

Women in Literature Unit
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The Context

This unit is designed for a senior honors literature class. Traditionally, such a class would be considered British Literature, but some world literature is included in the textbook. The school is in the affluent county of Gwinnett, but this particular high school has much more diversity, both racially and economically, than most schools in the county. This senior honors class is predominantly white though. The school tracks students into gifted, honors, college preparatory, and technical classes. The gender ratio is approximately half males and half females. This unit will be taught during the second semester, and most of the students will be thinking ahead to college. The class period is 55 minutes long.

The Texts
Listed in the Order Taught Within the Unit

“Cinderella” by Charles Perrault (fairytale)

“Why So Pale and Wan, Fond Lover?” by Sir John Suckling (poem)

“The Passionate Shepherd to His Love” by Christopher Marlowe (poem)

“Sonnet 130” by William Shakespeare (poem)

“My Last Duchess” by Robert Browning (poem)

“The Rocking-Horse Winner” by D.H. Lawrence (short story)

Artwork: *Dejeuner sur l'herbe* by Edouard Manet; *The Swing* by Jean-Honore Fragonard;

Spring by Sandro Botticelli; *Woman Sewing* by Mary Cassatt; *The Cradle* by Berthe Morisot

“The Weaving of Women’s Tales” (article in textbook)

“Shakespeare’s Sister” by Virginia Woolfe (essay)

excerpts from *Aurora Leigh* by Elizabeth Barrett Browning (verse novel)

“Lot’s Wife” by Anna Akhmatova (poem)

“Sonnet 43” by Elizabeth Barrett Browning (poem)

"Speech to the Troops at Tilbury" by Queen Elizabeth (nonfiction speech)

“The Demon Lover” by Elizabeth Bowen (short story)

Dancing in the Wings by Debbie Allen (children's book)

Various Musical Selections (chosen by students)

Pygmalion by George Bernard Shaw (play)

My Fair Lady (film version of *Pygmalion*)

Rationale for Texts Given the Context

This unit is planned for the second semester of the course, with most of the students looking ahead to college and/or careers. The theme of the unit is women in literature. Within the unit, there will be three strands of the theme: literature about women, literature by women, and literature depicting the relationships between men and women and gender roles. During the section on literature about women, students will look at the various ways men have portrayed women in their writing and literature. While looking at literature by women, students will explore the difficulties women writers have had as well as the variety that exists within their writing. During the last strand of the theme, students will be looking at gender roles and how relationships between men and women affect the individuals.

During this unit, students will be exposed to both canonical and noncanonical works of literature. They will have a chance to read very well-known works as well as some less popularized works so that they will have a broad spectrum of literature from which to learn. The unit theme will also allow the students to grow and challenge their own perceptions and beliefs about women and issues that women have faced throughout history. As these students are growing and maturing, they need to begin to define their own beliefs so that once they have graduated from high school, they will be prepared for the bigger world outside of their own homes. Throughout history, women have struggled in many different ways, and the injustices they still face can only be stopped by educating people. Many of these students have not yet been exposed to beliefs that challenge society's norms, but in about three or four months they will. This unit will help to prepare them as well as to educate them so that they will not continue to perpetuate any of the injustices toward women. bell hooks said that "the unwillingness to approach teaching from a standpoint that includes awareness of race, sex, and class is often rooted in the fear that classrooms will be uncontrollable, that emotions and passions will not be contained" (39). However, she goes on to say that a safe classroom is not free from emotion but free from discrimination and silencing. Gender is an important topic that high school students should be able to confront in a safe environment so that they can grow, learn, and mature in their own perceptions. bell hooks makes a great statement about what students need and want:

They do want an education that is healing to the uninformed, unknowing spirit. They do want knowledge that is meaningful. They rightfully expect that [their teachers] will not

offer them information without addressing the connection between what they are learning and their overall life experiences. (19)

Hopefully, this unit will challenge these students in a positive way that allows them to look beyond the classroom walls and into their own lives and practices.

The unit will start with a simple child's fairytale, "Cinderella." This fairytale will begin the unit because it is nonthreatening and familiar, yet it does address many of the issues that will be discussed throughout the unit. It presents various women in different roles and treats them in a way that may seem stereotypical. The students are familiar with the characters in this story because they have been taught these stereotypes and characters throughout their lives. The fairytale idea will certainly not be destroyed, but the students will be challenged to question some of the ways that women are portrayed in the story.

