

Candidate: Ryah Cooley	Grade Level(s): 9	Date Taught: 3/4/19 Monday
Content Area: English	Topic: Jane Eyre, Gender, and Identity	Lesson Duration: 55 Minutes
Teacher Materials: Ted Talk: Gender Roles in Society After #MeToo: A Teacher Tackles Gender Roles in Her Classroom Quizlet Live		Student Materials: Chromebook Interactive Notebook

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Prior Knowledge: When we read To Kill a Mockingbird in the fall, students were exposed to a character, the tomboy narrator Scout, who openly defied the gender norms of her era. Although race, not gender, is the primary focus of To Kill a Mockingbird, students were surprised by the handful of comments in the novel where Scout was put down or challenged for simply being a girl.

Experiences & Cultural Backgrounds: At least one student is openly gay. Several students dress and present as gender fluid or transgender. The majority of students identify and present as female. And the majority of students, male and female, present and identify as cisgender. This is an honors English class, so the pace does go faster than general education English classes. Typically at the start of each unit on a particular novel, we'll begin with several days or even a week of instruction that focuses on giving students the proper context to understand the novel. With To Kill a Mockingbird we focused in the Jim Crow era prior to reading the novel and with Jane Eyre we're focusing on gender roles, feminism, and the suffragette movement.

Interests: YA lit, volleyball, golf, swimming, music, and pop culture. Most of our students are social and enjoy talking and interacting with one another.

A2. Instructional Outcomes & A4. Student Assessment	NOTES
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Learning Outcomes: Students will know and write the definitions of gender and gender norms and apply those definitions to their own identity.

Common Core State Standards: W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research

Essential Questions: What is gender? What are gender norms and roles? How do gender norms shape and impact your sense of identity.

Academic Language	Language Supports & Scaffolds
Language function: Analyze Cite Compare Contrast	Online Thesaurus Teacher modeling and explaining of terms
Discourse: Mind Map Paragraph	Google Translate for recently RFEP'd student
Syntax: Precise Words In-Text Citations	

Vocabulary: Gender Gender Roles Cisgender Gender Fluid Transgender Sexism Feminism Patriarchy Identity		Frontloading of vocabulary terms in Quizlet (Assigned as homework prior to this lesson.)
Assessment		Standard Aligned with Assessment
Informal: Mind map activity		W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research
Formal: Power Paragraph		W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research
A3. Designing Coherent Instruction		NOTES
Time (e.g. 10:10 - 10:25)	Instructional Strategies & Learning Tasks Multiple Means of Engagement, Representation, and Expression	Identify scaffolds & supports for Emergent Bilinguals and Students with Disabilities (A5 & A6)
10 minutes	Introduce definitions of gender, gender norms, male, female, agender, via a few rounds of students playing Quizlet Live. Our students really enjoy using technology and working together in teams when they play Quizlet Live.	Recently RFEP'd: -Allowed to use Google Translate -Allowed to work with a friend -Verbal cueing from teacher as needed
10 minutes	Everyone will create a mind map on gender and identity. I will model this for students under the document camera as students participate by making their own mind map in their interactive notebook and by giving verbal feedback on what I should add to my mind map under the document camera. We commonly model note taking and other written, analytical activities under the document camera in order to give our students guidance and keep them actively engaged and on task.	Recently RFEP'd: Allowed to use Google Translate -Allowed to work with a friend -Verbal cueing from teacher as needed
15 minutes	Students will watch a portion of a video (stop at 5:12) of a Ted Talk on Gender Roles and Society . As a class we will discuss the following questions in small groups and then share out to the whole class. 1) What is your biggest takeaway from the video. 2) Is there anything in particular that you agree or disagree with?	Recently RFEP'd: Allowed to use Google Translate

		<ul style="list-style-type: none"> -Allowed to work with a friend -Verbal cueing from teacher as needed -Captions on during video
10 minutes	Begin to read and annotate together: After #MeToo: A Teacher Tackles Gender Roles in Her Classroom	<p>Recently RFEP'd:</p> <ul style="list-style-type: none"> Allowed to use Google Translate -Allowed to work with a friend -Verbal cueing from teacher as needed
Homework: Power Paragraph on Gender and Identity (10 minutes of work time in class.)	Students will begin this assignment in class and finish it at home for homework using the power paragraph template. In their paragraphs, students will: 1) define the definitions of gender and gender norms and 2) Write a body paragraph on how gender does or does not impact their sense of identity. Students will turn it in for homework via Google Classroom at the end of the week.	<p>Recently RFEP'd:</p> <ul style="list-style-type: none"> Allowed to use Google Translate -One on one help from teacher as needed
Theoretical Support		
<p>Per Wiggins and McTighe's Backward Design, our unit on Jane Eyre and Gender Roles, begins with teaching students about gender and gender norms and assessing them for understanding of these concepts before applying those terms to the novel. Per Smagorinsky's theory of constructivism, I am building on students' prior knowledge of sexism in literature (To Kill A Mockingbird) and their own experiences relating to gender (gender mind map activity) in order to better form their understanding of complex academic language. The use of the Ted Talk video caters to students who prefer to learn in a visual manner.</p>		