

Gender Roles

Unit Rationale:

In first grade, students are required to analyze various forms of medias to understand what they are looking at. They also need to focus on people from other cultures to gain a broad understanding of those who help the United States. Speaking is crucial for students who are English Language Learners (ELLs) so this mini unit can be utilized in my class early in the year because I have many ELLs in class, and looking at visual images is more accessible than looking at text. I would like my students to understand that gender is not fixed and that it changes based on what is happening in the world because it is a social construct. Students would need to have some speaking and writing skills. Materials needed all markers, internet access, markers, and chart paper.

Standards Addressed:

Standard 1.5 focuses on the people from many places, cultures, and religions who live in the United States and who have contributed to its richness.

CCSS.ELA-LITERACY.RI.1.7

Use the illustrations and details in a text to describe its key ideas

CCSS.ELA-LITERACY.RI.1.9

Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

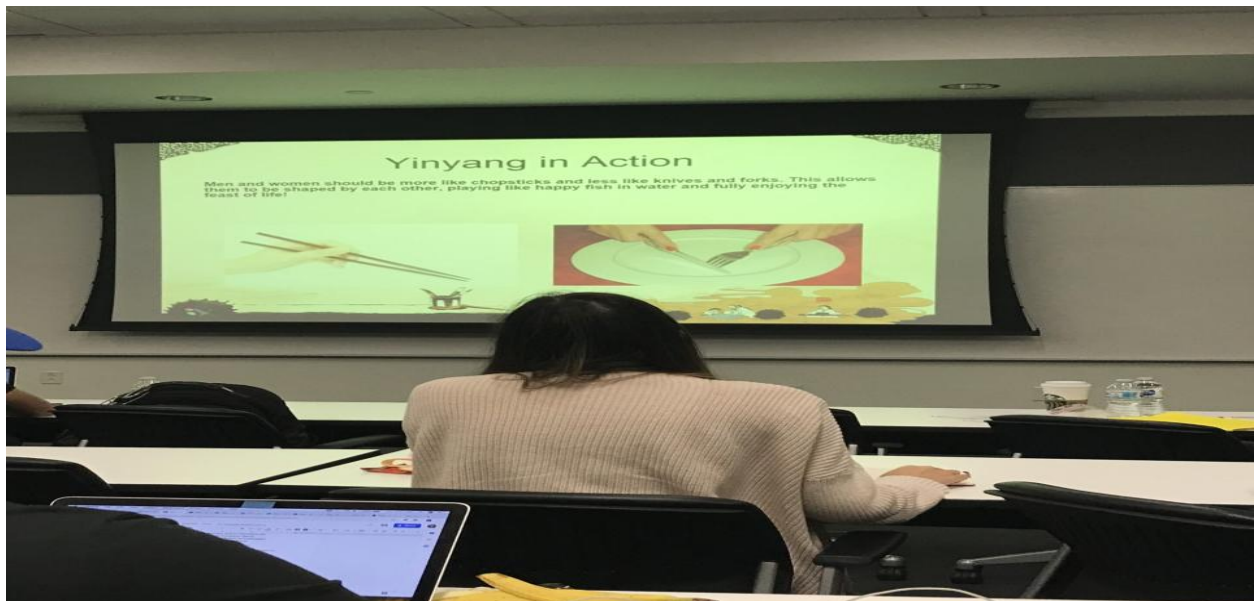
CCSS.ELA-LITERACY.SL.1.2

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

CCSS.ELA-LITERACY.SL.1.1

Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

I will start the lesson by showing students a chopstick image. They will have time to discuss with each other what they are noticing. Then I will show them an image of a knife and a fork, also providing them with time to discuss what they are noticing. After a while, I will put the two images together and have a discussion about the differences and similarities between the two. We will end the lesson with them reflecting about which image they would rather be. Since these items are easily attainable, I will also bring in chopsticks and plastic knives and forks so students can try to mimic the images to see which one will work in harmony with each other.



Photograph Credit: Wang, Robin

On day two, I would display the yin and yang image. I would give students time to think about what is on the board and have them discuss with each other their wonderings. Using a KWL chart, I will chart students' responses. Then I will provide them with background information about what the symbols represent using excerpts from the reading, "YinyangGender Dynamics: Lived Bodies, Rhythmical Changes, and Cultural Performances" by Robin Wang. Together as a class, we will chart what traits they consider are feminine and what traits are masculine after they have time to chart it themselves using a T-chart.

T-Chart

Name:

Date:

I would start day three by showing them a small clip from the movie "Long Train Home." The clip would be of the scene of the woman and man working together in a garment factory to build their curiosity of the roles of men and women in society. Then we will review the information from the T-chart. Since they have been spending some time talking about male and female traits they will have the chance to create their own drawing/interpretations of yinyang. I would give them time to think about how they would create their drawing. What colors would they use and how would they represent the yinyang in their drawing. The lesson concludes with them sharing their drawing and justifying what they did. This is scored on a rubric.

Rubric:

CATEGORY	4	3	2	1	Score
Color Choices	Choice and application of color shows an advanced knowledge of color relationships. Color choice enhances the idea being expressed.	Choice and application of color shows knowledge of color relationships. Colors are appropriate for the idea being expressed.	Choice and application of color shows knowledge of color relationships. Colors are, however, NOT appropriate for the idea being expressed.	Student needs to work on learning color relationships and using that knowledge in his/her work.	
Drawing	Drawing is expressive and detailed. Shapes, patterns, shading and/or texture are used to add interest to the painting. Student has great control and is able to experiment a little.	Drawing is expressive and somewhat detailed. Little use has been made of pattern, shading, or texture. Student has basics, but had not "branched" out.	Drawing has few details. It is primarily representational with very little use of pattern, shading or texture. Student needs to improve control.	The drawing lacks almost all detail OR it is unclear what the drawing is intended to be. Student needs to work on control.	

Creativity	Student has taken the technique being studied and applied it in a way that is totally his/her own. The student's personality/voice comes through.	Student has taken the technique being studied and has used source material as a starting place. The student's personality comes through in parts of the painting.	Student has copied some painting from the source material. There is little evidence of creativity, but the student has done the assignment.	Student has not made much attempt to meet the requirements of the assignment.	
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Bibliography

Cross, D., Aung-Thwin, M. & Fan, L. (2009). *Long Train Home*. Canada: EyeSteelFilm.

Wang, R. (2019). *YinyangGender Dynamics: Lived Bodies, Rhythmical Changes, and Cultural Performances*. September 5, 2019.

<https://china.usc.edu/sites/default/files/Yinyang%20Gender%20Dynamics.pdf>.