



PISCATAWAY TOWNSHIP SCHOOLS

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Race and Gender in Literature

Content Area: Race and Gender in Literature

Grade Span: 12th

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Presented by: Robert Coleman

Approval date: 2019

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COURSE OVERVIEW

Description		
Students in this course will explore canonical and current text to analyze such ideas as the creation of race, ethnic and racial stereotypes, identity and gender, assimilation versus cultural heritage/memory, ethnogenesis and translating experiences into a new culture and language, responses to myths about immigration, social class, and the American Dream.		
Goals		
<ul style="list-style-type: none"> ● Nurture informed, observant, and critical thinkers ● Develop discussion and critical thinking skills ● Negotiate complex ideas on gender, and racial identities as expressed by well-known literary works ● Conduct both short and sustained research in order to present, write and discuss findings in various, appropriate formats ● Provide a dynamic intellectual environment for in-depth discussion and analysis of race, ethnicity and gender as social categories that have influenced American life ● Empower students as change agents 		
Scope and Sequence		
Unit	Topic	Length
Unit 1	Tracing the Masculine/Feminine Myths	6 weeks
Unit 2	Nationality, Race, Ethnicity, and Cultural Identity	6 weeks
Unit 3	Stereotypes and How Literature and Media Become Truth	6 weeks
Unit 4	Women and Girls Speak	6 weeks
Unit 5	Bias, Aggression, Appropriation and other Phenomena	6 weeks
Unit 6	Racial Slurs and the Status Quo in Post-Racial America	6 weeks
Unit 7	Diversity and Inclusivity	6 weeks
Resources		
<p>Core Text: The core texts will include but are not limited to: <i>Titus Andronicus, The Handmaid’s Tale, The New Jim Crow, Arab in America, Bloodchild and other Stories, The Woman Warrior, Redefining the Color Line, Whistling Vivaldi, The Namesake</i></p> <p>Suggested Resources will include but are not limited to: <i>Will vary based on student feedback and interests</i></p> <p>Poets: Taslima Nasrin, Alma Villanueva, Sherman Alexie, Gary Soto, Judith Cofer Ortiz, Video: The 13th Ava Duvernay; <i>Southern Comfort; The Brandon Teena Story; Cruel and Unusual; 100%Woman: The Story of Michelle Dumeresq; Spin the Bottle: Sex, Lies, & Alcohol; How to Survive a Plague; Zootopia; Into the Spiderverse; Moana; Black Panther</i> TedTalks: Why Violence Against Women is a Men’s Issue Jackson Katz; 3 kinds of bias that shape your worldview J. Marshall Shepherd Short Stories: Junot Diaz, Sandra Cisneros, Edward P. Jones Non-fiction: “Queer and Now,” Eve Kosofsky Sedgwick; “Covering the Hidden Assault on Civil Rights” Kenji Yoshino; “Complexion” and “Scholarship Boy” Richard Rodriguez; Select flyers and posters; “The Pedagogy of the Oppressed” Paolo Freire; Reading excerpts from the works of bell hooks, Audre Lorde, Cornel West, Robin DiAngelo, Jessica Valenti, Chimamanda Ngozi Adichie, The Beauty Myth: “How Images of Beauty are Used Against Women” Naomi Wolf; “Selling Feminism, Consuming Femininity” Amanda M. Gengler; “Patriarchy: The System” Allan G. Johnson; “Defining Racism” Beverly Tatum; “Fashion’s Shameful Failure to Represent People with Disabilities” Christobel Hastings Guest Speakers and panelist to speak to current issues</p>		

ALL UNITS: INSTRUCTIONAL FOCUS and STANDARDS

Summary and Rationale	
<p>This course will examine the experiences of African Americans, East Asian/South Asian Americans, Native Americans, Latinos, and White ethnics in literature and popular culture. Students will understand how cultural texts' impact on race is increasingly important in an era in which they are bombarded with issues of race and gender in music, television, films, and books. Students in this course will have the opportunity to develop tools to analyze how literature and popular culture both reinforce and resist dominant notions of race, gender, and various other identities.</p>	
State Standards	
Standard	
NJLSA.R1	<p>Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <ul style="list-style-type: none"> RL.11-12.1 Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain
NJLSA.R2	<p>Determine the central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <ul style="list-style-type: none"> 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, and provide an objective summary of the text.
NJLSA.R3	<p>Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <ul style="list-style-type: none"> 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)
NJLSA.R4	<p>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <ul style="list-style-type: none"> RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; 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).
NJLSA.R5	<p>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <ul style="list-style-type: none"> 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.
NJLSA.R6	<p>Assess how point of view or purpose shapes the content and style of a text.</p> <ul style="list-style-type: none"> 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.
NJLSA.R7	<p>Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p> <ul style="list-style-type: none"> 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

