable and to be able to express themselves freely. In order for vivid discussions to be able to take place, students should be both open minded and willing to share their own opinions.

GOALS

Students will:

- Discover women, real and fictional, who speak to and inspire them as to the kind of people they wish to become
- Compare, contrast, and synthesize the role of women throughout the world and history
- Employ their written voice to assert their stance in the world

UNIT OBJECTIVES

In all units of study, students will:

Reading Standards for Literature (RL)

RL.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.

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.

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).

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 cumulative impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging or beautiful. (Include Shakespeare as well as other authors.)

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.

- RL.11-12.6—Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g. satire, sarcasm, irony, or understatement).
- 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. (Include at least one play by Shakespeare and one play by an American dramatist.)
- RL.11-12.9—Demonstrate knowledge of eighteenth-, nineteenth-, and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
- RL.11-12.10—By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-12 complexity band complexity band independently and proficiently.

Reading Standards for Informational Text (RI)

- 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.
- RI.11-12.2—Determine two or more 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 analysis; provide an objective summary of the text.
- RI.11-12.3—Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- RI.11-12.4—Determine the meaning of words and phrases as they are used in a text including figurative, connotative, analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g. how Madison defines faction in Federalist No. 10).
- 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.
- RI.11-12.6—Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
- 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.
- RI.11-12.8—Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g. in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works or public advocacy (e.g. The Federalist, presidential addresses).
- RI.11-12.9—Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including the Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.
- RI.11-12.10—By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-12 text complexity band independently and proficiently.

Writing Standards (W)

- W.11-12.1—Write arguments to support claims in an analysis of substantive topics or text, using valid reasoning and relevant and sufficient evidence.
- W.11-12.1a—Introduce precise knowledgeable claim(s), establish the significance of the claim(s), distinguish the claims from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- W.11-12.1b—Develop claim(s) and counterclaims fairly 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.
- W.11-12.1c—Use words, phrases, and clauses as well as varied syntax 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.
- W.11-12.1d—Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- W.11-12.1e—Provide a concluding statement or section that follows from and supports the argument presented.
- W.11-12.2—Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.11-12.2a—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.
- W.11-12.2b—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.
- W.11-12.2c—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.
- W.11-12.2d—Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- W.11-12.2e—Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- W.11-12.2f—Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g. articulating implications or the significance of the topic).
- W.11-12.3—Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- W.11-12.3a—Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experience of events.
- W.11-12.3b—Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events and/or characters.

- W.11-12.3c—Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g. a sense of mystery, suspense, growth, or resolution).
- W.11-12.3d—Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- W.11-12.3e—Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- 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).
- W.11-12.5—Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for the conventions should demonstrate command of Language standards 1 – 3 up to and including grades 11-12).
- W.11-12.6—Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- 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.
- W.11-12.8—Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- W.11-12.9—Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.11-12.9a—Apply grades 11-12 Reading standards to literature (see RL.9-10.9)
- W.11-12.9b—Apply grades 11-12 Reading standards to literary nonfiction (see RI.9-10.8).
- 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, and audiences.
- W.11-12.1—Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own ideas clearly and persuasively.

Speaking and Listening Standards (SL)

- SL.11-12.1a—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.
- SL.11-12.1b—Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

- SL.11-12.1c—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.
- SL.11-12.1d—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 research is required to deepen the investigation or complete the task.
- SL.11-12.2—Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- 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.
- 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.
- 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.
- SL.11-12.6—Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 for specific expectations.)

Language Standards (L)

- L.11-12.1—Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.11-12.1a—Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- L.11-12.1b—Resolve issues of complex or contested usage, consulting references (e.g. Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.
- L.11-12.2—Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.11-12.2a—Observe hyphenation conventions.
- L.11-12.2b—Spell correctly.
- 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.
- L.11-12.3a—Vary syntax for effect, consulting references (e.g. Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
- L.11-12.4—Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.

- L.11-12.4a—Use context (e.g. the overall meaning of a sentence, paragraph, or text; a word position or function in a sentence) as a clue to the meaning of a word or phrase.
- L.11-12.4b—Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g. conceive, conception, conceivable).
- L.11-12.4c—Consult general and specialized reference materials (e.g. dictionaries, glossaries, thesauruses), both in print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- L.11-12.4d—Verify the preliminary determination of the meaning of a word or phrase (e.g. by checking the inferred meaning in context or in a dictionary).
- L.11-12.5—Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.11-12.5a—Interpret figures of speech (e.g. hyperbole, paradox) in context and analyze their role in the text.
- L.11-12.5b—Analyze nuances in the meaning of words with similar denotations.
- L.11-12.6—Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrases important to comprehension or expression.

