



Evaluating the Evolution of Sexual Oppression of Women in the United States of America through a Literary Lens

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This curriculum unit is recommended for:
English III

Keywords: Bloom, Sexual, Sex, Gender, Oppression, Women, Value, Values, United States, America, Literary Lens, Lens

Teaching Standards: See [Appendix 1](#) for teaching standards addressed in this unit.

Synopsis: Through the alignment of the Core standard bands for English III as well as through the scope of American literature, this unit will provide students a means to evaluate the literature surrounding women's suffrage, treatment, sexual oppression, and liberation throughout American history. Students will follow the Data Based Questioning Model to cipher through texts related to the preceding statement. They will also engage in Paideia seminars to ensure they're provided ways to have academic conversations. Through the use of these strategies students will then voice their own opinions both before and after the unit to hopefully reflect either a deepening of their ideas or possibly changes from their previous ideologies. The texts chosen will be reflective of history, today's movements and changes, as well as American literary works that have themes related to women's treatment. Students will find their ability to analyse, evaluate, and create works during the course of this unit plan will aid in their overall growth in the language arts.

I plan to teach this unit during the coming year to 150 students in English III.

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Introduction: Using American Literature to teach North Carolina ELA 11th-12th grade Standards

Rationale: Changes in the lens of English/Language Arts instruction Content Research

Traditionally, high school English classes have focused on literature from certain parts of the world or from certain time periods. However, since the development of the Common Core Instruction model given to teachers by the North Carolina Department of Public Instruction (NCDPI), teachers now focus on using texts that aid students in understanding how to master skills such as, “Cit[ing] 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.” Setting our lens through the mastery of standards rather than the understanding of literature itself has aided in the personalization of learning and has aided in giving the teacher the empowerment as to which texts they find pertinent within the lives of their students and within their own culture. To define the word “lens” as it is used within the prospectus and within the future curriculum unit, the term means: the narrowed focus a learner thinks through to ensure the outcome is an in depth understanding within a scope provided by the instructor.

Using traditional texts to provide understanding of American values within the English III class

While there is now the ability for teachers to choose their own set of texts to aid students in their growth in the language arts, many teachers find instructional value in using a classic canon of texts within their realm of dedicated scope. For English III, to which this curriculum unit will be catered, American literature is the dedicated scope most North Carolina teachers use to guide their instruction. Using seminal 17th-20th century texts aids English III teachers to not only use their own past learning experiences of reading classic literature in high school and college to help better lead their students, using them also provides a backdrop of aiding in the proliferation of American values. The term ‘American values’ is vague enough to ensure the teacher can choose their own ideals to share with their students, whether they be positive or negative. The term is, however, specific enough that when discussed, students who are long term residents as well as students who are natives of the USA usually have a grasp as to what makes America, America. Through carefully chosen texts the teacher leads their students through not only understanding why the texts are important to the American zeitgeists of the past and of today, but also leads them towards an amelioration of critical thinking skills outlined within the aforementioned NCDPI Core Curriculum standards.

Specifically for the curriculum unit the goals of the unit are to broaden and possibly challenge students’ perceptions of oppression and liberation for women in the United States through the evaluation of American literature.

Demographics

This unit was chosen as it speaks to eleventh grade English students who are on the cusp of adulthood. They are striving to earn autonomy as an American citizen who is able to move

fluidly through the mores of political, social, and sexual expression and liberation. The demographics at Independence are approximately 31% white, 31% black, 31% Hispanic, and 6% Asian/other. Over 50% of students are on the free/reduced lunch plan. This unit will aid students in not only their academic paths, but it will also aid them in better understanding the rights of others, and understanding perspectives of the disenfranchised.

Objectives: Using the lens of women's treatment to aid in student growth

Through the lens of this cohort's study of "*America's Sacred Values*," the more specific idea of using freedom from various entities, both religious and secular, and how they affect current day facets of American culture, this curriculum unit is in accordance with both the seminar series as well as within the American Literature, English III classroom. Breaking down the CTI seminar series' title, this curriculum unit utilizes each word within said title to elucidate the ideas discussed as well as to ensure students are growing in ELA skills, better grasping what our American culture holds as appropriate and inappropriate. The end goal of the unit is not only for students to understand this part of the American value system, but to evaluate it and add to the prescription so as to move forward as college and career-ready American citizens.

Looking at the title, "*American Sacred Values*," it is natural to start with the first word. While non-natives of the United States of America often scoff at our shortening of our country's title, there is still symbolic meaning ensconced within that abridgement. Because we are studying women's sexual oppression it is important to find texts that relate to women's viewpoints. *America* brings many people images of hope, of new beginnings, and of hard work with a deserved reward at the end of one's toil. One admits this thought does come from an idealized and media-driven philosophy stemming from such classic oeuvres as *West Side Story*. *America* is in line within this curriculum unit as the women's roles play a vital clue as to which gender holds power, even for immigrants. As the word *America* would come to these peoples' lips and to their writings there was poignancy within it that one must not omit from analysis. The second word: Sacred; it is defined by Durkheim's "Set Apart and Forbidden" as, "The sacred is so important that it is made (at least in the mind of the believer) untouchable. It is not to be handled, changed, sullied in any way. it is understood as bearing transcendent significance." One way that women have been marginalized in American culture is by regarding the woman's nature as somehow sacred--something pure and fragile that had to be kept apart and unsullied by the "world"--the realm of men and men's activity⁷.

The goal of the curriculum unit will be to have students not only to *understand* how women's sociological and psychological nature have been dictated, have been inhumed, within American culture, but to further *analyze* how they have done so. ("Understand" and "analyze" deviate in meaning from the lens of Bloom's Revised Taxonomy. To understand is to comprehend; to analyze is to comprehend through a judgmental lens) Then, the students will look at how to challenge these ideals to help in the growth and evolution of their own Americanized culture. As is outlined in the sequencing of learning growth developed by the iconoclastic educational psychologist Benjamin Bloom, evaluation leading to creation of new ideas is the highest form of mental growth. Students, at the end of the unit, are expected to show proficiency, if not mastery, of creating and verbalizing what they find to be "right" regarding sexual freedom for themselves and for their culture. Finally, our CTI seminar title closes with the word "Values." While the

term, at first glance would seem to be substantive yet accessible to students and to teachers, teaching students how to identify, connect, and to show what a “value” is, is the most formidable undertaking they will face throughout the course of this unit. When asking a typical 11th grader what they value, they may first start with their obvious physical possessions as that is what is considered “valuable” from a monetary standpoint. After the automatic, rote answers, the teacher will push deeper to help students begin to ponder the other meanings of the word “value.” Women hold value; and in the unit we will look at literature that helps students understand that women have held and will hold different values at different points in history and in the future, respectively. Again, the teacher will use analytical strategies and models within this curriculum unit to probe even deeper until students start voicing what metacognitive values and ideals they hold regarding the value of women in society.