NJSLSA.W1	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W.11-12.1c. Use transitions (e.g. words, phrases, clauses) 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.
NJSLSA.W2	<p>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> 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.
NJSLSA.W4	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none"> W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
NJSLSA.W6	<p>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <ul style="list-style-type: none"> W.11-12.6. Use technology, including the Internet, to produce, share and update writing products in response to ongoing feedback, including new arguments or information.
NJSLSA.W7	<p>Conduct short as well as more sustained research projects based on focused questions, demonstrating comprehension of the subject under investigation.</p> <ul style="list-style-type: none"> 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 comprehension of the subject under investigation.
NJSLSA.W8	<p>Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <ul style="list-style-type: none"> W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).
NJSLSA.SL1	<p>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> 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.
NJSLSA.SL3	<p>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>

	<ul style="list-style-type: none"> • 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.
NJSLSA.SL5	<p>Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <ul style="list-style-type: none"> • 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.
CRP10.	Plan education and career paths aligned to personal goals.
CRP11	Use technology to enhance productivity.

UNIT 1: Tracing the Masculine/Feminine Myths

Summary and Rationale
This unit will examine how the behaviors of women and men are defined by literature and the media. Students will learn how public and private spaces, politics, fashion, education and corresponding literature all serve to structure gender expectations and reinforce socially acceptable behaviors.
Recommended Pacing
6 weeks
Instructional Focus
Unit Enduring Understandings
<ul style="list-style-type: none">Literature and popular culture can both reinforce and resist dominant notions of race, gender, and various other identities.There exists a symbiotic relationship between literature, art, popular culture, social media and real life
Unit Essential Questions
<ul style="list-style-type: none">How is femininity and masculinity defined and perpetuated in literature and society?How are we impacted by the identities created for us and by us?
Objectives
Students will know: <ul style="list-style-type: none">How language and images shape our perceptions and identities.The overall patterns, causes, and consequences of racial, cultural and gender stratification in the U.S. Students will be able to: <ul style="list-style-type: none">Analyze texts and multimedia resourcesCritically interrogate and actively engage in research and discussions relating to the construction of gender.Thoughtfully and respectfully articulate their “positions” through writing and discussions
Resources
Core Text: <i>Titus Andronicus</i> by William Shakespeare , Various Poetry Suggested Resources: Personal statement models Select fairy tales like <i>Little Red Riding Hood, Ugly Duckling, Hansel and Gretel, Pied Piper, Peter Pan and the Lost Boys</i> Supplemental readings: Paul Theroux, “Being a Man” TedTalk “Why Violence Against Women is a Men’s Issue” Jackson Katz https://www.youtube.com/watch?v=KTvSfeCRxe8 “Hegemonic Masculinity in Media Contents” Peter J. Kareithi Masculinity in music (student choice); Writing the College Essay

UNIT 2: Nationality, Race, Ethnicity, and Cultural Identity

Summary and Rationale
Students will explore an array of literature that reflects and/or presents a particular race, religion, culture or cultural value and the many ahistorical and a-social ideologies connected to these identities. Students will also explore the changing meanings of race and racism in the twenty-first century
Recommended Pacing
6 weeks
Instructional Focus
Unit Enduring Understandings
<ul style="list-style-type: none">Contemporary attitudes and beliefs are impacted and shaped by past actions and decisions.Racialized groups and their allies can be informed and challenge racist practices in society
Unit Essential Questions
<ul style="list-style-type: none">How does race intersect with and impact gender, ability, nationality, language, and other key categories of social existence?How are racializing practices and racial knowledge used to inform public policy and other aspects of governance in social life
Objectives
<p>Students will know:</p> <ul style="list-style-type: none">The challenges of assimilation and acculturationThe continuing impact of historical grief for historically oppressed peoplesThe pressure that lead to cultural isolation and passing, covering and imposter syndrome <p>Students will be able to:</p> <ul style="list-style-type: none">Engage in meaningful dialogue with members of various groups about diversity issues.Articulate sociological perspectives, concepts, theories, and debates surrounding contemporary racial and ethnic relations in the U.S. and elsewhere.Thoughtfully and respectfully articulate their “positions” through writing and discussions.
Resources
<p>Core Text: <i>The Woman Warrior</i> Maxine Hong Kingston</p> <p>Suggested Resources: <i>The New Jim Crow</i> Michelle Alexander <i>The Namesake</i> Jhumpa Lahiri “Covering: The Hidden Assault on Our Civil Rights” Kenji Yoshino “The Barrio” Richard Ramirez “Walking the Path between Worlds” Lori Arviso Alvord “Defining Racism” Beverly Tatum Ethnic Notions (film) “Crazy Courage” Alma Villanueva, “Capital Punishment” Sherman Alexie, “Things Cheaply Had” Taslima Nasrin (poetry) News (mutli-media); Unpacking select flyers and posters (visual)</p>

