

**Mini-unit:** Gender Identity after Hallyu and an Inclusive Prom

**Teacher:** Nichole Morales

**Subject:** English

**Grades:** 9-12

**Essential Questions:** What is the future of gender identity in Korea and the U.S.?

**Goal:** Using ideas and evidence from research on American and Korean gender norms and bending, students will write to explain their notion and the implications of gender identity.

**Rationale:** Gender continues to be an important topic in both society and schools today. Different countries like Korea and the U.S. have different historical gender norms. But people, and especially young people, are challenging these traditional roles with gender bending and inclusive choices. In this mini-unit, students will learn vocabulary that's important to gender discussions, read articles about gender bending in Korea and the U.S., answer questions with textual evidence, analyze and discuss the text, and finally write to explain their notion of the future of gender identity in Korea and the U.S.

**Time:** 3-5 lessons

**Standards:**

- CCSS.ELA-LITERACY.RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSS.ELA-LITERACY.RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- CCSS.ELA-LITERACY.SL.9-10.1.A: 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.
- CCSS.ELA-LITERACY.W.9-10.2: 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.
- CAELD.B.I.5: Listening actively to spoken English in a range of social and academic contexts.

- CAELD.B.I.6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.
- CAELD.C.P.11. Justifying own arguments and evaluating others' arguments in writing.

**Objectives:**

1. Read articles and demonstrate comprehension of texts related to gender identity by responding to short analysis and inference questions with textual evidence.
2. Practice acquiring and using academic vocabulary regarding gender norms and gender identity correctly.
3. Practice and apply strategies for analyzing how ideas of gender identity and stereotypes in the text emerge and are shaped by specific details.
4. Participate effectively in a range of conversations and collaborations to express ideas and build upon the ideas of others.
5. Prewrite, plan, and produce clear and coherent writing in response to a prompt.

**Skills:**

- read
- cite textual evidence
- infer
- context clues
- analyze text
- writing process

**Enduring Understandings:**

1. Gender is a social construction.
2. Gender identity is about how someone expresses gender.
3. Stereotypes are ideas about how people “should” act based on the group to which they belong.

**Vocabulary:**

- conform
- gender bending
- feminine
- masculinity
- inclusive

**Content and Materials:**

1. "A Youtube vlogger shares why he wears make-up"  
<<https://www.bbc.com/news/av/embed/p05wwjqd/42499809>>
2. "The Gender Spectrum: Move beyond the pink/blue binary to support students who don't conform to narrow gender norms,"  
<<https://www.tolerance.org/magazine/summer-2013/the-gender-spectrum>>
3. "Gender in Advertisements" slides
4. "Flowerboys and the Appeal of 'Soft Masculinity' in South Korea," BBC
5. "Many teens wish for a more inclusive prom experience," USA Today via Newsela
6. Essay graphic organizer
7. Expository essay graphic organizer
8. Revising and editing expository essay checklist
9. Expository writing rubric

**Summative Assessment:** If gender is a social construct and students today are forming how society thinks, what is the future of gender identity? Write to explain your notion of the future of gender identity using textual evidence to support your thesis. Use the prewriting graphic organizer, editing checklist, and expository writing rubric for support.

**Teacher Reflection:** While the lesson is thought-provoking and contains diverse activities and opportunities for students to practice academic skills, the weakness lies in the content. The topic and discussions in this mini-unit are both intriguing and important for students. The format, standards, and objectives of this mini-lesson follows a fairly standard high school English lesson that supports students in their academic success. However, the content is weak as there is no model text. The articles provide fuel for discussions and the culminating project, but should be replaced with or situated around more appropriate text if it exists.

**Activities:**

Activity	Assessment
<p><b>Access Prior Knowledge and Watch</b></p> <p>Participate: In two groups ("girls" and "boys"), students brainstorm all the ideas they can think of related to "girl" and "boy" and write them on chart paper. Students discuss:</p> <ol style="list-style-type: none"> <li>1. Which words and phrases are traditional gender roles, norms, or stereotypes? Label these "T."</li> <li>2. Are there any examples of gender that fit "outside the</li> </ol>	<p>Discussion charts with gender words and labeled stereotypes</p>