UNIT 1

The Individual Voice

Essential Questions

- How does a young woman find and assert her voice?
- What happens when a young woman does not have a voice?

Scope and Sequence

This unit focuses on how young women gain a voice and find a place in society. This is a unit where the literature shows that young women have to test out different selves in the act of becoming. This unit will center on the sense of self as shown in literature. Body image and the images of women in the media will be focal points. This will likely be one of the most timely units and will utilize the constant stream of information in the mainstream media on the topic. Students will read about, write about and discuss self image, sexuality, and the media's influence on women.

Works such as *Reviving Ophelia* and *Cinderella Ate my Daughter* provide non-fictional accounts of the experience of the young female. Eve Ensler's *I am an Emotional Creature: The Secret Life of Girls Around the World* also helps to depict how surroundings help to shape the female experience.

Instructional / Teaching Strategies

- Brainstorming
- Comprehension Questions based on class readings
- Comparing and Contrasting
- Debates
- Direct Instruction
- Discussion Groups (small & large groups)
- Essays
- Encourage Students to Clarify & Expand Ideas
- Group Projects
- Reflections
- Persuasive Writing
- Question & Answer Sessions
- Research using Technology
- Restate & Rephrase Key Concepts
- Student Presentations

Technology Competency Standards

1. Creativity and Innovation - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
2. Communication and Collaboration - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
3. Research and Information Fluency - Students apply digital tools to gather, evaluate, and use information.

4. Critical Thinking, Problem Solving, and Decision Making - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
5. Digital Citizenship - Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Assured and Suggested Learner Activities

- Study of Dove Real Beauty Campaign
- Whether it is in written form or a presentation, students will end this unit by creating a “survival guide” of sorts to help young girls become strong women. They will target one problem or pitfall, study it and find solutions to prevent it from happening.

Some approaches are but are not limited to:

Survival Guide or pamphlet

Presentation or speech for a women’s conference

News video

Students will conduct a media study in which they will examine radio (both music and radio talk), television (both reality and sitcom), movies, and magazines that are geared toward adolescent girls.

Evaluation / Assessment Methods

See comprehensive document that follows all three units as ELA assessment necessarily integrates assessment of reading, writing, speaking, listening and viewing.

Time Allotments/Pacing Guide

Approximately 5 weeks

Resources

Excerpts from *The Beauty Myth* by Naomi Wolf

Excerpts from *The Good Body* by Eve Ensler

“Where Are You Going, Where Have You Been?” by Joyce Carol Oates

“Nobody Listens When I Talk” by Annette Sanford

“The Shawl” by Cynthia Ozick

“The Blackguard” by Mary McCarthy

“Brooklyn” by Paule Marshall

“Lust” by Susan Minot

“Wunderkind” by Carson McCullers

“Hips” by Sandra Cisneros

“Lust” by Susan Minot

“The New Dress” by Virginia Woolf

Magazines geared toward young female

The Dove Campaign for Real Beauty

Clips from MTV or other shows and movies that provide images of women

Unit 2

Voices of Women in Relationships

Essential Questions:

- What do women want in relationships or in friendships?
- How do men and women see relationships differently or similarly?
- What do women lose and gain when they become involved in relationships?

Scope and Sequence

One of the most valued and complicated aspects of living both in the world and on the written page is the connection of one person to another. High school students are often keenly interested in relationships, in friendship, in social status and in being part of a group. This unit will delve into the voices of women in relationships.

This unit will focus on the differences in the literature, for example, literature of different time periods and what they reveal about women's standing in a relationship, a marriage and in the world. Students will read and voice their own questions, reactions and opinions while creating their own interpretations.

Works such as *The Secret Life of Bees*, *Black and Blue*, *The Joy Luck Club*, and *Emma* provide fictional accounts of women and their relationships. For instance, *The Secret Life of Bees* offers insight into the relationships between family members and those we choose to call "family." Most significantly, it delves into the world of emotional support that true friendship can offer.

