**Subject area/course**: English/Language Arts

**Grade level/band**: 12

**Task source**: New Hampshire Task Bank; Author: Chevalier

**Evaluating Gender Equality in Today’s Society: A Critical View**

**TEACHER'S GUIDE**

1. **Task overview**:

Students will write an argumentative essay answering the essential/guiding question: To what extent has our society achieved gender equality? Students will then present their arguments to their peers.

1. **Aligned standards:**
2. **Primary Common Core State Standards**

**CCSS.ELA-LITERACY.WHST.11-12.1.A** Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

**CCSS.ELA-LITERACY.WHST.11-12.1.C** Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

**CCSS.ELA-LITERACY.WHST.11-12.2** Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

**CCSS.ELA-LITERACY.WHST.11-12.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**CCSS.ELA-LITERACY.WHST.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 specific 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.

**CCSS.ELA-LITERACY.WHST.11-12.9** Draw evidence from informational texts to support analysis, reflection, and research.

1. **Critical abilities**

**Research:** Conduct sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow or broaden the inquiry when appropriate, and demonstrate understanding of the subject under investigation. Gather relevant information from multiple authoritative print and digital sources, use advanced searches effectively, and assess the strengths and limitations of each source in terms of the specific task, purpose, and audience.

**Analysis of Information:** Integrate and synthesize multiple sources of information (e.g., texts, experiments, simulations) presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to address a question, make informed decisions, understand a process, phenomenon, or concept, and solve problems while evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

**Communication in Many Forms:** Use oral and written communication skills to learn, evaluate, and express ideas for a range of tasks, purposes, and audiences. Develop and strengthen writing as needed by planning, revising, editing, and rewriting while considering the audience.

**Interpersonal Interaction and Collaboration:** Develop a range of interpersonal skills, including the ability to work with others, to participate effectively in a range of conversations and collaborations.

1. **Other standards**

*New Hampshire Competencies*

ELA Competency 1. Reading Literature Competency: Students will demonstrate the ability to comprehend, analyze, and critique a variety of increasingly complex print and non-print literary texts.

ELA Competency 3. Writing Arguments Competency: Students will demonstrate the ability to analyze and critique texts or topics and support claims and reasoning with sufficient evidence for intended purpose and audience.

ELA Competency 6. Research: Students will engage in research /inquiry to investigate topics and to analyze, integrate, and present information.

ELA Competency 8. Speaking: Students will demonstrate the ability to speak purposefully and effectively - strategically making decisions about content, language use, and discourse style.

1. **Time/schedule requirements:**

This task will take two weeks to complete total. Presentations will take one or two 90-minute blocks to complete within that time frame.

1. **Materials/resources:**
* Access to EBSCO database for research
* Access to contemporary/current magazine articles and advertisements
* Access to online media to evaluate current advertisements and other elements of the media
* Access to computers and media center for research materials
1. **Prior knowledge:**

Skills and concepts covered prior to this task include making eye contact, speaking loudly and clearly, using transitions in writing, appropriate body language, using graphic organizers to organize research and reasons in support of a claim, definitions of gender and gender equality, how to analyze texts of varying media, rhetorical techniques, propaganda techniques.

1. **Connection to curriculum:**

This task is a culminating project; it will occur at the end of the semester.

1. **Teacher instructions:**

Unit begins with a review of rhetorical devices and techniques, watching a sample presentation of an argument, identifying the rhetorical techniques used in the argument, and analyzing the argument. (About 90 mins)

Students will use a graphic organizer and focus questions to guide their research. Model this strategy with an in-class collaborative practice activity asking questions and searching for quality sources. (This is review from earlier in the semester. About 45 mins max with additional independent research time of 45 mins to cover a 90 minute block.)

Students will peer conference, using the writing rubric as a guideline for providing feedback to their peers. (45 mins)

Students will identify and practice strategies for good public speaking, evaluating their current abilities and setting goals for improving their speaking prior to the summative. (45 mins)

An additional day or two is worked into this unit to allow for additional research time and peer editing time. A mini-lesson on a needed grammar skill should be conducted during the peer conference day.

Presentations will take one or two 90-minute blocks to complete.

***Sample Lesson Plan:***

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| **Learning Goal** | **Learning Strategy** | **Guided Practice** | **Formative Assessment** |
| Students will review rhetorical devices and techniques in preparation for their culminating summative.Time: 90 minutes | Evaluation and Analysis | Students will view a sample presentation (TedTalk). Teacher will model identifying rhetorical appeals for the first 2 minutes. Students will take notes for the remaining time then meet in small groups to discuss what appeals were used and the evidence for those appeals. They will then consider additional ways the speaker could have used the three appeals in her presentation. They will present their findings to the class. | ET: You will be giving a speech in which you argue the extent to which the media reinforces or challenges stereotypes and whether or not that should change. Consider your thoughts on this question, write a rough thesis statement, and write out the ways in which you may use each of the three appeals in your speech.HW: Review your scrapbook and adjust your thesis statement as necessary. Begin outlining the points you will make in your essay in support of your thesis. BRING IN SCRAPBOOK PAGE FOR NEXT CLASS. |
| 1. Students will be able to ask questions as a means of guiding research.2. Students will be able to use a graphic organizer to organize their research materials.Time: 90 minutes, including 45 minutes of research time | 1. Asking Questions2. Producer | 1. Good research is driven by unanswered questions. Pair up with someone who has a similar thesis statement as you. (If you can’t find someone with a similar thesis, pair up with someone else.) Generate a list of 5 questions that will help you seek out the information you need to complete your graphic organizer. Share out with the class.2. Teacher will model completing the graphic organizer using the TedTalk from the previous class. | Reflection: 1. What is the benefit to asking questions prior to beginning your research?2. Write two additional questions, specific to your individual thesis, that will guide your research.HW: Complete the graphic organizer for next class, including citation information for each resource. |
| Students will conference with the teacher on their graphic organizers (outlines) and being writing their essays.Time: 45 minutes | Evaluation, Producer | While students are working on their STAR testing, teacher will review their graphic organizers (outlines), providing feedback and guidance as necessary. | Completed graphic organizer (outline) with specific claims supported by fact and proper MLA citation.HW: Complete essay. |
| Students will be able to identify strategies for good public speaking, evaluate their current ability, and reflect on potential improvements for the final evaluation.Time: 45 minutes | Evaluation | In pairs, students will practice the skills learned after today’s direct instruction. One student will read his/her speech, while the other student records the reader on the reader’s electronic device. Then, the readers will switch. After each student in the pair has read his/her essay (and been recorded), each student will watch the video of their speech and evaluate their performance using the skills guidelines. | Exit Ticket: What skills did you use effectively? Give specific examples as to why you believe you were effective. What skills do you need to continue to practice in preparation for your presentation? HOW will you practice these? (Make a plan of action.)Homework: Practice, practice, practice to prepare for your presentation next class. |
| SUMMATIVE ASSESSMENT:Students will present their arguments to the class. (May take up to two 90-minute class periods with large class numbers.) |  |  |  |

1. **Student support:**
* Larger classes may require multiple blocks for presentations OR videotaping of student presentations in an adjoining room
* Students with ED may require a smaller audience or different presentation time and location
* Formative assessments will occur throughout the unit, particularly for identifying, understanding, analyzing, and evaluating propaganda techniques and rhetorical devices. Instruction will be adjusted to meet the needs of the students based on the competency they demonstrate on these formative assessments. Additional instruction will be provided on key topics and skills as needed.
1. **Extensions or variations:**

None provided.

1. **Scoring:**

Student work can be scored using the Argumentative Essay rubric.