<p>box” of traditional gender? Why? Label these “O.”</p> <ol style="list-style-type: none"> <li>3. Are all of these ideas gender stereotypes? Are all stereotypes unfair?</li> <li>4. Are any of these ideas based in a particular country, culture, or language?</li> </ol> <p>Watch: In partners, students watch “A Youtube vlogger shares why he wears make-up” and discuss how the video challenges the ideas of gender and stereotypes.</p> <ol style="list-style-type: none"> <li>1. What norms and stereotypes did you see?</li> <li>2. How do Korean gender norms and stereotypes compare to the U.S.?</li> <li>3. What role does courage play in being “outside the gender box”?</li> </ol> <p>Introduction: Show students the goals, standards, and objectives of the mini-unit, explain that they will be learning and discussing gender issues in both Korea and the U.S., and finally writing to explain their own ideas about gender identity.</p> <p><i>Differentiation: Students work in homogenous small groups with sentence starters.</i></p>	
<p><b>Make Predictions about Vocabulary</b></p> <p>In the text, students identify vocabulary words, copy the sentences in which the words appear, and make predictions about meaning based on context clues.</p> <p><i>Differentiation: The teacher models first, students work in homogeneous small groups, and the teacher chunks the task by checking in after students complete each word.</i></p>	<p>Vocabulary predictions</p>
<p><b>Read and Answer in Groups</b></p> <p>Read: Why is gender identity an important topic? Read “The Gender Spectrum: Move beyond the pink/blue binary to support students who don’t conform to narrow gender norms” and answer.</p> <ol style="list-style-type: none"> <li>1. Compare and contrast assigned sex and gender identity.</li> <li>2. How is gender expression and expectations a challenge in schools or the lives of young people?</li> </ol>	<p>Text-based questions and answers</p>

<p>3. According to the text, what are the specific risks of being gender diverse in schools and how does that compare to the general population? Use textual evidence.</p> <p><i>Differentiation: Model reading comprehension and an annotation system. In heterogeneous groups, students tackle questions with leveled supports such as fill-in-the-blank answers or locations of paragraphs in which answers are contained.</i></p>	
<p><b>Participate and Discuss</b></p> <p>Participate: Students view Korean and U.S. advertisements and their messages related to gender. Discuss each advertisement: Is the slide gender biased, gender neutral, or gender bending? Justify your response.</p> <p>Final Discussion:</p> <ol style="list-style-type: none"> <li>1. What stereotypes are perpetuated by the ads?</li> <li>2. Does awareness of these stereotypes impact your response? What power do consumers have?</li> <li>3. Compare and contrast gender stereotypes in advertisements in Korea and the U.S.</li> <li>4. Draw conclusions about traditional gender norms in each country.</li> <li>5. What cultural challenges exist to ideas of gender identity?</li> </ol> <p><i>Differentiation: Students chart the ads' stereotypes and students responses on the board.</i></p>	<p>Discussions and charts</p>
<p><b>Read and Discuss</b></p> <p>Read: Students read "Flowerboys and the Appeal of 'Soft Masculinity' in South Korea" from the BBC and answer:</p> <ol style="list-style-type: none"> <li>1. What is Hallyu? Describe the various types of Hallyu like K-pop.</li> <li>2. Compare and contrast gender expression in Hallyu and American pop culture using textual evidence.</li> <li>3. What benefits and challenges exist in relation to the idea of gender identity?</li> </ol> <p><i>Differentiation: Model reading comprehension and an</i></p>	<p>Text-based questions and answers</p>

<p><i>annotation system. In heterogeneous groups, students tackle questions with leveled supports such as fill-in-the-blank answers or locations of paragraphs in which answers are contained.</i></p>	
<p><b>Vocabulary</b></p> <p>Confirm predictions: Match the vocabulary words to their meaning, confirming prior predictions. Say the words. Use the words with partners.</p> <p><i>Differentiation: Limit the number of words. That is, only match two or three words at a time. Use word buddies or partners to practice saying the words more privately before saying them aloud to the class. Use an active strategy such as stand up, hand up, pair up or word toss to include movement.</i></p>	<p>Vocabulary notes</p>
<p><b>Read and Answer</b></p> <p>Read: Students read “Many teens wish for a more inclusive prom experience” from USA Today via Newsela and answer:</p> <ol style="list-style-type: none"> <li>1. Describe the rationale behind Herbert’s proposal to shift to “prom royalty.”</li> <li>2. Describe Al Martinez’s situation. Do you agree with with Al Martinez when he says that his gender identity and expression is “not his [parents] decision ultimately and it shouldn’t be”?</li> <li>3. How are today’s teens compared to the generations that came before them?</li> </ol> <p><i>Differentiation: Model reading comprehension and an annotation system. In heterogeneous groups, students tackle questions with leveled supports such as fill-in-the-blank answers or locations of paragraphs in which answers are contained.</i></p>	<p>Text-based questions and answers</p>
<p><b>Annotate</b></p> <p>After reading several articles on the topic, students answer questions with textual evidence, annotating to find quotes. This will create a pool of evidence from which to pull when writing.</p> <ol style="list-style-type: none"> <li>1. What is gender identity?</li> </ol>	<p>Annotations</p>

