

HUMANITAS INTERDISCIPLINARY THEMATIC UNIT

School: El Camino Real

Grade: 12

Team Members:

Jason Firestein

Alonso Solarez

Subjects:

English and Literature,

Government &

Art History

Economics

THEME/OUTCOMES

Unit Theme: Gender Mending

Rationale: Now more than ever, our world stretches to redefine traditional roles of women in the family, the workplace, and in politics. This unit seeks to uncover the origin of these assumptions, trace challenges to the status quo from feminist views throughout world history, art, and literature, and find relevance in modern culture and politics, where young people may find role models to transcend labels and envision an identity on their own terms.

Outcomes for Students: Following this unit, students will be able to trace the universal assumptions and challenges relevant to feminist in modernity, using all taxonomical levels of learning. Specifically, students will demonstrate content mastery while interpreting thematic relevance within texts, apply their knowledge to discover patterns of gender assignment and feminist challenges across genres, arrange relevant information in support of a central thematic argument leading towards an individual evaluation of the feminist redefinition of traditional roles in modern world.

ESSENTIAL QUESTIONS: What are tradition assumptions of gender roles as they relate to the domestic and global spheres, and how do those roles compare to our assessment of them today? How has economics reshaped traditional roles of women in modern economy? What is feminism, and how do depictions of feminist issues in art continue to challenge tradition? How do feminist texts depict traditional gender roles, and how do the female protagonists react to their worlds? What role do factors of race, class, and historical context play in redefining women's roles? What roles seem to be universal? Does the 2008 Presidential campaign fulfill the promise of the feminist movement?

INTERDISCIPLINARY ESSAY PROMPT: Western civilization assigns specific gender roles to its institution; labor, the family, sexuality, policies, etc. In a well-written essay, first define these traditional roles. Then trace the challenges to these roles through the art, literature (*The Color Purple*, *The Yellow Wallpaper*), theater (*Lysistrata*), and politics we have studied this semester. Finally, evaluate the modern world's successful redefinition of the traditional role of women.

Shared instructional strategies (Cooperative grouping, Shared Inquiry, common graphic organizations)

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| Name: <u>Jason Firestein</u> Subject: <u>English</u> | |
| Focus Standards: Narrative: <i>Analysis of Grade-Level-Appropriate Text</i> 3.2 Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim. 3.5 Analyze recognized works in American literature representing a variety of genres and traditions. c. Evaluate the philosophical, political, religious, ethical, and social influence of the historical period that shaped the characters, plots and settings. | |
| Materials: The book:” The Color Purple” by Alice Walker 1x1 quilting squares fabric paints buttons, feathers, beads needles and thread personal reality students homes | Activities:: Students read the book, discussing Celie’s transformation from the traditional definition of a woman occupying the domestic sphere to her empowerment through sexuality, sisterhood, and self confidence. |
| The Humanities Connection... Celie’s as a character, is defined by male assumptions of the role a woman must play in the home. Through the epistolary format, Walker explores several role models of feminine stereotypes, ultimately used in harmony to sew disparate patches of woman hood into a unified and strong quilt of a single feminine voice. Students simultaneously construct a patchwork quilt made from individual squares adorned with relia from their own lives, dedicated to a women that influenced them. Squares are then sewn together into a single quilt, miring the central metaphor of the text. | |

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| Name: <u>Alonso Solarez</u> Subject: <u>Government</u> | |
| Focus Standards: 1.1 Recognize strategies used by the media to inform, persuade, entertain, and transmit culture (e.g. advertisement; perpetuation of stereotype ; use of visual representations, special effects, language). 1.2 Analyze the impact of the media on the democratic process (e.g. exerting influence on elections , creating images of leaders, sharing attitudes) at the local, state, and national levels.2.1 Analyze both the features and the rhetorical devices of different types of public documents (e.g. policy statements, speeches, debates, platform) and the way in which authors use those features and devices. | |
| Materials: internet Taped coverage of news segments newspapers | Activities: students track gender-related diction in the political arena (in this case, notably the 2008 election), citing its use, connotations, and effects on voter perception. |
| The Humanities Connection... With over 60% of the seniors able to vote, the ability to decode campaign rhetoric is more relevant then ever before. Students examine how assumptions of gender used to appeal to voters. What females candidates wear and say speaks as loudly as what made candidates refuse to overly acknowledge, yet America’s gorilla in the room looms over this election as ferociously as if it were the 1920’s. | |

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| Name: <u>Jason Firestein</u> Subject: <u>Art History</u> | |
| Focus Standards: 1.3 Interpret and evaluate the various ways in which events are presented and information is communicated by visual image makers (e.g. graphic artists, documentary filmmakers, illustrators, news photographers). 1.14 Analyze the techniques used in media messages for a particular audience and evaluate their effectiveness (e.g. Orson Wells radio broadcast “War of the Worlds” | |
| Materials: Slides of artwork from the WACK! Exhibit at MOCA(modern feminist sculptures and paintings including Judy Chicago) and earlier examples of feminist art(Saar, Gentles chi, Khalo, Rockwell, Etc.) | Activities: Students discuss universal feminist principles of art using a worksheet to analyze nonprime sources for their rhetorical propose. Small groups are used to take advantages of a zone of proximal development. |
| The Humanities Connection... Art throughout the centuries depicts both traditional views of women as well as challenges to those traditional roles. As the “Guerilla Girls” note, “Less than 5% of the artist in the modern art secretions of the Met are women, but 85% of the nudes are female.” Art therefore, becomes the battleground of the feminist revolution of the 20 th century. | |

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| Name: <u>Jason Firestein</u> English and Gov. | |
| Focus Standards: 3.7 Analyze of Grade- Level- Appropriate Text – Analyze recognition works of world literature form a variety of authors. C. Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and, settings. | |
| Materials: The play Lysistrata by Artistophanes | Activities: Students read and watch the play of early feminism critiquing its literary structure, use of metaphor as well as the feminist central argument; inclusion in the political process rather than domination by any single faction. |
| The Humanities Connection... This play touches on both stands of the twelfth grade Humanitas program, so it is covered from multiple perspective simultaneously. In English students engage in a close reading, readers theater, and a viewing of the play, while in Government students work in whole-class discussion and small groups to articulate the strategies used by the women- coalition building as well as cooperative and inclusive the modern would for similar examples of globalization, collection bargaining and finding common ground in political simulations. | |