

# Scheme of work

## Unit 2.1: Femininity

### Overview

Unit 2.1 focuses on female gender stereotypes and the role of time and place in how views about women are established. The unit also explores the importance of feminism when reading texts in language and literature.

<b>Learning objectives</b> <ul style="list-style-type: none"><li>• Appreciate how a range of texts, from different periods and cultures, show different representations of women.</li><li>• Understand a variety of cultural and temporal contexts in order to engage with the topic of gender stereotyping.</li><li>• Develop skills in analysis, interpretation and evaluation of texts.</li><li>• Develop skills in listening, speaking, reading, writing, viewing, presenting and performing.</li></ul>	<b>AOE questions</b> <ul style="list-style-type: none"><li>• How do readers approach texts from different times and different cultures?</li><li>• How can the meaning of a text and its impact change over time?</li><li>• How do texts follow or move away from the conventions associated with different types of text?</li><li>• How can different texts offer different perspectives on a topic or theme?</li><li>• How do texts engage with local and global issues?</li></ul>	
<b>Concepts</b> <p><b>Representation</b> – Which social groups are represented, how are they represented and why are they represented in a certain way?</p> <p><b>Transformation</b> – How can a text transform your thinking or understanding about how the world works? How might a text change your thinking and any subsequent actions?</p> <p><b>Identity</b> – When reading fictitious stories about imaginary characters, readers are asking themselves questions about their own identity. Can you relate to the character’s situation? What are your views on the topic in the passage? How are those views characteristic of your identity?</p>		
<b>ATL</b> <p><b>Research skills</b> – Activities 1.10, 1.11 and 1.22. Students are asked to conduct online searches, find sources and evaluate the content.</p> <p>Students are reminded of the importance of understanding the difference between <i>primary</i> and <i>secondary</i> sources.</p>	<b>International mindedness</b> <p>Students explore the cultural norms and expectations for women in different Anglophone countries.</p>	<b>Learner profile</b> <p><b>Inquirer</b> – Learning to ask questions about a text is a useful skill in this language and literature course.</p> <p><b>Principled</b> – What are the principles of feminism? To what extent are the principles of feminism valued in the country where you live?</p>
<b>Learner portfolio</b> <p>Activity 1.1 List the occupations and the gender you associate with them with in your learner portfolio.</p> <p>Activity 1.8 Put the chart of traits in your learner portfolio to get you thinking about gender stereotypes. Use that to explore your own biases and assumptions.</p> <p>Activity 1.21 Document your findings from your research about Doris Lessing in your learner portfolio.</p>		

<p><b>TOK</b></p> <p>How can language be used to manipulate readers into believing something that is not true? Students consider the connotations of various words and phrases related to gender.</p>	<p><b>Extended essay</b></p> <p>For their extended essay, students could explore one or more literary works through the lens of feminism.</p>	<p><b>CAS</b></p> <p>Service to others is sometimes centred on those who are marginalised. Discuss this in relation to gender stereotypes.</p>
<p><b>Formative assessment opportunities</b></p> <p>Activity 1.16 – a practice ten-minute individual oral using texts 2.8 and 2.9.</p>	<p><b>Summative assessment opportunities</b></p> <p>Paper 1 – Guided textual analysis of two separate advertisements. See Activity 1.15.</p> <p>Paper 2 – See the four questions related to gender in Activity 1.17.</p>	
<p><b>Texts – print</b></p> <p>2.1 – An advertisement for a bank in New Zealand</p> <p>2.2 – A page from the first edition of <i>Woman's Weekly</i> magazine</p> <p>2.3 – A Heinz ketchup advertisement titled 'How to Please a Husband'</p> <p>2.4 – An image titled 'We can do it!' by J. Howard Miller for Westinghouse Electric, 1943</p> <p>2.5 – 'Why I Want a Wife' by Judy Syfers</p> <p>2.6 – An advertisement for the UK Women's Royal Army Corps</p> <p>2.7 – An advertisement for the US Navy</p> <p>2.8 – 'Females', a poem by Charlotte Perkins Gilman</p> <p>2.9 – 'America when feminized' by the Southern Woman's League for Rejection of the Susan B. Anthony Amendment</p> <p>2.10 – <i>The Grass is Singing</i>, an extract from the novel by Doris Lessing</p>	<p><b>Texts – audio and visual</b></p> <p>TED Talk – 'We Should All Be Feminists' by Chimamanda Ngozi Adichie</p> <p>Nike advertisement titled 'There's No Wrong Way to be a Woman' featuring Serena Williams</p> <p>'Drawing on Humor For Change,' a TED Talk by New Yorker Cartoonist Liz Donnelly</p>	
<p><b>Suggested additional resources</b></p> <p>Jean Kilbourne's books on feminism and advertising: <i>So Sexy So Soon</i> and <i>Can't Buy My Love</i></p> <p><i>Gender Trouble: Feminism and the Subversion of Identity</i> by Judith Butler</p> <p>Liz Donnelly cartoons, found through a Google search</p>	<p><b>Links to literature</b></p> <p>(Not all texts appear on the PRL. Some are 'free choice' options)</p> <p><i>The Golden Notebook</i> by Doris Lessing</p> <p>'The Yellow Wallpaper' by Charlotte Perkins Gilman</p> <p>The poetry of Carol Ann Duffy</p> <p><i>The Handmaid's Tale</i> by Margaret Atwood</p> <p><i>A Room of One's Own</i> by Virginia Woolf</p> <p><i>The Color Purple</i> by Alice Walker</p> <p><i>The Awakening</i> by Kate Chopin</p>	

## Suggested lesson plan

Your course design and lesson plans will be unique to your own classroom. Do what works for you in your context. The plan below combines various activities in this unit into hour-long lessons. It is impossible to cover every activity and every suggestion given in the coursebook. You will need to decide what is best for you and your students. In other words, adapt this as you see fit.

### Lesson 1

Lesson starter: Activity 1.1

Activities 1.2, 1.3 and TOK discussion in relation to those activities

### Lesson 2

Activities 1.4 and 1.5

**Homework assignment:** Activity 1.6

### Lesson 3

Lesson starter: review of the answers to Activity 1.6

Activities 1.7–1.9

**Homework assignment:** Activity 1.10

### Lesson 4

Lesson starter: review Activity 1.10

Activities 1.11–1.14

### Lesson 5

Activity 1.15 (Paper 1)

### Lesson 6

Activity 1.16

**Homework assignment:** record your individual oral worked on in class and send it to a partner

### Lesson 7

Activities 1.19 and 1.20

**Homework assignment:** Activity 1.18 (for HL students)

### Lesson 8

Lesson starter: review of Activity 1.18

Activity 1.21

### Lesson 9

Activity 1.22

### Lesson 10

Activity 1.17 (Paper 2)