UNIT 3: Stereotypes and How Literature and Media Become Truth

Summary and Rationale
This unit will consider how social contexts influence our perceptions of race, class, and gender and how long-term exposure to negative representations influence implicit attitudes toward the represented social group.
Recommended Pacing
6 weeks
Instructional Focus
Unit Enduring Understandings
<ul style="list-style-type: none">• Notions of race and class are social constructs rooted in history.• News, entertainment, literature and social media can shape how we behave toward different groups of people
Unit Essential Questions
<ul style="list-style-type: none">• What is the role of education in the maintenance of social and economic class?• How is race used to reaffirm class?• How can we disrupt the perpetuation of negative stereotypes, ideologies and stigmas that marginalize?
Objectives
Students will know: <ul style="list-style-type: none">• The concept of privilege (race, class, gender).• The function of privilege in their lives or the world in which they live Students will be able to: <ul style="list-style-type: none">• Critically examine texts and images and identify how social contexts impact perception.• Examine literature and multi-media representations for language, images and ideas that perpetuate bias
Resources
Core Text: <i>Arab in America</i> Toufic El Rassi Suggested Resources: <i>The New Jim Crow</i> by Michelle Alexander “Complexion” Richard Rodriguez; Chapter Two from “The Pedagogy of the Oppressed” Paolo Freire “Mexicans Begin Jogging” Gary Soto; “Latin Women Pray” Judith Ortiz Cofer (poetry) <i>The 13th</i> Ava Duvernay (film) Unpacking select flyers and posters (visual); TedTalk The danger of a single story – Chimamanda Ngozi Adichie http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en Student choice of TedTalks Let's get to the root of racial injustice Megan Ming Francis TEDxRainier https://www.youtube.com/watch?v=-aCn72iXO9s Why English Class is Silencing Students of Color Jamila Lyiscott https://www.youtube.com/watch?v=u4dc1axRwE4 We're Not White Amer Zahr TEDxDetroit https://www.youtube.com/watch?v=LMY53GTpJ3k Black Self / White World – lessons on internalized racism Jabari Lyles https://www.youtube.com/watch?v=HF5K3J_Z8nk White Men: Time to Discover Your Cultural Blind Spots Michael Welp https://www.youtube.com/watch?v=rR5zDIjUrfk

UNIT 4: Women and Girls Speak

Summary and Rationale
This unit will examine the ideas of body sovereignty and the roles of women, created and sustained through literature and images and how they can provide and limit agency. Students will also examine the evolution of female gender roles as social and political vehicles
Recommended Pacing
6 weeks
Instructional Focus
Unit Enduring Understandings
<ul style="list-style-type: none">• Gender roles are not one size fits all (cultural/national/religious variations)• Women have a natural right to body integrity and autonomy
Unit Essential Questions
<ul style="list-style-type: none">• How do the roles of women provide and limit agency?• How are politics inscribed on the gendered and racialized body?• Is gender a social and/or structural construct?
Objectives
<p>Students will know:</p> <ul style="list-style-type: none">• The widely accepted roles of women are mere social constructs• Women get to define their roles, abilities and desires for themselves• Gender roles and its limiting impact on how boys and men relate to women and girls <p>Students will be able to:</p> <ul style="list-style-type: none">• Explore the position of women and girls in institutional settings.• Examine the conditions of women on a global scale at the intersections of class, race, sexuality, and geography
Resources
<p>Core Text: <i>Pushout</i> Monique Morris <i>The Handmaid's Tale</i> Margaret Atwood</p> <p>Suggested Resources: The Beauty Myth: How Images of Beauty are Used Against Women. Naomi Wolf; Excerpts from bell hooks; Selling Feminism, Consuming Femininity Amanda M. Gengler, student choice (nonfiction) Body Sovereignty and Kids: How we can cultivate a culture of consent Monica Rivera TEDxCSU https://www.youtube.com/watch?v=EvGyo1NrzTY "We should all be feminists" Chimamanda Ngozi Adichie·TEDxEuston https://www.ted.com/talks/chimamanda_ngozi_adichie_we_should_all_be_feminists?language=en Video: <i>Moana</i>; <i>Zootopia</i>; <i>Black Panther</i>; <i>Into the Spiderverse</i>, <i>Wreck-it Ralph</i> News (multimedia)</p>