What this curriculum unit will do is to connect all three of these aforementioned words for students as they work to master the aforementioned NCDPI sanctioned ELA skills. With the aid of American works, such as *The Awakening* by Kate Chopin, which lets students see the growth of a woman’s self value in the 19th century USA, as well as with excerpts from texts within the DBQ Project, these will show students literarily how values and sacredness connect to the overall unit. Secondly, students will evaluate the positive and negative outcomes of fervor in sacred beliefs. Once they have analyzed and synthesized several of these texts, they will finally begin to understand that ‘values’ are within their individual being, and yet expressed and influenced on a cultural scale as well. They will finally evaluate and then create newly meaningful and informed ideas surrounding esteeming women and ensuring equity for all.

Student Growth, Moving from Comprehension and Application, to Analysis, to Synthesis, to Evaluation and Creation

Eleventh grade students are reaching the point in their academic careers where they must begin using critical thinking skills to not only solve classroom problems, but to evaluate and then create new ideas that will benefit society as they enter the workforce. This is imperative to the survival of our nation. One of America’s sacred values, one might say, is to strive for progress and innovation to reach one’s own dreams, including the elusive, subjective “American Dream.” As teachers, it is our prerogative to ensure students not only retain the information and skills they are taught, but to more importantly take what they have learned and build a better and brighter society for all.

How It Works: Aiding in Student Comprehension of the Treatment of Women in the United States of America

Through the use of Bloom’s Revised Taxonomy the teacher will aid in student growth by first helping them comprehend the material, moving towards analysis of the themes and of the overarching ideas between texts within the development of women’s treatment found within American society. Through Paideia type seminars and DBQ Mini-Q projects and papers, students will ponder, authorize, and counter the paradigm. Next, they will, in their own words, synthesize the information to show they have successfully mastered the comprehension and the analysis of the curriculum unit. They will prove, through a project based assessment or through an

argumentative essay, that they understand that the ideologies, both positive and negative, are still a lens of which our culture acts on and reacts to on a micro and on a macro scale.

Before aiding students in comprehension, they will participate in a pre-assessment, which will be developed to better understand what prior knowledge they have regarding the treatment and oppression of women we see within the American zeitgeist. This, to aid students in understanding the lens to work within, may be a multiple choice assignment on Google Forms. They will answer questions such as whether women and men are “created equal.” Depending on their responses, the Google add-on AutoMastery would take them to a secondary assignment helping them better understand what the unit will be discussing, or probing further into what they already understand about feminist related ideologies.

Comprehension will be mastered by students completing activities in groups, individually, and through the use of whole class instruction. Included activities may be using question-based analysis, participating in think-pair-shares with guided questions from the teacher, seminars, annotating texts, and/or developing an annotated bibliography.

Comprehension Leads to Analysis

Comprehension of the texts will lay the foundation for students so they may begin to analyse what the author’s purpose of a text is and how different texts connect, showing patterns and similar themes over time. The thematic connection will be how values from religiously affiliated colonies have proliferated into the American culture of today leading to the sexual oppression of women. Before analysis begins, assessing student comprehension as well as background knowledge must come first. By guiding student questioning and realizing the texts, students will produce pieces of work to give evidence of understanding through application. This type of assessment will be completed formatively rather than summatively. Through artifacts produced, such as chunking and annotation of a text with a lens given by the teacher or even curated with other students, or through a group discussion of what a particular text is about will prove to the teacher they are ready for the next step in Bloom’s sequencing of learning: analysis.

Analysis of the themes, motifs, and central ideas of the texts will aid in student’s understanding of why a text was written and how what the teacher has curated for them leads to the pondering the aforementioned ideologies that are for the purpose of the curriculum unit. While the teacher will have students analyse the texts, s/he must remember to let students ponder and perhaps counter the themes the teacher discusses. Comprehension and analysis are scaffolded together. After proving comprehension of what they have read, students will complete activities to show analytical skills. For example, students may develop a T chart where they have the word American Values at the top. Above the T shape they will write values they have (scaffolded for English Language learners the teacher will pre-select them and they will circle them). On the left side of the T students will brainstorm and write down values and ideas they pull from one text. On the right side they will write values and ideas they pull from the other text. After analysing both texts they will prove their ability to analyse deeper meanings than comprehension. This activity also sets them up for the next step within Bloom’s Taxonomy: Synthesis.

Students’ Synthesis of American Values Through a Literary Lens

By keeping an annotated bibliography, creating T-charts with evidence of analysis, as well as cataloging annotated copies of texts, students' next step will be to use their analysis to then synthesize what they have learned about the treatment and specifically the sexual oppression of women within American society. It should be noted the teacher will use the word oppression but will ask students to either confirm or counter the claims made. A summative assessment of comprehension and analysis will be used to help students synthesize what they have learned, producing artifacts articulating their ideas. To aid in the personalization of learning, the teacher will offer several avenues for students to prove mastery in synthesis. This may include: writing a poem, creating a piece of art, writing a personal essay from a historical perspective, writing a children's story based off of one of the texts, or actively creating and participating in a Socratic seminar, expelling their ideas.

Successful synthesis of their understanding of the claims will be proven through students providing artifacts that clearly examine the themes and motifs present throughout administered seminal texts. By putting together the patterns expressed over time and through different texts the students will be set up successfully for evaluation of the presented values.