Instructional / Teaching Strategies

- Brainstorming
- Comprehension Questions based on class readings
- Comparing and Contrasting
- Debates
- Direct Instruction
- Discussion Groups (small & large groups)
- Essays
- Encourage Students to Clarify & Expand Ideas
- Group Projects
- Reflections
- Persuasive Writing
- Question & Answer Sessions
- Research using Technology
- Restate & Rephrase Key Concepts
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Technology Competency Standards

1. Creativity and Innovation - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
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3. Research and Information Fluency - Students apply digital tools to gather, evaluate, and use information.

4. Critical Thinking, Problem Solving, and Decision Making - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
5. Digital Citizenship - Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Assured and Suggested Learner Activities

Students will create patchwork pieces for each main character they encounter in *The Red Tent*. They will not only examine who the characters are and what drives each of them, but they will have to look at the bigger picture and how the characters come together when placing the pieces to form the larger quilt, providing a true understanding of the relationships in the novel.

Evaluation / Assessment Methods

See comprehensive document that follows all three units as ELA assessment necessarily integrates assessment of reading, writing, speaking, listening and viewing.

Time Allotments/Pacing Guide

Approximately 5 weeks

Resources

Teachers may use any short stories, articles, films, websites, etc. that supplement the teaching of the unit.

“Sweat” by Zora Neale Hurston
“The Secret Woman” by Collette
“The Office” by Alice Munro
“Roselily” by Alice Walker
“The Yellow Wallpaper” Charlotte Perkins Gilman
“The Abortion” by Alice Walker
“Holding Things Together” by Anne Tyler
“Lust” by Susan Minot
“No Place for You, My Love” by Eudora Welty
“An Interest in Life” by Grace Paley
“Yellow Woman” by Leslie Marmon Silko
“The Slaves in New York” by Tama Janowitz
“Other Lives” by Francine Prose
Movie- Mona Lisa Smile

Unit 3

Motherhood

Essential Questions

- What does it really mean to be a mother?
- Do all mothers deserve the title of “mother”?
- What does society expect of mothers? Is it different for fathers?

Scope and Sequence

This unit centers on woman as protector and advocate. Students will read about and react to the role of woman as a mother, the conflicts that arise from balancing career and family, the choices a woman must make around motherhood and whether or not to even become a mother. Students will consider what it means to be a mother and the different people who can be mothers in one’s life. They can observe the “mommy wars” and draw their own conclusions about what makes a “good mother.” Students will have a chance to see characters’ complex reactions to motherhood in the literature.

For instance, it is evident that Leah, Dinah’s birth mother, is not the only mother in her life. In fact, throughout the journey of Dinah’s life, she finds several other women who take on that role. They provide her with the knowledge, nurturing, and support that she needs. Also, Doris Lessing’s account in *The Fifth Child* shines a light on societal expectations of motherhood and the pressures that women put on themselves.

Instructional / Teaching Strategies

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- Discussion Groups (small & large groups)
- Essays
- Encourage Students to Clarify & Expand Ideas
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Technology Competency Standards

1. Creativity and Innovation - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
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5. Digital Citizenship - Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

Assured and Suggested Learner Activities

Students will reflect on the mothers in their own lives and various ways they helped shape who they are. This can be in the form of a list, a free write, a letter, or a larger project.

Evaluation / Assessment Methods

See comprehensive document that follows all three units as ELA assessment necessarily integrates assessment of reading, writing, speaking, listening and viewing.

Time Allotments/Pacing Guide

Approximately 5 weeks

Resources

Poetry by Sylvia Plath
Poetry by Anne Sexton
“Giving Birth” by Margaret Atwood
“Souvenir” by Jayne Ann Phillips
“Royal Beatings” by Alice Munroe
“Hairs”, “Rice Sandwich”, “Hips” by Sandra Cisneros
“The Abortion” by Alice Walker
“I Stand Here Ironing” by Tillie Olsen
“The Garden Party” by Katherine Mansfield
“Everyday Use” by Alice Walker
Movie: *The Prizewinner of Defiance, Ohio*

METHODS OF ASSESSMENTS **(Applicable for all units of study)**

Teachers of Women's Literature will evaluate students using a variety of techniques in order to accommodate and recognize different learning styles.

