

# WOMEN IN LITERATURE

*(Images of Women in Fiction)*  
Grade 12 - Levels 1, 2 and 3

The Connecticut English Language Arts Curriculum *Framework Standards* are as follows:

## Standard 1: Reading and Responding

**Overarching Idea:** Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in multimedia formats.

**Guiding Question:** *How do we understand what we read?*

**Component Statements:**

- 1.1 Students use appropriate strategies before, during and after reading in order to construct meaning.
- 1.2 Students interpret, analyze and evaluate text in order to extend understanding and appreciation.
- 1.3 Students select and apply strategies to facilitate word recognition and develop vocabulary in order to comprehend text.
- 1.4 Students communicate with others to create interpretations of written, oral and visual texts.

## Standard 2: Exploring and Responding to Literature

**Overarching Idea:** Students read and respond to classical and contemporary texts from many cultures and literary periods.

**Guiding Question:** *How does literature enrich our lives?*

**Component Statements:**

- 2.1 Students recognize how literary devices and conventions engage the reader.
- 2.2 Students explore multiple responses to literature.
- 2.3 Students recognize and appreciate that contemporary and classical literature has shaped human thought.
- 2.4 Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts.

## Standard 3: Communicating with Others

**Overarching Idea:** Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.

**Guiding Question:** *How do we write, speak and present effectively?*

**Component Statements:**

- 3.1 Students use descriptive, narrative, expository, persuasive and poetic modes.
- 3.2 Students prepare, publish and/or present work appropriate to audience, purpose and task.

## Standard 4: Applying English Language Conventions

**Overarching Idea:** Students apply the conventions of standard English in oral, written and visual communication.

**Guiding Question:** *How do we use the English language appropriately to speak and write?*

**Component Statements:**

- 4.1 Students use knowledge of their language and culture to improve competency in English.
- 4.2 Students speak and write using standard language structures and diction appropriate to audience and task.
- 4.3 Students use standard English for composing and revising written text.

**WOMEN IN LITERATURE**  
*(Images of Women in Fiction)*  
**Grade 12 - Levels 1, 2 and 3**

<i>UNIT</i>	<i>LEARNING OBJECTIVES/ PERFORMANCE STANDARDS</i>	<i>SAMPLE ACTIVITES</i>	<i>ASSESSMENT STRATEGISES</i>	<i>RESOURCES</i>
<p><b><u>WOMEN AND MADNESS</u></b></p> <ol style="list-style-type: none"> <li>1. Examine a variety of sources relating to a single topic, and how they capture people’s attention in different ways.</li> <li>2. Explore how the stories weave plots, paint pictures with language, evoke emotions, present conflicts and introduce memorable characters.</li> <li>3. Practice using the language of literature in ways that deepen an understanding of how the stories work.</li> <li>4. Recognize ways that readers make meaning from a text.</li> <li>5. Reflect on the meaning of a story and extend it to some universal aspect of human life.</li> <li>6. Examine the role of madness as it pertains to women in literature.</li> <li>7. Recognize the universal theme of madness in women, and how it crosses cultural, ethnic, and socioeconomic groups.</li> </ol>	<p><u>The student will demonstrate the ability to:</u></p> <ol style="list-style-type: none"> <li>1. Read and interpret literature with special emphasis on point of view, theme, and symbols <i>1.1, 1.2, 2.1, 2.4</i></li> <li>2. Formulate themes based on analysis of literary elements in a work <i>1.2, 2.1</i></li> <li>3. Analyze literary language <i>1.3, 2.1, 4.1</i></li> <li>4. Determine and evaluate characteristics of an author’s prose style <i>2.4, 3.1, 3.2</i></li> <li>5. Compare and contrast representations of characterization across genres <i>1.2, 2.2, 2.3, 2.4, 3.1</i></li> <li>6. Use textual evidence to defend an interpretation of literature, either orally or in writing <i>1.1, 2.1, 3.2, 4.2, 4.3</i></li> </ol>	<ol style="list-style-type: none"> <li>1. Write a piece of literary criticism</li> <li>2. Examine symbols in the texts and their effects on audience</li> <li>3. Show film and have students identify how the themes connect to previously discussed texts</li> <li>4. Illustrate a visual representation of a scene or sequence of scenes</li> </ol>	<ul style="list-style-type: none"> <li> Tests</li> <li> Quizzes</li> <li> Projects</li> <li> Essays</li> <li> Class work</li> <li> Homework</li> <li> Rubrics</li> <li> School-wide Rubrics</li> </ul>	<p><i>The Yellow Wallpaper</i> by Charlotte Perkins-Gilman</p> <p><i>The Story of an Hour</i> by Kate Chopin</p> <p>Virginia Woolf: Literary Criticism</p> <p><i>The Hours</i> (Movie)</p> <p><i>Girl, Interrupted</i> (Movie)</p> <p><i>The Awakening</i> by Kate Chopin</p> <p>Internet Resources</p> <ul style="list-style-type: none"> <li>❖ Webquests</li> <li>❖ On-line journals of literary criticism</li> </ul> <p>Mobile Lab</p> <p>Power Point</p> <p>Windows Movie Maker</p>