Students Evaluate and Create Personal and Sociological Value Systems

After having been presented with the aforementioned materials, students will now begin to evaluate the role these values play in the growth and decline of women's rights and treatment in the United States of America. Students will be asked to use textual evidence to support their ideas as to whether the literature speaks true of values seen within the USA or if it is weak and perhaps overblown as a whole. A Socratic seminar or even a Socratic smackdown will most likely be used for these types of questions; students would pull from their analyzed texts after having prepared annotations and notes to aid them in their arguments. A graphic organizer will be used beforehand to ensure they are creating arguments based off of evidence and in depth thinking.

Once evaluation has happened on a personal level and then shared with their peers, students will then postulate as to their own beliefs and values regarding what has been discussed in the unit. Students will write an informative essay explaining where their values come from and how personal and national history has helped shape their own ideas. To help write their essay students will partake in a Data Based Questioning model to ensure they sequence their thoughts in a linear fashion from brainstorming to creating a final product. As they progress through the essay students will either bolster their previously held ideals or may even change them in light of new evidence and discussion. By bringing to light the sociological and feminist ideologies which often remain quiescent, students can challenge them and advance their way of thinking into a more progressive mindset.

In other words, successful evaluation will lead to the creation and unearthing of research and evidence based personal values. Students will understand that if they wish to claim a belief or value, they must bring evidence to back up why they stand firmly on an ideology. While writing these values out would be the simplest form of expression and of assessment, the teacher should ponder as to how to have students extrapolate through other modes, such as through the use of digital media and/or graphic organizers. Once students feel comfortable, having thoroughly

expressed their values, they will move into verbalizing them with their peers. Students will go through the process of sharing their values and receiving direct feedback from partners, and then receiving feedback from the class as a whole. This may be done through a gallery walk where students have an abstract written or typed large enough to view from a distance. They will then, on their phones, use HP Reveal or a QR code printed on the same paper as their abstract, to present their ideas. The mode of sharing will utilize such strategies as “marker sparker,” gallery walks, think-pair-shares, and through the use of other PEAK strategies.⁴ Students doing the gallery walk will use post-its or online reply services to respond with agreeing or countering to other students.

It should be noted that the teacher will pay attention to ensure the perceived “safety” of sharing ideas so students feel comfortable expressing their ideas to the fullest extent without a feeling of rebuke from those who hold differing beliefs. Names will most likely be omitted or replaced by a signifier that only the teacher knows for tracking and grading purposes.

Upon receiving peer feedback, students will then re-evaluate their own ideas and see what changes they should think about to create harmonious ideas within their culture. The culture in question would be their peers within the classroom with an extension being the entire student body of Independence High School.

Moving from personal values to shared values, students would participate together in creating a belief system to continue to discuss and frame for the rest of the semester. By creating this together students will have demonstrated their ability in being active citizens within a society who feel confident in voicing their values to aid in the progression and hopefully amelioration of a nation.

Students Are College and Career Ready through Critical Evaluation of How Past Belief Systems Have Affected Women’s Rights and Treatment

Upon completion of the curriculum unit, students will show mastery of content as well as hold critical thinking skills regarding why certain norms and mores have developed in the American culture, why they continue to be held, and how to evaluate and effectively change them on a personal and sociological level.

By sequencing instruction under the foundation of Bloom’s Revised Taxonomy, the teacher ensures students start and end at appropriate levels of mastery. The teacher will use a variety of instructional methods, including PEAK strategies and other socially oriented activities, to aid in student understanding and discussion.

Evaluating, and perhaps countering, the oppression and liberation of women in the United States of America researched through a literary lens will be a highly meta-cognitive journey for eleventh grade students, ensuring they understand their place within American society and how the past has affected the present. A successful participant of this curriculum will be able to express their values and be able to back them up with careful thought and consideration. With this ability, students will be better prepared to enter into adulthood as thoughtful and considerate members of American society.

Instructional Implementation: Unit Plan General Timeline

Day 1

Day 1 will begin with a hook activity/warm up where the students will be given the WOMAN Handout found in Appendix 3. They will take 5 minutes to write down everything they can think of when the word woman comes to mind. They will think-pair-share¹ and write down on their sheet other items they heard when others are sharing. After this the teacher will explain the overarching essential question of “By looking at historical and modern texts, What Can We do as a People to Ensure Women’s Equity in the United States of America?” The explanation will also include the teacher giving the definition of equity. The teacher may need to clarify the difference between equity and equality. The teacher will have the essential question written in a highly visible location so students can refer back to it as a lens question. The teacher will have an energetic student collect the WOMAN Handout and place it on the teacher’s desk. If there is a place to do so the teacher will put all of these up together on a wall to help reinforce the idea of women and womanhood for students. From here students will open their Chromebook, login to Commonlit.org, and complete the background essay: Excerpt From “Susan B. Anthony, The Woman.” Students may work with one partner to help them. See Appendix 2 for more information on Commonlit.org. They will complete a guided reading and then a small assessment attached. For future reference the teacher will need to print this out. As they finish they will form groups of three to do the next assignment. The next assignment is to reconstruct a deconstructed essay. See Appendix 3 for handout. See Appendix 2 for information and links to the deconstructed items to give students. Before students begin, the teacher will explain that the culminating assessment for this unit will be an argumentative essay. The teacher will expound on how by reconstructing this deconstructed essay, they will better understand how to write an essay. This also allows them to evaluate evidence and arguments, placing them in the most logical place to create the best effect on the reader. This will close out the day. Students can take photos of their reconstructed essay so they can use them as study guides. The teacher will have them do an exit ticket on a post it. Students will write down everything they learned today. This, according to the PEAK Program outlined in the book *Teaching for Excellence: Essential Concepts, Strategies, Techniques, and Processes for Ensuring Performance Excellence for All Kids* authored and disseminated during professional development for teachers by Spence Rogers, helps concretize their learning. See the annotated bibliography for more information about this book.