Core assessments should be implemented each marking period and should show students' progress in the following areas:

- writing expository essay(s)
- reading and responding to literature which presents varying contemporary issues and perspectives.
- reading and responding to literature not discussed in class in order to assess students' ability as independent thinkers and readers

Evaluation will include an assessment of the following student activities:

Student Class Contribution (involvement with the whole class as well as in small group activity) that demonstrates...

- ability in discussion - quality as well as quantity in participation
- ability in oral response - quality as well as quantity in participation
- originality of insight
- critical thinking and depth of insight
- ability to develop a critical stance
- ability and willingness to work as part of a team.

Student Writing Assignments (reader responses as well as formal expository essays) that demonstrate...

- creative and insightful thought
- development of a strong thesis with defined, organized, and narrowed focus
- development of ideas
- unified organization
- appropriateness and correctness of language
- fluidity and variety in language
- appropriate and correct use of spelling, grammar, and vocabulary
- awareness of audience and clarity of purpose
- varied and appropriate supporting evidence
- ability to make connections between pieces of literature
- aptness of essay answer to assigned question
- ability to develop a critical stance
- close textual analysis of assigned readings

Quizzes(announced and/or unannounced) that demonstrate students'...

- awareness and understanding of plot, character, and other basic elements of the assigned readings of contemporary fiction
- intellectual and emotional response to assigned reading.

Essay Examinations that require students to demonstrate...

- understanding of reading material.
- ability to recognize, analyze, compare/contrast literary elements in different works.
- ability to synthesize and express their own ideas.
- ability to make connections between pieces of literature assigned in the course.
- ability to look at a text in a way that was not previously addressed in class discussions.
For example, if a novel focused on the themes of family relationships, an exam question might ask students to discuss the role of coming of age in that text.
- ability to analyze, synthesize and critically evaluate new texts to which students have not previously been exposed in the course. These types of questions should compel students to demonstrate that they can analyze texts and build interpretations relevant to themes in contemporary literature on their own.
- ability to answer the given question and not stray from the topic.
- ability to write developed, organized, focused, and supported essay answers to specific questions in a 40-minute timed classroom environment.

Additional Assessment(s) that require students to demonstrate an understanding of various perspectives and course themes by integrating the following components:

- creative expression of independent thought which may include:
 - oral presentations using effective speech techniques
 - media center and Internet research.

Final Examinations (required) that ask students to demonstrate...

- the ability to analyze, synthesize, and critically evaluate material covered in the course.
- the ability to analyze, synthesize and critically evaluate “new” texts not discussed in class.
- the ability to respond in writing to given prompts and compose unified, accurate, and insightful written response

COURSE CREDIT

One half credit in English

One class period daily for a semester

Level Advanced College Prep

PREREQUISITES

Twelfth grade students must have successfully completed grade eleven English and must have the recommendation of their grade eleven English teacher.

TEXTS

Core Texts

The Red Tent by Anita Diamant
The Secret Life of Bees by Sue Monk Kidd
Reviving Ophelia by Mary Pipher

Supplemental Texts

We Are The Stories We Tell
Women & Fiction
Bailey's Café by Gloria Naylor
Emma by Jane Austen
The Joy Luck Club by Amy Tan
The Fifth Child by Doris Lessing
Black and Blue by Anna Quindlen
Beloved by Toni Morrison

Supplemental Films

Mona Lisa Smile
The Prizewinner of Defiance, Ohio
Clueless

Prospective Texts (per BOE approval)

The Handmaid's Tale by Margaret Atwood
I am an Emotional Creature: The Secret Life of Girls Around the World by Eve Ensler
Eat, Pray, Love by Elizabeth Gilbert
The Help by Kathryn Stockett
The Heidi Chronicles by Wendy Wasserstein