The next three poems are written by men who quite often appear in the canon--Sir John Suckling, Christopher Marlowe, and William Shakespeare. These three poems portray women in various ways and will allow students to see how women have been and are treated and viewed by men. Robert Browning's poem, "My Last Duchess," will be discussed next. Browning can also typically be found in the canon, and this poem is a very well-known, often studied poem. This poem portrays a woman, but the twist that Browning adds allows the students to look at the man and the relationship between the two people in a critical way. All four of these poems portray women in stereotypical, idealistic, and/or romantic ways, giving students one perspective of the way women have been viewed.

Next, students will read "The Rocking-Horse Winner" by D. H. Lawrence. Students have looked at somewhat short poems first to analyze the treatment of women by male writers, and now they can do the same with a longer work of literature. The mother in this short story does not have very many positive characteristics. She is not the stereotypical mother, but she is certainly not an ideal woman either. This work will give students another view of women and another opportunity to see how male writers treat women in their writing. As a close to the literature about women section of the unit, students will look at several paintings that men have done of women. These paintings show women in very stereotypical, sexual ways. Students will also look at two paintings done by women of the period who present women in quite different ways. Students can be challenged by comparing various artwork. Also, students can see that artwork is a form of literature that tells stories and gives details just as poems and prose do.

The unit will then move into the literature by women section. Students will first read an excerpt in their textbooks entitled, "The Weaving of Women's Tales." This article somewhat sets up the next section of the unit. As it talks of Julian of Norwich and Margery Kempe, students will be able to get a glimpse of the talent of women writers as well as the struggles that women have writers have had. Next, students will read "Shakespeare's Sister" from Virginia Woolfe's essay *A Room of One's Own*. Woolfe's essay deals with many of the issues involving women writers, and this excerpt proves a very important point early on in this unit. Students need to be challenged with the idea that women writers have always been equally as talented as the men writers, but they have not always had equal treatment or opportunities. Excerpts from Elizabeth Barrett Browning's verse novel *Aurora Leigh* will also be brought in for the students to read. These passages challenge the assumption that women are less capable and will give students an opportunity to see the issue addressed in very talented writing itself. Students will then read "Lot's Wife" by Anna Akhmatova. This woman faced problems in her own writing career, and this poem addresses that issue. The poem also portrays a woman who is normally looked upon with contempt in a new light, giving her life and reason for her actions. Students will be led into a concept that women take different perspectives on many things.

Students will then read Sonnet 43 by Elizabeth Barrett Browning and "Speech to the Troops at Tilbury" by Queen Elizabeth. EBB writes in a very pretty language, but she shares the same passion and strength that Queen Elizabeth shows. Both of these writings demonstrate the strength and power women have in their writing as well as the strength and power that women themselves possess. Students will be challenged to find that own strength in themselves in order to see that these women were phenomenal women.

Students will then read a short story by Elizabeth Bowen entitled, "The Demon Lover." This story is different from the other works so far in that it is a suspense, almost horror story. The students will be presented with a woman who gets put into a somewhat scary situation with a former lover. Bowen's portrayal of her main character adds another view of women to the pile, giving students the vision that there are all kinds of women and there are all kinds of women writers. And all of them are equally as talented and interesting, if not moreso in some cases, than the canonized men writers that are usually studied. At this point in the unit, students will be given the opportunity to bring in their own literature of women in the form of popular songs.

Students will have to think about the themes of women in literature in order to find a song that carries the same thematic concerns.

The unit will end with the gender roles section of the theme. This topic will have come up throughout the unit but will now be looked at more closely. Students will read George Bernard Shaw's play *Pygmalion*. This play is considered a classic, and it is alluded to quite often in today's society. Students will benefit from reading it. Also, it has many different relationships involving women. There is the relationship between woman and friend, woman and father, woman and son, woman and lover, woman and teacher, etc. All of these relationships have roles that are quite often stereotypical. Students will have to look at these roles and relationships and challenge their validity and importance. Students will also watch the film version *My Fair Lady*. This film brings to life many of the issues from the entire unit and will give the students an opportunity to challenge and question them once again.

Hopefully, after the unit has been completed, students will have a better understanding of what it means to be a woman. Both male and female students alike will be able to view women with more respect and greater admiration. Students will learn about various genres of literature as they learn about various issues of women. Joan Wink argues that the "whole idea [of education] is to improve the quality of life for ourselves and for others in our community" (85). Through the study of women in literature, students will hopefully have the opportunity to improve themselves and their environments and change their "beliefs into behaviors for self and social transformation" (85).

Works Cited

hooks, bell. Teaching to Transgress: Education as the Practice of Freedom. New York: Routledge, 1994.

Wink, Joan. Critical Pedagogy: Notes from the Real World. 2nd ed. New York: Addison, Wesley, Longman, 2000.