Day 2

Students will come in and be given an index card. On that index card they are to write down everything they remember from the background essay by Susan B. Anthony and/or the reconstructed essay activity. They will stand up, start walking around, and pass their card face down to three different people. Then they will turn their card over, find a partner, and read their new cards to each other. After that they will repeat the process once or twice more. This is also a PEAK strategy as mentioned in Day 1. From there students will sit down and the teacher will give them 3 printed documents with guided readings: Doc A: Gender and Social Power; Doc B: Sojourner Truth’s “Ain’t I a Woman?”; and Doc C: Gender and Voter Turnout. All of these

documents can be found in Appendix 3. With these, the students will read and annotate the documents with the lens question as presented in day 1 in mind to guide annotation. They will also complete the guided questions. Depending on behavior they may work alone or with a partner. The teacher needs to tell them the purpose of this analysis is to prepare them to evaluate women's rights and to use evidence to back up their ideas. Once they have fully analysed and prepared the documents, students will move into what is called a "Socratic Smackdown." See Appendix 2 for more information. The teacher will work as facilitator while a student will most likely be assigned as the moderator. By doing this, students will better be able to pull evidence from documents to back up their ideas. This smackdown is different from a Paideia Seminar in that it allows the students to create their own ideas and questions rather than having pre-formed guided questions from the teacher. That will come later in the Paideia seminar of the unit. After completing 3 rounds, with feedback in between each, students will then decompress and write everything they can think of from what they've discussed to again answer the essential question of: "What Can We do as a People to Ensure Women's Equity in the United States of America?" This will close out the class.

Day 3

At the beginning of class the teacher and students will read together and annotate, with the use of a document camera, the Fragments and Run-ons Guided Notes and Practice as provided in Appendix 3. The purpose of doing this is to reinforce writing skills as well as prepare students for their written assessment coming at the end of this unit. From there, students will form into pairs or groups of 3, depending on level of behavior for the class. The teacher will deliver: Doc D: Quotes from Margaret Atwood's *The Handmaid's Tale*, Doc E: The #MeToo Movement: Parsing the Generational Divide, Doc F: Women in *The Scarlet Letter*⁶, Doc G: Excerpt from Arthur Miller's *The Crucible*. All of these are within Appendix 2. The students will fully analyse these documents and answer the guided question. The teacher would do well to remind students of the overarching essential question of "By looking at historical and modern texts, What Can We do as a People to Ensure Women's Equity in the United States of America?" The teacher should also have by now let the students know they will be formulating an argumentative essay using these texts to aid them as textual evidence. As students finish their analysis, the teacher will give them a Chromebook, students signing on to Google Classroom. The teacher will have posted the Bloom's Taxonomy Activity as an assignment with the following documents attached: Bloom's Taxonomy Activity, Bloom's Taxonomy Breakdown, "Sorry" lyrics by Beyonce. All of these are within Appendix 3. Once all or most of the students have completed their analysis of the four documents the teacher will then explain how we use Bloom's Taxonomy to formulate in depth questions. The teacher will pull up the Bloom's Taxonomy Breakdown on the board. The teacher will focus on the question stems to use when creating appropriate level questions. The students will then look at two of their documents, specifically the attached guided questions. With the teacher's help students will identify which level of Bloom's Taxonomy each question is so they have a sense of how to create similar ones. After this the teacher will explain the "Sorry" exemplar used for the activity. The teacher will field questions. Students will then choose a text of their own which they can use for this activity. They may use one of the aforementioned documents or they may search for them online. Since a song is being used as the exemplar it is most likely students will also find a song. The teacher should most likely give parameters as to the explicitness/subject matter of the song. It may be wise to

have students find texts that deal with women's rights, women's treatment, etc., to keep this within the frame of the unit. Students who find their text will field it with the teacher who will record it. This will most likely close out the day. If there is time left, students should work on their question creation, moving from the lowest level of Bloom's Taxonomy to the highest.

Day 4

Students will come in and for their warm-up they will complete the Fragments and Run-ons Practice II. After completing, the teacher will go over this with the students and field any questions. From there the teacher will have students continue to work on completing the Bloom's Taxonomy Activity as well as having slower students finish their analyses of the Documents A-F. During the last 20 minutes of class the teacher will pull all of the students together to start working on creating their arguments based on their analyses. The teacher will give them the Argument Outline handout as listed in Appendix 3. The students will begin to sift through their documents, thinking of 3 ways people of the USA can ensure equity for women.

Day 5

The classroom will be set up in a circle of desks, or if needed perhaps use the library. Students will come in and pull out all of their analysed documents, and heir Argument Outline. The teacher will give them a printed copy of the Background essay by Susan B. Anthony from Commonlit.org. The teacher will explain students will be participating in a Paideia Seminar; the purpose being to discuss and evaluate the documents analysed as well as to field their various arguments as to how to ensure equity for women in the USA. The students will be given a copy of the Academic Conversation Stems; the teacher and students will read over this. Then the teacher will discuss what the purpose of a Paideia Seminar is where students will write that purpose on their final handout: Paideia Seminar follow-along. Students will write the essential question, the purpose of the seminar, write down the document that stood out to them the most, a singular goal, and a group goal. The teacher will guide them through each step of this process. After the seminar students will use the same sheet to write self assessment, group assessment, and a reflection on the back. The question to ask them for the reflection on the back will be: Write down everything you learned during this seminar you think is important to remember when not only writing your essay, but also in regards to creating equity for all peoples. Before starting the seminar or discussing the purpose it would be fruitful to watch the clarifying video on the main page of the website, Paideia.org. Some may ask why there are so many handouts. The reason is to ensure students are as present as possible; they are more likely to be distracted or to have difficulty quickly viewing documents if all items are online. they are unable to do so nor to sift through documents as quickly if items are online. The teacher will begin the seminar, first doing two round-robin style questions³ and then moving into open discussion questions. These questions can be found under Appendix V. It would be good to have each question posted one at a time on the board. When there are 15 minutes remaining in class have students complete the self assessment, group assessment, and answer the reflective question.

Day 6

Students can stay in the circle formation if feasible. Today they will open with a commas quizizz to focus on grammatical rules. Appendix 2 has more information on Quizizz. After this students will log in to Google Classroom and see the assignment for the first draft of their essay to answer the essential question for the unit. This will be due by the end of class. If possible, teacher will provide an exemplar. The teacher will also provide the Argumentative Essay Rubric as seen in Appendix 3. The teacher will fully explain how to earn a 3 in each category.