UNIT 5: Bias, Aggression, Appropriation and other Phenomena

Summary and Rationale
This unit will examine how bias impacts identity, education, and other aspects of social life and the cognitive, affective, behavioral, and psychological costs of daily oppression
Recommended Pacing
6 weeks
Instructional Focus
Unit Enduring Understandings
<ul style="list-style-type: none">• Left unchecked, bias and racism become the norm• Remembrance and continued study can limit the ability of the past to repeat or rhyme
Unit Essential Questions
<ul style="list-style-type: none">• How does aggression and bias impact identity, education and other aspects of social life?• How are the biases and aggressions of the present keeping the racism of the past alive?
Objectives
Students will know: <ul style="list-style-type: none">• The impact of the past on beliefs and behaviors in the present.• The psychology of self-fulfilling prophecies and internalized oppression Students will be able to: <ul style="list-style-type: none">• Examine the impact of bias, racism, and aggression on different ethnic and gender groups.• Discuss the types of cultural appropriation and when “appreciation” crosses the line
Resources
Core Text: Student Panels, independent reading groups Suggested Resources: “When the Melting Pot Boils Over: The Irish, Jews, Blacks, and Koreans of New York” <i>Roger Waldinger</i> Hasan Minhaj , What is Cultural Appropriation (video) TedTalk: 3 kinds of bias that shape your worldview J. Marshall Shepherd <u>Two Names, Two Worlds</u> , Jonathan Rodríguez, <u>The Search for My Tongue</u> , Sujata Bhatt, <u>I Lost My Talk</u> , Rita Joe (poetry)

UNIT 6: Racial Slurs and the Status Quo in Post-Racial America

Summary and Rationale

This unit will explore how language is dynamic and is influenced by history and socio-economic factors. Additionally, students will research how racial slurs and hate speech lead to an increasing escalation of hate, bias and injustice in society.

Recommended Pacing

6 weeks

Instructional Focus

Unit Enduring Understandings

- Language has power to create and destroy identities, relationships
- Racial slurs and epithets are the legacy of oppression and affects the position of minorities in America today

Unit Essential Questions

- Why does racism, whether through expressive racism or coded language, continue to be a problem in the U.S.?
- How do prevailing stereotypes affect the self-worth of individuals who are labeled by them?
- How do dominant groups use stereotypes to “write” history?

Objectives

Students will know:

- Language evolves and is influenced by past and present events.
- The dangers of the post-racial myth
- The definitions and effects of color blindness and cultural invisibility

Students will be able to:

- Distinguish between intent and impact and examine what it means in the context of class discussions about race and gender
- Describe how racial slurs are rooted in oppression and continue to reflect societal biases

Resources

Core Text: Student choice: Youth Participatory Action Research – Using self-guided interests to identify social issues and create a lesson for the class and an impact report on how to engage change in their communities
Examination of language and representation in popular music

Suggested Resources: *Whistling Vivaldi* Claude Steele; “Scholarship Boy” Richard Rodriguez

UNIT 7: Diversity, Equity and Inclusivity PBL

Summary and Rationale	
Students will engage in workshops, planning and the creation of proposals to take diversity, inclusivity, and equity from theory to practice	
Recommended Pacing	
6 weeks	
	<ul style="list-style-type: none">W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none">Varied perspectives helps generate better ideas to solve the complex problems of a changing—and increasingly diverse—world.	
Unit Essential Questions	
<ul style="list-style-type: none">How can we advance diversity, equity, and inclusion to all groups?Why are continued conversations necessary?How can conversations be transformed into action to better our communities and relationships?What are the obstacles and barriers to advancing diversity, equity, and inclusion?	
Objectives	
Students will know: <ul style="list-style-type: none">They get to create the futures they want to see	
Students will be able to: <ul style="list-style-type: none">Articulate a plan that reveals a deep understanding of a topic of choicePresent and teach a lesson based on their research topic of choice	
Resources	
Core Text: Varied excerpts Suggested Resources: News; peer journals and presentations; https://www.fordfoundation.org/about/people/diversity-equity-and-inclusion/ (visual)	