**WOMEN IN LITERATURE**  
*(Images of Women in Fiction)*  
**Grade 12 - Levels 1, 2 and 3**

<i>UNIT</i>	<i>LEARNING OBJECTIVES/ PERFORMANCE STANDARDS</i>	<i>SAMPLE ACTIVITES</i>	<i>ASSESSMENT STRATEGISES</i>	<i>RESOURCES</i>
<p style="text-align: center;"><b><u>THE QUEST FOR FREEDOM</u></b></p> <ol style="list-style-type: none"> <li>1. Examine the appeal of the stories and how they capture people’s attention.</li> <li>2. Explore how the stories weave plots, paint pictures with language, evoke emotions, present conflicts and introduce memorable characters.</li> <li>3. Practice using the language of literature in ways that deepen an understanding of how the stories work.</li> <li>4. Recognize ways that readers make meaning from a text.</li> <li>5. Reflect on the meaning of a story and extend it to some universal aspect of human life.</li> <li>6. Examine the strides made by women in their quest to break free of traditional roles.</li> <li>7. Recognize the theme of the quest, in its universality and its specific relationship to women in literature.</li> </ol>	<p><u>The student will demonstrate the ability to:</u></p> <ol style="list-style-type: none"> <li>1. Understand how authors use voice and point of view to create tone and theme <i>1.1, 2.1, 2.2</i></li> <li>2. Interpret literary elements and explain how they contribute to the development of character and theme <i>1.2, 1.3, 1.4, 2.1, 2.2, 2.4, 3.1, 4.2</i></li> <li>3. Locate and analyze symbols and evaluate the universal concepts they represent <i>1.2, 2.1, 2.2</i></li> <li>4. Formulate themes based on analysis of literary elements in a work <i>1.2, 2.1</i></li> <li>5. Analyze literary language <i>1.3, 2.1, 4.1</i></li> <li>6. Determine and evaluate characteristics of an author’s prose style <i>2.4, 3.1, 3.2</i></li> <li>7. Use textual evidence to defend an interpretation of literature, orally or in writing <i>1.1, 2.1, 3.2, 4.2, 4.3</i></li> </ol>	<ol style="list-style-type: none"> <li>1. Rewrite a scene or short story in the voice of a different character</li> <li>2. Examine symbols in the texts and their effects on audience</li> <li>3. Show film and have students identify how the themes connect to previously discussed texts and the unit’s central focus of the quest</li> <li>4. Illustrate a visual representation of a scene or sequence of scenes</li> <li>5. Write a continuation of a scene or short story in the same voice as the original scene/story</li> <li>6. Evaluate the various forms of expression and analyze how these forms contribute to an understanding of the role of women</li> <li>7. Field trip: Wadsworth Athenaeum</li> </ol>	<ul style="list-style-type: none"> <li> Tests</li> <li> Quizzes</li> <li> Projects</li> <li> Essays</li> <li> Class work</li> <li> Homework</li> <li> Rubrics</li> <li> School-wide Rubric</li> </ul>	<p><i>I Stand Here Ironing</i> by Tillie Olsen</p> <p><i>The Revolt of Mother</i> by Mary E Wilkins</p> <p><i>The Jilting of Granny Weatherall</i> by Katherine Anne Porter</p> <p><i>Housekeeper’s Cut</i> by Clare Boylan</p> <p><i>A Journey</i> by Edna O’Brien</p> <p><i>Everyday Use</i> by Alice Walker</p> <p><i>Frankenstein</i> by Mary Shelly</p> <p>Literary Criticism on Poetry</p> <p>Poems such as <i>Seeing for a Moment</i>” and <i>Aware</i> by Denise Levertov</p>

**WOMEN IN LITERATURE**  
*(Images of Women in Fiction)*  
**Grade 12 - Levels 1, 2 and 3**

<i>UNIT</i>	<i>LEARNING OBJECTIVES/ PERFORMANCE STANDARDS</i>	<i>SAMPLE ACTIVITES</i>	<i>ASSESSMENT STRATEGISES</i>	<i>RESOURCES</i>
<p><b><u>THE QUEST FOR FREEDOM</u></b> (Continued)</p>		<p>8. Create a poem focusing on an interpretation of social implications discussed in text (reword)</p>		<p>Poems such as <i>Female Author</i> and <i>Heavy Woman</i> by Sylvia Plath</p> <p><i>The Color Purple</i> (Movie)</p> <p><i>Raise the Red Lantern</i> (Movie)</p> <p><i>Memoirs of a Geisha</i> (Movie)</p> <p>Internet Resources</p> <ul style="list-style-type: none"> <li>❖ Webquests</li> <li>❖ On-line journals of literary criticism</li> </ul> <p>Mobile Lab</p> <p>Power Point</p> <p>Windows Movie Maker</p>