Synopsis of the Texts

"Cinderella" by Charles Perrault

This is the familiar fairytale of Cinderella and the little glass slipper. A young girl lives with her stepmother and two stepsisters who are quite cruel toward her. The prince wants a wife so he has a party to meet the young women of the country. Cinderella wants to go, but her sisters go without her. However, her fairy godmother comes and allows her to go, providing her with a dress and carriage and all. She must leave before midnight though. She goes to the party, and everyone is so impressed with her. As the clock strikes 12, she rushes home. The prince throws a second party, in hopes that this girl will come again, and the fairy godmother allows Cinderella the means to go once more. However, she almost does not make the 12:00 curfew, and she loses one of her slippers in her rush home. The prince searches for the mysterious woman using the glass slipper, and Cinderella shows them that she has the matching one. She and the prince marry and live happily ever after, still providing nicely for the cruel stepsisters.

"Why So Pale and Wan, Fond Lover?" by Sir John Suckling

This poem, or ballad, addresses a male lover who is discouraged because all of his good looks and pleasant words do not win him the love of a particular woman. In the end, he bashes the young woman by saying that if she refuses to love him, the devil may take her.

"The Passionate Shepherd to His Love" by Christopher Marlowe

This pastoral poem tells the narrator's lover that she will live in bliss and happiness if she will simply live with him and be his love. He describes all sorts of idealisms that their love will produce. He makes his love lavish promises that he could never keep, but that she is expected to believe.

"Sonnet 130" by William Shakespeare

This sonnet pokes fun at the exaggerated metaphors and love promises that men of this time were making toward women. He describes his lover without using false praise but by humorously describing her quite honestly.

"My Last Duchess" by Robert Browning

This poem is a dramatic monologue of a man speaking to the representative of his soon-to-be second wife. He discusses the portrait of his first wife hanging on the wall and gets caught up in discussing her. He talks of her friendliness and suspected unfaithfulness. He alludes to the fact that he may have had her killed. This poem shows a great deal of the narrator's personality and reveals much about his first wife through his comments.

"The Rocking-Horse Winner" by D. H. Lawrence

This short story is about a young boy whose family has financial problems as well as emotional problems. The boy gets into the habit of betting on race horses with the gardener and his uncle. He rides his toy rocking horse until a name is revealed to him as to the winner of the next race. He believes that he has luck. He comes into a great deal of money and gives it anonymously to his mother, in hopes that she may show more love if she did not have such financial problems. Instead, she just continues to crave more money. In the end, he rides his toy pony until he falls off in a trance and later dies that night. The uncle tells the mother that he is better off dead because his life of materialism and desire for luck had driven him crazy.

"The Weaving of Women's Tales" (article in textbook)

This article tells of the tradition of women writers. It gives a historical account of the forms of writing written by and for women. It specifically talks about Julian of Norwich and Margery Kempe and the radical ideas they presented with their writing. This article tells of struggles women have had as writers and how many writings have yet to be discovered that women wrote years ago.

"Shakespeare's Sister" by Virginia Woolfe

This excerpt from *A Room of One's Own* gives an imaginary account of Judith Shakespeare, William's sister, who may have had the same genius of her brother but was forced to deny it. This imaginary story tells of the hardships she would have faced and why we do not now know of her works. It gives a very good argument for the lack of women writers resulting from environment not heredity.

Excerpts from *Aurora Leigh* by Elizabeth Barrett Browning

Aurora Leigh is a verse novel about a woman writer who struggles for recognition and respect. She wants to be a woman and a poet, but society tries to make her choose between the two. Her cousin Romney, who she later marries, tells her that she should give up her silly writing because she will never find success. Later, he recognizes her talent, and she becomes both woman and poet in his eyes. The excerpts express commonly held ideas about women writers as well as Aurora's ideas about women and their ability to write.

"Lot's Wife" by Anna Akhmatova

This poem tells the story of Lot's wife from the woman's perspective. Even though she disobeyed her husband and the Lord, this poem pays tribute to her for the woman that she was. There are also possible relationships with Akhmatova and Lot's wife in that Akhmatova, too, was tempted to flee but resisted instead.

"Sonnet 43" by Elizabeth Barrett Browning

This is the sonnet that begins, "How do I love thee? Let me count the ways." It is a love poem to her future husband that tells of her love and passion. It is not completely idealistic though. She acknowledges that there have been both smiles and tears in their relationship, but she loves him anyway and is willing to die for him and for her love.