Day 7

Students will be given the Commas Quick Review, as seen in Appendix 3, which is based on the most frequently missed questions on the Quizizz from the previous day. The teacher will let them complete it and then go over it together with them, clarifying any issues. Once this is completed the teacher will pair students up to complete peer editing for their first draft of their essay. They will use the Glow/Grow model, which will be posted on the board for them to refer to while working. This model can be found on Appendix 3. Students will have 15-20 minutes to complete this peer editing. After that, students will be given 20 minutes to revise based off of this peer feedback. From there, students will be put into groups of 3 where the student will read to them their essay while students again listen for ways they can give constructive criticism. The other students will create at least 2 questions they have about the essay to discuss with the author. Depending on time this may take the rest of class. If there is time left, let students work on revising a final time to create a perfected essay. The teacher will set a due date for when needed.

Day 8 (in the future)

Teacher will take time to grade and give their own feedback using the Argumentative Essay Rubric found in Appendix 3. The teacher will then have students revise and submit a final draft to be due at an appropriate time. This is the culminating assessment for the unit.

Appendix 1: Implementing Teaching Standards for North Carolina Standard Course of Study

Key Ideas and Details:

CCSS.ELA-LITERACY.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.

- As students read literary texts in class they will be asked to pull from them to support their analysis within an argumentative or informational format.

CCSS.ELA-LITERACY.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.

- As students read literary texts in class they will take notes or keep a log aiding them in understanding the central idea(s) of the texts. This will aid them in further analysis and they form opinions based off of reading multiple texts.

Craft and Structure:

CCSS.ELA-LITERACY.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. (Include Shakespeare as well as other authors.)

- As students read literary texts in class they will use context clues to help them figure out words they did not already know. The teacher will also provide clarification for some vocabulary as it is impertinent for students to spend very long looking up vocabulary.

CCSS.ELA-LITERACY.RL.11-12.6

Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

- As students read literary texts in class they will infer meaning through working together in small groups and through full group instruction to aid them in understanding and analysis.

[See extended list of teaching standards for this unit here.](#)

Appendix 2: Teacher Resources

1. 2018-2019 HS Eng. III Curriculum for CMS
 - a. The curriculum is for teachers in CMS to align themselves not only within the state but vertically within the district so as to produce students who are college and career ready. This curriculum offers insight as to how to provide rigorous, scaffolded texts and activities to ensure student success.
2. Commonlit.org
 - a. Commonlit is an online tool which provides texts with guided reading and questions. Teachers may search by lexile, genre, curriculum standard, and/or grade level. Through using this website I will be able to pull texts that match my needs for the unit.
3. DBQProject.com
 - a. The Data Based Questioning Model Project is instrumental as a means to helping students create argumentative writing and speaking through studying various documents and then evaluating and criticizing. The website is interactive with pre-made units, however it is easy to transfer the model to homemade text sets.
4. DBQ Project:Deconstructed Essay by Marie Hackett
 - a. Links for pieces for deconstruction.
 - i. <https://drive.google.com/file/d/1W0dNSR6ZESyJklo279CJLbKkO6T900hF/view?usp=sharing>
 - ii. https://drive.google.com/file/d/1zZSheMcS-SPIZrk8SjpK5_9ZP_fFzuBr/view?usp=sharing
 - iii. <https://drive.google.com/file/d/1m8kaADz-I5EZgIBkHSzPEvQOXjXIIo8B/view?usp=sharing>
 - b. See Appendix 3 for teacher instruction and student instruction handout.
 - c. While it takes about 2 hours to cut everything up, once the teacher has this they will use it every semester, perhaps more than once with the same students. The essence of this activity is to give students a kinesthetic way of understanding how to write an essay. The essay pieces are broken up into:thesis, baby theses, argument, intro & conclusion, and evidence. Students must put these in the order they think works best. They must also decide which evidence is strongest with which argument. After that there is another bag of “connectors” the teacher gives them with filler words to help flesh out the ideas presented in this reconstructed essay.
 - d. This works best in groups of 3, 4 maximum.
5. DBQ Project:Socratic Smackdown by Polcaro and the Institute of Play
 - a. Link for instructions

- i. <https://drive.google.com/file/d/1drTgZ2vLocWib10TomZ2V9H9cTk-fNVx/view?usp=sharing>
 - b. This smackdown allows for students to use the evidence from analysed documents to use a team strategy for in depth discussion of a topic. Students will need to have fully analysed the documents ahead of time to ensure success. Students will also need to remember that even though there are teams, this is a socratic discussion rather than a debate. It may take a couple of rounds for students to understand how to do this successfully.
6. Paideia.org
 - a. This resource provides information and ideas for creating academic conversations in the classroom. By using the models and videos provided in the website the teacher is able to facilitate meaningful discussions on a litany of topics. Resources are divided by genre and grade level for ease of use.
7. ThinkCERCA.com
 - a. New to Charlotte Mecklenburg Schools, ThinkCERCA is an interactive classroom tool that uses evocative hook activities and then moves into the analysis of a text. From there it has student annotate based on a set of criterion. After full analysis students create argumentative writing using the CERCA² model. The website facilitates easy feedback through an interactive rubric available to the teacher. This helps students understand their strengths and weaknesses so as to then revise towards a successful final product.
8. Kellygallagher.org
 - a. This website provides provocative texts from a variety of sources. The teacher can search through years of articles pulled from reputable sources and then use them for classroom activities.
9. Easybib.com
 - a. This website allows the teacher to compile bibliographies for all texts used within this project and within the unit.
10. *Assignments Matter* by Eleanor Dougherty
 - a. This book is made for teachers to ensure clarity, rigor, purpose, and success of classroom activities, assignments, and assessments. The book delves into what makes for an assignment vs. an activity as well as many other aspects as to how to ensure mastery of content for students of all grade levels and abilities.
11. Quizizz.com
 - a. This is a website where teachers can create or use already made quizzes which are set up to be more like a game. The students compete against one another while the teacher receives immediate analytics.