**WOMEN IN LITERATURE**  
*(Images of Women in Fiction)*  
**Grade 12 - Levels 1, 2 and 3**

<b>UNIT</b>	<b>LEARNING OBJECTIVES/ PERFORMANCE STANDARDS</b>	<b>SAMPLE ACTIVITES</b>	<b>ASSESSMENT STRATEGIES</b>	<b>RESOURCES</b>
<p style="text-align: center;"><b><u>THE AGE OF SELF-DISCOVERY</u></b></p> <ol style="list-style-type: none"> <li>1. Examine the appeal of the stories and how they capture people’s attention.</li> <li>2. Explore how the stories weave plots, paint pictures with language, evoke emotions, present conflicts and introduce memorable characters.</li> <li>3. Practice using the language of literature in ways that deepen an understanding of how the stories work.</li> <li>4. Recognize ways that readers make meaning from a text.</li> <li>5. Reflect on the meaning of a story and extend it to some universal aspect of human life.</li> <li>6. Examine the ways in which women have grown and developed, in relation to the creation of literature and the arts.</li> <li>7. Recognize the ways in which female characters have evolved up to and in the modern era.</li> </ol>	<p>The student will demonstrate the ability to:</p> <ol style="list-style-type: none"> <li>1. Read and interpret literature with special emphasis on point of view, theme, and symbols <i>1.1, 1.2, 2.1, 2.4</i></li> <li>2. Analyze themes and evaluate the universal concepts they represent <i>1.2, 2.1, 2.2</i></li> <li>3. Identify character’s motivation(s) and debate the importance of that to the literature <i>1.2, 1.4, 2.1, 2.2</i></li> <li>4. Demonstrate an understanding of the writer’s purpose in use of various methods of characterization <i>2.3, 2.4</i></li> <li>5. Respond to literature in a variety of modes <i>2.2, .3.1, 4.2</i></li> <li>6. Interpret literary elements with special emphasis on free verse and poetic devices <i>1.2, 2.1, 3.1, 4.2</i></li> <li>7. Explore human relationships in literature <i>1.2, 2.2, 2.4</i></li> <li>8. Use textual evidence to defend an interpretation of literature, either orally or in writing <i>1.1, 2.1, 3.2, 4.2, 4.3</i></li> </ol>	<ol style="list-style-type: none"> <li>1. Select important quotations and explain the relationship to theme</li> <li>2. Write free verse poetry highlighting connections to recurring themes discussed in literature</li> <li>3. Compare/Contrast characters’ identities in the story and discuss importance of commonalities/differences</li> <li>4. Show film and have students examine the role of women in society as represented in the different modes of art explored in the course</li> <li>5. Interview a female relative and explore how that individual has experienced one of the major themes discussed in the course; relate the interview back to central ideas discussed in course</li> <li>6. Create quilt square(s)</li> </ol>	<ul style="list-style-type: none"> <li> Tests</li> <li> Quizzes</li> <li> Projects</li> <li> Essays</li> <li> Class work</li> <li> Homework</li> <li> Rubrics</li> <li> School-wide Rubric</li> </ul>	<p><i>A Doll’s House</i> by Henrik Ibsen</p> <p><i>Meridian</i> by Alice Walker</p> <p><i>How the Garcia Girls Lost Their Accents</i> Julia Alvarez</p> <p><i>The Bean Trees</i> by Barbara Kingsolver</p> <p>Poems such as <i>Looking, Walking, Being</i>” and <i>A Woman Alone</i> by Denise Levertov</p> <p>Poems such as <i>Lady Lazarus</i> and <i>Two Sisters of Persephone</i> by Sylvia Plath</p> <p><i>The Skunk</i> by Shamus Heaney</p> <p>Social Criticism: <i>A Vindication of the Rights of Woman</i> by Mary Wollstonecraft</p>

**WOMEN IN LITERATURE**  
*(Images of Women in Fiction)*  
**Grade 12 - Levels 1, 2 and 3**

<i>UNIT</i>	<i>LEARNING OBJECTIVES/ PERFORMANCE STANDARDS</i>	<i>SAMPLE ACTIVITES</i>	<i>ASSESSMENT STRATEGIES</i>	<i>RESOURCES</i>
<p style="text-align: center;"><b><u>THE AGE OF SELF-DISCOVERY</u></b> (Continued)</p>		<p>demonstrating an understanding of self in relation to theme and symbols as expressed through various texts</p> <p>7. Conduct an internet search exploring women's roles in society and research relationships to the literature discussed in class</p>		<p><i>Paul's Case</i> by Willa Cather</p> <p><i>Sweetheart of the Song Tra Bong</i> by Tim O'Brien</p> <p><i>Revelation</i> by Flannery O'Connor</p> <p><i>How to Make an American Quilt</i> (Movie)</p> <p><i>Agamemnon</i> by Aeschylus</p> <p><i>Steel Magnolias</i> (Movie)</p> <p>Documentary re: Plath, O'Keefe</p> <p>Internet Resources</p> <ul style="list-style-type: none"> <li>❖ Webquests</li> <li>❖ On-line journals of literary criticism</li> </ul> <p>Mobile Lab</p> <p>Power Point</p>