RUBRICS

SCHOOL WIDE RUBRICS

Rubric 1: Read Effectively

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
<i>Respond X_____</i>	<i>Demonstrates exceptional understanding of text by:</i> · Clearly identifying the purpose of the text · Providing initial reaction richly supported by text · Providing a perceptive interpretation	<i>Demonstrates understanding of text by:</i> · Identifying the fundamental purpose of the text · Providing initial reaction supported by text · Providing a clear/straight-forward interpretation of the text	<i>Demonstrates general understanding of text by:</i> · Partially identifying the purpose of the text · Providing initial reaction somewhat supported by text · Providing a superficial interpretation of the text	<i>Demonstrates limited or no understanding of text by:</i> · Not identifying the purpose of the text · Providing initial reaction not supported by text · Providing an interpretation not supported by the text
<i>Interpret X_____</i>	<i>Demonstrates exceptional interpretation of text by:</i> · Extensively reshaping, reflecting, revising, and/or deepening initial understanding · Constructing insightful and perceptive ideas about the text. · Actively raising critical questions and exploring multiple interpretations of the text	<i>Demonstrates ability to interpret text by:</i> · Reshaping, reflecting, revising, and/or deepening initial understanding · Summarizing main ideas of text · Actively interpreting text by raising questions and looking for answers in text	<i>Demonstrates general ability to interpret text by:</i> · Guided reflection and/or revision of initial understanding · Summarizing some of the main ideas of text · Guided interpretation of text by locating answers to given questions in text	<i>Demonstrates limited ability to interpret text as evidenced by:</i> · Struggle to implement guided reflection and/or revision of initial understanding · Struggle to summarize any main ideas of text · Struggle to answer questions by locating responses in text
<i>Connect X_____</i>	<i>Demonstrates perceptive connections</i> · text-to-text · text-to-self · text-to-world	<i>Demonstrates specific connections</i> · text-to-text · text-to-self · text-to-world	<i>Demonstrates general connections</i> · text-to-text · text-to-self · text-to-world	<i>Struggles to make connections</i> · text-to-text · text-to-self · text-to-world
<i>Evaluate X_____</i>	<i>Demonstrates insightful evaluation of text by one or more of the following:</i> · Critical analysis to create a conclusion supported by the text · Perceptive judgments about the quality of the text · Synthesis of text · Expression of a personal opinion	<i>Demonstrates an evaluation of text by one or more of the following:</i> · Critical analysis to form a conclusion from the text · Thoughtful judgments about the quality of the text · Evaluation of text to express personal opinion(s)	<i>Demonstrates a general evaluation of text by one or more of the following:</i> · Formulation of a superficial conclusion from the text · Assessment of the quality of the text · Use of text to express personal opinion(s)	<i>Demonstrates a struggle to evaluate the text by one or more of the following:</i> · Formulation of a conclusion from the text · Assessment of the quality of the text · Use of text to express personal opinion(s)

Rubric 2: Writes Effectively

<i>Category/ Weight</i>	<i>Exemplary 4 Student work:</i>	<i>Goal 3 Student work:</i>	<i>Working Toward Goal 2 Student work:</i>	<i>Needs Support 1-0 Student work:</i>
<i>Purpose X_____</i>	· Establishes and maintains a clear purpose. · Demonstrates an insightful understanding of audience and task.	· Establishes and maintains a purpose. · Demonstrates an accurate awareness of audience and task.	· Establishes a purpose. · Demonstrates an awareness of audience and task.	· Does not establish a clear purpose. · Demonstrates limited/no awareness of audience and task.
<i>Organization X_____</i>	· Reflects sophisticated organization throughout. · Demonstrates logical progression of ideas. · Maintains a clear focus. · Utilizes effective transitions.	· Reflects organization throughout. · Demonstrates logical progression of ideas. · Maintains a focus. · Utilizes transitions.	· Reflects some organization throughout. · Demonstrates logical progression of ideas at times. · Maintains a vague focus. · May utilize some ineffective transitions.	· Reflects little/no organization. · Lacks logical progression of ideas. · Maintains little/no focus. · Utilizes ineffective or no transitions.
<i>Content X_____</i>	· Is accurate, explicit, and vivid. · Exhibits ideas that are highly developed and enhanced by specific details and examples.	· Is accurate and relevant. · Exhibits ideas that are developed and supported by details and examples.	· May contain some inaccuracies. · Exhibits ideas that are partially supported by details and examples.	· Is inaccurate and unclear. · Exhibits limited/no ideas supported by specific details and examples.
<i>Use of Language X_____</i>	· Demonstrates excellent use of language. · Demonstrates a highly effective use of standard writing that enhances communication. · Contains few or no errors. Errors do not detract from meaning.	· Demonstrates competent use of language. · Demonstrates effective use of standard writing conventions. · Contains few errors. Most errors do not detract from meaning.	· Demonstrates use of language. · Demonstrates use of standard writing conventions. · Contains errors that detract from meaning.	· Demonstrates limited competency in use of language. · Demonstrates limited use of standard writing conventions. · Contains errors that make it difficult to determine meaning.