Appendix 3: Classroom Materials/Handouts for Students

1. Computer hooked up to a Smartboard or Promethean Board.
 - a. This allows for instruction with a computer
2. A Document Camera or Interactive Smartboard.
 - a. This allows the instructor to write on texts while students analyse out loud.
3. Highlighters for annotation
 - a. These colorful pens allow students to annotate different items with different colors.
4. Chromebooks for all students
 - a. Chromebooks ensure 21st century instruction and saves paper.
5. WOMAN Handout
 - a. <https://goo.gl/UMCLqd>
 - i. This allows students to write down their ideas as a pre-assessment for the unit.
6. Deconstructed Essay Teacher and Student Instructions
 - a. <https://goo.gl/UsF68v>
 - b. This activity shows students how to write an essay by having them put together one like an essay with the teacher's aid.
7. Bloom's Taxonomy Activity; Bloom's Revised Taxonomy Breakdown, "Sorry" Lyrics
 - a. <https://goo.gl/tVbLdE>
 - b. <https://goo.gl/sZWXq4>
 - c. <https://goo.gl/ZrGHMH>
 - d. This activity helps students understand how to formulate a worthwhile question using Bloom's Taxonomy
8. Document A: Gender and Social Power
 - a. <https://goo.gl/gFDvpm>
 - b. Document for use of DBQ to construe ideas and spark questions about the unit.
9. Document B: Sojourner Truth's "Ain't I a Woman?"
 - a. <https://goo.gl/DU4Us6>
 - b. Document for use of DBQ to construe ideas and spark questions about the unit.
10. Document C: Gender Differences in Voter Turnout
 - a. <https://goo.gl/Gn2Ydg>
 - b. Document for use of DBQ to construe ideas and spark questions about the unit.
11. Document D: Quotes from Margaret Atwood's *The Handmaid's Tale*
 - a. <https://goo.gl/W8Midk>
 - b. Document for use of DBQ to construe ideas and spark questions about the unit.
12. Document E: The #MeToo Movement: Parsing the Generational Divide⁵
 - a. <https://goo.gl/F3SVG6>
 - b. Document for use of DBQ to construe ideas and spark questions about the unit.

13. Document F: Women in *The Scarlet Letter*⁶
 - a. <https://goo.gl/9zDafu>
 - b. Document for use of DBQ to construe ideas and spark questions about the unit.
14. Document G: Excerpt from Arthur Miller's *The Crucible*
 - a. <https://goo.gl/P6HjSq>
 - b. Document for use of DBQ to construe ideas and spark questions about the unit.
15. Fragments and Run-ons Notes and Practice
 - a. <https://goo.gl/3Z4YyZ>
 - b. Document for use of DBQ to construe ideas and spark questions about the unit.
16. Fragments and Run-ons Notes and Practice
 - a. <https://goo.gl/nPKTSH>
 - b. Document for use of DBQ to construe ideas and spark questions about the unit.
17. Academic_Conversation_Stems
 - a. <https://goo.gl/3S6VWu>
 - b. These are stems to help students write higher level thinking questions.
18. Argument Outline
 - a. <https://goo.gl/tE45yK>
 - b. This is a graphic organizer for helping students build arguments.
19. Commas Quick Review
 - a. <https://goo.gl/M3Y71d>
 - b. This is a grammatical review of the proper use of commas.
20. Blyall CTI Paideia Follow Along
 - a. <https://goo.gl/4R7L1S>
 - b. This allows students to use a graphic organizer to follow along with the texts.
21. Glow/Grow Model
 - a. <https://goo.gl/kd55xP>
 - b. This sheet is used for peer feedback.
22. Argumentative Essay Rubric
 - a. <https://goo.gl/ZMDnVv>
 - b. This rubric allows students to understand the criterion for the argumentative essay.

Appendix 4: Student Resources

1. Google Classroom
 - a. This website is a facilitator for assignments and reminders.
2. Commonlit.org
 - a. This provides complex texts with analysis to build literacy skills.
3. Sparknotes.com
 - a. This aids students who may struggle with the text by giving summaries and character summaries.
4. Quizizz.com
 - a. This is an online, competitive quiz format which engages students.

Appendix 5: Assessment Questions

Essential Question

“By looking at historical and modern texts, What Can We do as a People to Ensure Women’s Equity in the United States of America?”

Paideia Seminar Questions

Round Robin: Which document stood out the most to you?

Round Robin: Who is a famous woman who you think is a positive role model?

Open Discussion: What arguments are made regarding women’s sexuality?

Open Discussion: How do these texts show us ideologies pertaining women and/or resistances?

Open Discussion: Whose responsibility is it to ensure equity for all?

Open Discussion: Which documents provide the best argument there is work to be done to ensure equity?

Open Discussion: How do the texts illuminate women’s repression?

Closing: What is the best way to solve the problems discussed?

Final Reflection (to be written): Write down everything you learned during this seminar of which you think is important to remember when not only writing your essay, but also in regards to creating equity for all peoples.

Notes

1. Think-Pair-Share: students think on a topic and write their idea. Then with one or two people they share their ideas. After that, a representative may speak for the group's shared ideas.
2. CERCA=Claim, Evidence, Reasoning, Counterclaim, Audience
3. Round-Robin Questions: These are to ensure every student hears their own voice, breaking the fear of speaking within the Paideia seminar.
4. PEAK Strategies: This refers to teaching strategies outlined in the book: *Teaching for Excellence: Essential Concepts, Strategies, Techniques, and Processes for Ensuring Performance Excellence for All Kids*, written by Spence Rogers. Information on this can be found in the Appendix 2 and in the Annotated Bibliography.
5. Bennett, Jessica. "The #MeToo Moment: Parsing the Generational Divide."
6. Eeckman, Sylvia. "Women in The Scarlet Letter."
7. Morone, James A. "Jefferson's Rickety Wall: Sacred and Secular in American Politics." *Social Research*, vol. 76, no. 4, 2009, pp. 1199-1226. ProQuest

Annotated Bibliography

Akbeq, Trisha W. *The Politics of Vice and Virtue: Sex Panics, Faith-Based Activism and the Secularization of Sin*, Graduate Theological Union, Ann Arbor, 2014. ProQuest, <https://search.proquest.com/docview/1537803096?accountid=11745>.

This text delves into American value systems from a Puritanical, historical perspective. It will mostly be used as background information for the teacher to ensure proper context in teaching.

“Argumentative Essay Rubric.” *Argumentative Essay Rubric*, pier.macmillan.yale.edu/sites/default/files/files/Argumentative%20essay%20rubric.pdf.

This rubric is popularly used among teachers and will serve as the rubric students will be graded against for their argumentative essay.

Atwood, Margaret. *The Handmaid's Tale*. Anchor Books, a Division of Penguin Random House LLC, 2017.