"Speech to the Troops at Tilbury" by Queen Elizabeth I

This speech was given to land forces in Tilbury who were awaiting the attack of the Spanish Armada. She equalizes herself with her subjects as she uses the personal "I" instead of the royal "we." She expresses great passion and love for her country as well as a willingness to die with the others. She shows great power in this speech that most women could not openly exert in such a manner.

"The Demon Lover" by Elizabeth Bowen

This short story is a suspense or horror story about a woman who returns years later to her old house. She finds a letter from an ex-lover telling her that he still plans to meet at the specified time. She reminisces about their brief and childish relationship and begins to worry. He was supposedly killed in war, but the letter seems to prove that he is still alive. She leaves the house quickly and takes a taxi. The taxi takes off without even asking for a destination. She leans up, sees the driver's face, screams, and then the taxi speeds away and the story ends.

Dancing in the Wings by Debbie Allen

This children's book is about a tall, long-legged young girl who wants to be a dancer. She works very hard, but she still receives criticism from her peers. There is a big audition at her dance studio one day. She wears a bright yellow leotard, instead of the traditional black, and does all sorts of things to stand out from the other girls. The instructor is very critical of her, and the other girls laugh. However, in the end, she is the only one chosen to study with him at his school. But he tells her that she does not need to try to stand out. Her presence as she walks into a room is enough. At the new school, she is paired with a tall boy and they get to dance together on stage.

Pygmalion by George Bernard Shaw

This play tells of a story where a young flower girl is transformed into a duchess of sorts by taking speech classes from a grouchy, selfish professor. She grows and becomes a real lady through her relationships with other men in her life and through the guidance of some of the women. The play ends with her leaving the professor, but there is uncertainty as to whether or not she will return.

My Fair Lady film

This film gives the story of *Pygmalion*. It follows rather closely to the play and really adds a great deal to it. The ending of the movie involves Eliza coming back to the professor but with uncertainties regarding under what conditions.

Week One

Day One, Monday

2 min: Attendance and housekeeping

35 min: Introductory Activity to Unit (see Appendix One)

10 min: Discussion of Introductory Activity and Upcoming Unit (included in Appendix One)

5 min: Pass out copy of “Cinderella” and tell students that they should read the story for homework. Prompt students to notice the women in the story and how they are portrayed.

3 min: Wrapup and prepare to depart

Day Two, Tuesday

2 min: Attendance and housekeeping

15 min: Discussion of “Cinderella”; discuss how fairytales portray women. What kinds of women and personalities were presented in this fairytale? How were women treated by the men in the story as well as by the male author of the story? Lead into next section by explaining that women are portrayed in many different ways in literature, from fairytales to poetry to movies. This unit will explore many of those portrayals as well as the portrayals women have of themselves and of womanhood in general.

36 min: Discussion of women in poetry by men, using “Why So Pale and Wan, Fond Lover” (Suckling), “The Passionate Shepherd to His Love” (Marlowe), and “Sonnet 130” (Shakespeare)

- Have a student, preferably male, stand and read aloud with passion and feeling ☺ Marlowe’s poem, “The Passionate Shepherd to His Love.” (Music could be playing in the background as the poem is read because many English pastorals were set to music and because the students may have greater interest if the mood of the poem is established in such a way.) Ask the students how they feel about this man’s comments toward his love. How does he paint an idealistic picture of her? How does he paint an idealistic picture of their relationship and his love for her? What “lines” is the narrator of the poem trying to use on his love? Do guys still use these lines today? Would this poem have persuaded you? How do the ideas of *carpe diem* relate to this poem?
- Have another male student read Suckling’s “Why So Pale and Wan, Fond Lover.” Give the student a chance to read the poem all the way through first so that the tone can be anticipated. How does this narrator’s view toward his lover differ from the narrator in the previous poem? How is the female lover portrayed in this poem? What is unrequited love? (“Part of the convention [of unrequited love] is that the women whom the men admire show no pity” (textbook 263).) Suckling was a Cavalier poet, men who saw themselves as “modern-day knights” but who were also “boisterously masculine, pleasure-loving, worldly, and cynical” (263). How do you think he viewed women? Do you think these ideas still exist? Who are some modern-day cavaliers in today’s world?
- Explain that the next poem, Shakespeare’s Sonnet 130, seems to ridicule the poems that idealistically portray women and their beauty. Have a male student read the sonnet aloud to the class, preferably a sarcastic or jokester type of student. What do you think is the point of the poem? Do you think that this woman is really unattractive? How do you envision her? Does the speaker indeed love his mistress? (Remind students that mistress simply means girlfriend.) What about the final couplet? How does this narrator’s comments about his love differ and/or compare to the ideas presented in the previous two poems? Did all men view women in the same way? What were the differences?