Rubric 5: Independent Learners And Thinkers

<i>Category/Weight</i>	<i>Exemplary 4</i>	<i>Goal 3</i>	<i>Working Toward Goal 2</i>	<i>Needs Support 1-0</i>
<i>Proposal X_____</i>	<i>Student demonstrates a strong sense of initiative by generating compelling questions, creating uniquely original projects/work.</i>	<i>Student demonstrates initiative by generating appropriate questions, creating original projects/work.</i>	<i>Student demonstrates some initiative by generating questions, creating appropriate projects/work.</i>	<i>Student demonstrates limited or no initiative by generating few questions and creating projects/work.</i>
<i>Independent Research & Development X_____</i>	<i>Student is analytical, insightful, and works independently to reach a solution.</i>	<i>Student is analytical, and works productively to reach a solution.</i>	<i>Student reaches a solution with direction.</i>	<i>Student is unable to reach a solution without consistent assistance.</i>
<i>Presentation of Finished Product X_____</i>	<i>Presentation shows compelling evidence of an independent learner and thinker. Solution shows deep understanding of the problem and its components. Solution shows extensive and appropriate application of 21st Century Skills.</i>	<i>Presentation shows clear evidence of an independent learner and thinker. Solution shows adequate understanding of the problem and its components. Solution shows adequate application of 21st Century Skills.</i>	<i>Presentation shows some evidence of an independent learner and thinker. Solution shows some understanding of the problem and its components. Solution shows some application of 21st Century Skills.</i>	<i>Presentation shows limited or no evidence of an independent learner and thinker. Solution shows limited or no understanding of the problem. Solution shows limited or no application of 21st Century Skills.</i>

RESOURCE FILE/ APPENDICES

Appendix A

One way to begin this course:

This course will first look at a brief history of some of the pioneers of women's writing. This short survey of history linked to literature will allow students to see the breadth and scope of women's struggles to be heard. They will take note of and discuss the achievements and triumphs and downturns. They will come to discover that the elements of human nature are universal. For all the differences across time periods and cultures, the essence of a woman remains unchanged. As students develop a greater awareness and understanding of issues that affect women, they will be able to connect these lessons to themselves on a human level. This will illustrate how these issues reflect the lives of not just women but all humans.

Appendix B: Survival Guide

A Girls' Survival Guide to Getting Through the Teen Years

We are now focusing on the “Emerging Voice,” asking ourselves where the female voice comes from. We have examined the adolescent girl through *Reviving Ophelia* and discussed our experiences. We will also look at a few short stories. Your task is to combine the discussions, readings and other data to create a “survival guide” of sorts that a girl who is about 12 could read and think about as she’s about to enter adolescence and eventually high school and beyond.

The questions to ask yourself are:

1. What do girls need to become successful, well-adjusted adults?
2. What are the challenges girls face and HOW do they face them? What can you advise them to do to steer clear of or get through some of the bigger challenges you face(d)?
3. What are the joys of growing up, what do girls have to look forward to and why? What are some very concrete actions they can take to make these years good?

You may work by yourself or in groups of up to no more than 3. Each group will need to create a product with an overriding theme and message to the girls who will read it. Remember to consider your audience. It should be a fun but informative “guide” with tips, information, statistics, and whatever else you want to include (personal stories, poems, song lyrics, quotes) that you think will bring your points across well to girls. Think about who you were at 12-ish and think about what you could have used to get through the various things you’ve had to get through.

It must be well researched. Know what you’re talking about. Each group will get to choose their areas of interest. For example, one group could focus on statistics on the media’s influence on teenage girls, how magazine images and television images play a role in their own self image. Or, a group could find stats on what’s happening with teen girls and myspace and include tips for navigating the world of the internet. You could research how exercise makes for a better feel of self image or how girls today are doing better in math than they ever have been before and what girls can do with a math career. What are the major issues girls will face? How will you help them?

You can go anywhere with this but it’s a guide to EMPOWER YOUNG PEOPLE. It’s a chance to make sure there aren’t as many problems, heartbreaks, emotional roller coasters, health issues, anger, or “mean girls” out there. Please see me when you have an idea so that we can talk it through.