By showing, through this novel, the dangers of religious zealotry within our American value system, students will use their synthesis of texts to start creating their own value systems to challenge outdated forms of thinking. Quotes will be pulled from this book in Document D. The purpose of these quotes is to point out how women's sexuality is used to control them while giving them the idea of control in themselves. This document can aid students in evaluating the "what if" of loss of women's bodily rights.

Atwood, Margaret. “THE HANDMAID’S TALE SUMMARY by: Margaret Atwood.”

SparkNotes, SparkNotes, 2018, www.sparknotes.com/lit/handmaid/summary/.

This summary aids in student background knowledge in Document D of the unit.

⁵Bennett, Jessica. “The #MeToo Moment: Parsing the Generational Divide.” *The New York Times*, The New York Times, 18 Jan. 2018, www.nytimes.com/2018/01/17/us/the-metoo-momentparsingthegenerationaldivide.html?ref=collection%2Fseriescollection%2Fmetoo-moment&action=click&contentCollection=us@ion=stream&module=stream_unit&version=latest&contentPlacement=5&pgtype=collection.

Parts of this text will be used for Doc E. The purpose of using this modern text about the #MeToo movement is to help students evaluate modern political ideas related to women's rights. They will use it in their argumentative essay.

Bozkurt, Veysel, and Birol Yesilada. "HAS CAPITALISM LOST ITS PURITAN SPIRIT? WHAT DO RECENT WVS DATA SAY ABOUT RELIGIOSITY AND WORK VALUES?" *Economics & Sociology*, vol. 10, no. 2, 2017, pp. 125-139. ProQuest, <https://search.proquest.com/docview/1927463756?accountid=11745>, doi:<http://dx.doi.org/10.14254/2071-789X.2017/10-2/9>.

This article discusses how American capitalism has Puritan roots of which are evolving over time. Teacher and possibly student will use this article to help students understand how culture has changed through the lens of Puritanical values.

Corse, Sarah M. "Nations and Novels: Cultural Politics and Literary use." *Social Forces*, vol. 73, no. 4, 1995, pp. 1279. ProQuest, <https://search.proquest.com/docview/229858984?accountid=11745>.

This text will serve to bridge the gap between literature and understanding "cultural politics" as they are played out in both real life and within the American canon.

Dalton, and Smith. "BLOOM'S TAXONOMY AND THE DIFFERENT LEVELS OF QUESTIONS." *Bloom's Taxonomy of Questions*, 1986, www.mandela.ac.za/cyberhunts/bloom.htm.

By using these question stems as well as providing them to students for activities both the teacher and the student will better understand how to move from lower level questioning and answering to higher level thinking.

Dare, Helen. "Excerpt from 'Susan B. Anthony, The Woman.'" *CommonLit*, 2014, www.commonlit.org/en/texts/excerpt-from-susan-b-anthony-the-woman?search_id=6182252.

This excerpt will serve as the background essay for students to help set the tone for this unit. They will better have a grasp on the fight for women's equity in the United States of America. This also helps them with mastery of the standards: RI.11-12.1, RI.11-12.2, RI.11-12.4, RI.11-12.5, RI.11-12.6.

"The DBQ Project." *The DBQ Project*, 2013, www.dbqproject.com/.

With these amalgamated texts, students will use data based questioning to analyse and then evaluate ideas within a literary framework. Through the selection of the right "Mini-Q" students will work towards better understanding of the American value systems of the past and of today.

Eeckman, Sylvia. "Women in The Scarlet Letter." *Ghent University*, Ghent University, 2008, pp. 16–17.

This text aids students in understanding the psychological implications faced by Hester Prynne while also aiding them in analyzing the Puritan systems in place which caused Hester's treatment. This will serve as Document F in the unit.

"English Language Arts Standards." *English Language Arts Standards*, North Carolina Department of Public Instruction, 2009, www.corestandards.org/ELA-Literacy/.

By using the NCDPI common core standards for English-Language Arts the lens for instruction will be clear and coherent. By mastering these standards, students will be academically prepared for college and career ready with their analytical and critical thinking skills.

GENDER DIFFERENCES IN VOTER TURNOUT. Center for American Women and Politics, 2017, pp. 2–2, *GENDER DIFFERENCES IN VOTER TURNOUT*.

Serving as Doc C, students will evaluate how gender and age plays a part in driving American politics as well as understanding how voting causes shifts for other demographics. While there will be guided questions, the chart will be open for interpretation to help students formulate their own opinions.

Gordon, Diana, et al. "'Sorry' Beyonce Lyrics." *Google Search*, Google, 2017, www.google.com/search?q=sorry%2Bbeyonce%2Blyrics&rlz=1C1GGRV_enUS768US768&oq=sorry%2Bbeyonce%2Blyrics&aqs=chrome.0.0l6.18615j0j7&sourceid=chrome&ie=UTF-8.

These are the lyrics for "Sorry" by Beyoncé Knowles to use an example text for Bloom's Taxonomy Questioning activity.

Greeley, Andrew. "The Other Civic America: Religion and Social Capital." *The American Prospect*, no. 32, May, 1997, pp. 68. ProQuest, <https://search.proquest.com/docview/201107287?accountid=11745>.

This article shows how Puritans shaped the social climate of the United States and how their ideologies have lingered and languished as America's value systems have evolved and denigrated.

Hawthorne, Nathaniel. *The Scarlet Letter*. Millennium Publications, 2015.

Perhaps the most classic example of providing a literary view of Puritanical Values in America. By using poignant excerpts from this text, students will grasp what ideas the Puritans held as sacred, with an emphasis on sexual piousness. This would tie in with *The Crucible* and with *The Handmaid's Tale*.

Miller, Arthur. *The Crucible: a Play in Four Acts*. Penguin Books, 2003.

The Crucible is a classic American text. By using this students will show mastery not only of RL.11-12.9, but also better understand the thought processes and religious zealotry of the Puritan people. This text will serve as a backdrop to what happens when following the majority can lead to negative consequences even when they're backed by the prominent religion of America.

Miller, Bruce, et al. *The Handmaid's Tale*, Season 1, Hulu Originals, 26 Apr. 2017, www.imdb.com/title/tt5834204/?ref_=nv_sr_1.