<ol style="list-style-type: none"> <li>2. How are assigned sex and gender expression different?</li> <li>3. What's the problem with traditional gender norms in Korea?</li> <li>4. What's the problem with traditional gender norms in the U.S.?</li> <li>5. What is inclusivity?</li> </ol> <p><i>Differentiation: Give students the article name and paragraph locations for which they can find each quote.</i></p>													
<p><b>Discuss</b></p> <p>With the intention of brainstorming for writing, students propose their strongest ideas and debate with others:</p> <ol style="list-style-type: none"> <li>1. Why is discussing gender identity important?</li> <li>2. What's the future of gender identity in Korea and the U.S.?</li> </ol> <p>“Graffiti artists” and “artists” take notes on chart paper to record ideas creatively.</p> <p><i>Differentiation: Before debating, students use think time and write down important ideas they want to say. Instead of a whole class debate, students break into purposeful groupings. For shy or challenging classes, the debate can include a talking piece.</i></p>	<p>Discussion and brainstorming chart</p>												
<p><b>Prewrite</b></p> <p>Students select a graphic organizer that is appropriate for them and join a writing group. Writing groups outline roles, goals, and timelines. Options:</p> <table border="1" data-bbox="203 1476 1096 1860"> <thead> <tr> <th></th> <th>Prewriting support</th> <th>Writing group</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>Student outline/ list/ freewrite</td> <td>With self</td> </tr> <tr> <td>3</td> <td>Essay graphic organizer by paragraph</td> <td>With self or partner</td> </tr> <tr> <td>2</td> <td>Expository essay graphic organizer by sentence</td> <td>With self or partner</td> </tr> </tbody> </table>		Prewriting support	Writing group	4	Student outline/ list/ freewrite	With self	3	Essay graphic organizer by paragraph	With self or partner	2	Expository essay graphic organizer by sentence	With self or partner	<p>Graphic organizer/ prewriting</p>
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1	Expository essay graphic organizer by sentence	With teacher	
<p><i>Differentiation: Students have a choice of prewriting support and a choice of with whom to work. Leveled graphic organizers and optional teacher support facilitate differentiation to meet students' needs.</i></p>			<p><b>Write</b></p> <p>With prewriting, students draft essays.</p> <p><i>Differentiation: Students write paragraphs. After each paragraph, they conference with a writing buddy or the teacher to check in and get next steps.</i></p>
<p><b>Review</b></p> <p>With a partner, students read their essays to each other. Then, they peer review draft essays by paragraph using the checklist. Finally, they review style and conventions. At the end of the session, the reviewer gives the writer next step directions at the bottom of the checklist, which guides the writer to completion. Students type and submit final essays.</p> <p><i>Differentiation: The teacher models the process and metacognitively walks through the process paragraph-by-paragraph with prompting for specific ideas. For example, "Does the introduction at an engaging lead? A lead should be in the first sentence. An engaging lead would make readers want to read this essay. Let's check.."</i></p>			<p>Revising and editing checklist</p>
<p><b>Gallery Walk</b></p> <p>Students display essays around the classroom or hallway. With a partner, students walk to 5 or more essays and complete the tasks below. After reading, the partner group engages in a meaningful discussion.</p> <p>Gallery walk:</p> <ol style="list-style-type: none"> <li>1. Annotate and sign your favorite sentence.</li> </ol>			<p>Final essay with gallery feedback</p>



<p>2. Draw a star and sign the brightest idea.  3. Respond to the writer's thesis in 1-3 sentences on the last page.</p> <p>Gallery discussion:</p> <ol style="list-style-type: none"> <li>1. What's the author's thesis?</li> <li>2. Does the evidence and commentary support the thesis?</li> <li>3. Do you agree or disagree? Why?</li> </ol> <p><i>Differentiation: The teacher models what the gallery tasks and discussion will look and sound like. Students are grouped in purposeful pairs.</i></p>	
<p><b>Reflection</b></p> <p>Students reflect about the mini-unit topic, process, skills, and knowledge in a freewrite.</p> <p><i>Differentiation: Students use the following questions to reflect.</i></p> <ol style="list-style-type: none"> <li>1. <i>What was important or annoying to you about this unit?</i></li> <li>2. <i>What ideas did you learn or enjoy?</i></li> <li>3. <i>What skills did you practice and refine?</i></li> <li>4. <i>How have you become a more inclusive, open person, or not?</i></li> <li>5. <i>Do you have hope for the future in regards to gender identity?</i></li> </ol>	<p>Freewrite</p>