This guide should include warnings AWAY from behaviors and also a push toward what you feel are positive interactions and activities. **Pretend that you will keep this and give it to your daughter or a favorite niece many years from now. Make it that worthwhile, that good.**

Grading 1-6

Content	Support	Mechanics
It makes important points that are valuable for girls going into their teens. The information is relevant and informative. You have a clear purpose throughout your guide.	You have done your research. It is clear that your information is grounded, not simply made up. There is factual evidence. You also include our readings and discussions. You include a bibliography page or footnotes to credit the sources used.	Your guide is professional and visually intriguing. If necessary, you have proofread for careless errors. The guide illustrates your enthusiasm and hard work. The audience is clearly addressed. The product is polished.

You will also share this with your classmates.

Appendix C: Conference Assignment

Reviving Ophelia

The Women's Studies Department at Southern decided to hold a spring conference on the topic of adolescent girls. They need you, the experts, to make this one successful. Your job is to pick a topic that would apply to the subject of their conference, *Girls' Culture & Girls' Studies: Surviving, Reviving, Celebrating Girlhood*, and create a presentation that helps your audience understand what it means to "survive," "revive," and/or "celebrate"? In short, give voice and solutions to some aspect of girl culture.

Step One: Brainstorm. Find a topic that means something to you. Why is it valuable for all girls to know?

Step Two: Proposal Submit a one-page abstract for your presentation in which you answer the following questions:

1. Why is this topic an important topic?
2. How will you present the topic? How will you reach your audience?
3. What makes your presentation worthy of being part of Southern's conference?

Step Three: Research and Preparation

It must be well researched. Know what you're talking about.

Grading 1-6

Content	Support	Mechanics
It makes important points that are valuable for girls going into their teens. The information is relevant and informative. You have a clear purpose, thesis, throughout your presentation. You include Mary Pipher in your presentation, drawing clear connections between your topic and what she says in <i>Reviving Ophelia</i> . Your topic is developed appropriately and effectively.	You have done your research. It is clear that your information is grounded, not simply made up. You cite your sources throughout your presentation to prove their validity. There is factual evidence. You also include our readings and discussions, and perhaps personal experience. You include a Works Cited page and citations/ references/ footnotes to credit the sources used.	Your presentation is professional and visually intriguing. If necessary, you have proofread for careless errors. The presentation illustrates your enthusiasm and hard work. The audience is clearly addressed. The product is polished. You are organized, prepared and effective, making sure your presentation is clever and interesting. You use your time wisely during class time and your presentation, using the entire class period.

You may work with a partner if you would like; however, you are NOT required to. This is a major grade, so make the decision that works best for you.

Some topic ideas include, but are not limited to (taken directly from suggested comments from Southern's 2008 Fall Conference):

- Girls and Pop Culture
- Media and Girls' Culture
- Politics and Girls' Studies
- Women Studies and Girl Studies
- Race and Class in Girls' Studies
- Coming of Age Globally
- Body Image and Girls
- Girls and Sexuality
- Human Trafficking and Girls
- Indigenous Women and Girls
- Girls and Sports
- Race, Ethnicity and Class in Girls' Studies
- Violence Against Women and Girls
- Growing Up Incarcerated
- Girls Across/Between Worlds
- American Girls and Beyond
- Construction of Girlhood
- Girls and Cutting/Self- mutilation
- Girls and Leadership
- Girls and Child Labor
- Girls and Performance
- Gender Research
- Girls and Religion
- Human Rights and Girls
- Chick Lit
- Globalization and Girlhood
- Construction of Tweens and Girls
- Girls and Gangs
- Transnational Adoption of Girls
- Feminism and Girl Power
- Parenting and Raising Girls
- Girls as Parents
- Representations of Girls

The Red Tent is a novel filled with complex characters that, together, form a greater idea. By creating a “quilt” with pieces representing each character, we, as a class, will demonstrate how these characters come together to form the larger community that depend on each other for strength and comfort. You are going to create individual pieces, and we will put it together as a class.

Consider how you should represent each character. Some characters are “softer” or “harder” than others and should be portrayed as such using colors, textures, and images. Then lift at least three quotes from the text that you feel are significant to your character and reveal something about him or her. The quotes can be statements made by the characters or about them that describe their personalities, inner thoughts, or motives.