Just as important as looking at the past, it is necessary to look into what could happen to our country if we continue to let outdated, sexually repressive Puritanical values dictate our American value system. Students will watch clips from this series which help show the negative sides of religious zealotry. This will be put alongside the novel of the same name for comparison. By seeing the same text in different formats it will help students with standard RL.11-12.7.

⁷Morone, James A. "Jefferson's Rickety Wall: Sacred and Secular in American Politics." *Social Research*, vol. 76, no. 4, 2009, pp. 1199-1226. ProQuest, <https://search.proquest.com/docview/209673674?accountid=11745>.

This text gives detail to American sacred values and how well these ideologies have stood the test of time as America has progressed. By looking through the lens of Jeffersonian doctrines the teacher can aid students in understanding how these values come from various sources within our history.

Myers, David G. "Gender and Social Power." *Psychology*, by David G. Myers, Worth Publishers, 2007, pp. 127–128.

This section discusses the psychological research and findings regarding gender and social power. With this piece as a document within the DBQ model, students will look at empirically formed ideas related to why women are treated the way they are.

Robbins, Jerome and Robert Wise, directors. *West Side Story*. *West Side Story (4/10) Movie CLIP - America (1961) HD*, Mirisch Corporation, 1961, www.youtube.com/watch?v=YhSKk-cvblc.

West Side Story glamorizes and polarizes what it means to be an American. Within this clip we learn lyrically that there are those who still find hope and dreams instilled within the word, "America", and those who think that "America" is only for the wealthy whites. Through watching and analyzing this clip students will learn about the American value system from an immigrant's perspective.

Rogers, Spence. *Teaching for Excellence: Essential Concepts, Strategies, Techniques, and Processes for Ensuring Performance Excellence for All Kids*. Peak Learning Systems, 1994.

This book is an encyclopedia of teaching strategies that use kinesthetics, among others models of learning, to improve learning as well as providing varied sequences of instruction that have been proven as successful for learning and retention in the k-12 classroom.

Strauss, Gary H. "'the Real Thing': A Perspective on Sexual Revolution and a Challenge to Christian Professionals." *Journal of Psychology and Theology*, vol. 30, no. 2, 2002, pp. 144. ProQuest, <https://search.proquest.com/docview/223670389?accountid=11745>.

Further reading into the relationship between Christianity and sexuality, this text will aid the teacher in better understanding of the history of the roles of women in US history, including from the Puritanical standpoint.

Suizzo, Marie-Anne. "Pleasure Is Good: How French Children Acquire a Taste for Life." *The Conversation*, The Conversation, 4 June 2016, theconversation.com/pleasure-is-good-how-french-children-acquire-a-taste-for-life-51949

This article compares and contrasts the idea of pleasure between French and American cultures through the lens of food. It delves into the idea of asceticism and forbearance within our paradigm. While this article shows discrepancies it does not admonish American culture as a whole. The article will be used to illustrate that there is a difference between our own culture and another. Students will begin to ponder where the presented ideologies originate.

"The Crucible Analysis." *Enotes.com*, Enotes.com, 2018, www.enotes.com/topics/crucible/in-depth.

This comes from a response from an educator within E-notes. Rights go to the website itself. The excerpt is being used to aid students in understanding the double standards of women's sexual attitudes and displays in the Puritanical culture and paralleling that with women's rights in the 1950's.

“The Scarlet Letter Plot Overview.” *SparkNotes*, SparkNotes, 2018,
www.sparknotes.com/lit/scarlet/summary/.

The summary on this site was used to help write the summary for Document F: Women in The Scarlet Letter. Students will use this summary to give frame of reference for their reading of the document.

Thompson, Stacy. "Tentative Utopias." *Psychoanalysis, Culture & Society*, vol. 10, no. 3, 2005, pp. 269-285. ProQuest,
<https://search.proquest.com/docview/216497532?accountid=11745>,
doi:<http://dx.doi.org/10.1057/palgrave.pcs.2100055>.

As the teacher is closer to the end of the curriculum unit, students will evaluate and challenge the American Value system. This text will help students in understanding, through the lens of utopian media, that through change we can better society, changing it away from the Puritanical value systems still in place.

Truth, Sojourner. “Ain't I a Woman?” *CommonLit*, 2014, www.commonlit.org/en/texts/ain-t-i-a-woman-1?search_id=6182252.

The speech will serve as Doc B within the Data Based Questioning Model being used for this unit. Students will analyse this with guided questions and evaluate it's effectiveness. They will most likely NOT be doing this on Commonlit itself because they need printed copies.

White, Donald W. "Mapping Decline: The History of American Power." *Harvard International Review*, vol. 27, no. 3, 2005, pp. 60-65. ProQuest,
<https://search.proquest.com/docview/230864255?accountid=11745>.

By understanding the history of American power the teacher and students can use this text to better understand how American values have helped grow a nation and aided in its decimation.

Vogler, Kenneth E. "Improve Your Verbal Questioning." *The Clearing House*, vol. 79, no. 2, 2005, pp. 98-103. ProQuest,
<https://search.proquest.com/docview/196877902?accountid=11745>.

By reading on how to ask better questions to students through the lens of Bloom's Taxonomy the teacher will ensure students are first comprehending the texts, and then moving forward with synthesis and finally creation of new ideas.

Zafirovski, Milan. "The Protestant Ethic and the Spirit of Democracy: What is the Democratic Effect of Calvinism?" *The International Journal of Sociology and Social Policy*, vol. 34, no. 9, 2014, pp. 634-653. ProQuest,
<https://search.proquest.com/docview/1651703372?accountid=11745>.

This texts ponders how Calvinism has shaped American value systems. This text will prove vital in the teacher's understanding of the progression of Puritanical values that have affected our history and our current paradigm.

Zagorski, Marius Z. "The Eloquent Woman." *Updated: 17 Famous African-American Women's Speeches from The Eloquent Woman Index*, 8 Feb. 2013, eloquentwoman.blogspot.com/2013/02/14-famous-african-american-womens.html.

This blog has compiled a list of African American women who have been influential to the women's movement and the civil rights movement. Students will use one or more of these texts to aid in their work throughout this unit. As my demographic is highly African American these women will help them connect to their culture.