2 min: Wrapup and prepare to depart

Day Three, Wednesday

2 min: Attendance and housekeeping

15 min: Grammar Lesson--this lesson will address passive voice in writing; students will work on rewriting sentences as well as creating sentences in a more exciting and interesting way using active voice; grammar will not be assessed separately; students worked more on grammar during their first semester and now just review serious or common problems; they will be assessed on their grammar in their formal writing throughout the unit and throughout the semester.

32 min: Discussion of women in poetry by men continued from Day Two, using "My Last Duchess" (Browning)

- Finish any of the discussion from Day Two if time ran out the day before.
- Tell students that men do indeed portray women in different ways, as seen in the poems the day before. Have them turn to "My Last Duchess" by Robert Browning. Explain to the students that this poem should be viewed as a dramatic monologue of sorts. The narrator is negotiating terms for marrying his second wife. Once again, have a male student read this poem aloud. How do you picture the Duke? What is he like as a person? How do you picture the Duchess? What was she like? What do you think happened to her? Do you think she was unfaithful? Why might the Duke have thought so? Can you imagine the situation implied in this poem taking place today? Why or why not?
- Bring the discussion back to the overall theme. What does this poem imply about women? How are women represented by this narrator? Does this poem compare to or differ from Day Two's poems? If so, how?

4 min: Assign "The Rocking-Horse Winner" (Lawrence) for homework. Prompt students to notice the mother in the story and her characteristics. Is she the same type of woman that the poems thus far have depicted or portrayed?

2 min: Wrapup and prepare to depart

Day Four, Thursday

2 min: Attendance and housekeeping

25 min: Discussion of portrayal of woman (mother) in "Rocking-Horse Winner"

- Spend the first part of the discussion talking about the story as a whole. Do not let the plot and thematic concerns of the story get lost in the agenda of literature about women. Allow students to ask questions and discuss their thoughts on money and gambling. Also allow students to discuss the ending of the story as well as the character of Paul. This discussion should be guided by students.
- Move students into the unit theme by asking about the character of the mother. What do you think of the mother's treatment of her son? What about her outlook on life in general? Look at the first paragraph of the story. What does this paragraph illustrate about this woman? How does she fall short of the ideal woman and mother that society so often promotes? What does the narrator imply about the effects of her character on her children and her surroundings? Does she have power? Do the other women characters in men's writing have power? Why or why not?

20 min: Discussion of how different women have been portrayed in literature students have read, pulling information from first semester including Lady MacBeth, Chaucer's Wife of Bath, and Medea:

- Put students into three groups. Assign one group Lady MacBeth, one group the Wife of Bath, and one group Medea. (Other women can be added, but for this particular class, these are the main women that were discussed first semester.) Ask students to make a list of the characteristics of these women. How were they portrayed? How do they differ or compare to the women in this unit so far?
- Let each group present their discussions and thoughts to the class as a whole. Allow students to discuss each woman after the group has presented. Point out to the students that women have been written about in literature for years and in all sorts of genres, but the way they have been portrayed differs as much as women themselves differ.

3 min: Assign journal entry / writing assignment (see Appendix Two, Question One). Explain that the journal assignments will be ongoing throughout the unit. They will be spotchecked periodically and/or taken up at various points throughout the unit (always announced ahead of time) and later turned in at the end of the unit as a whole. The journals will be turned in the same day that the final paper will be due, so students need to complete the journals along the way, not all at the end!

2 min: Assign "The Weaving of Women's Tales" to be read for homework

3 min: Wrapup and prepare to depart

Day Five, Friday

2 min: Attendance and housekeeping

20 min: Artwork and discussion

6 min: Transition from literature about women to literature by women. Let students give ideas for whether or not literature by women may be different from literature by men. Why or why not? Let the discussion of differences lead into their thoughts on the "Weaving of Women's Tales."

20 min: Discussion of "The Weaving of Women's Tales" as introduction to second strand of unit, literature by women; the discussion can evolve around the following questions: Do you think there are many more "great" writings by women out there that have yet to be discovered? Or do you think that today's intelligence and technology have found most of them? Why were women's writings "more subjective and personal in style" (textbook 178)? Were women less intelligent or less capable than men? How does that relate or differ to today's women? What did you think of Julian of Norwich? What was so radical about her writing? What did you think of Margery Kempe? Would you put these women in the same category as Chaucer and Shakespeare based on what you've read? Why or why not? (Let these last questions guide the class into Woolfe's excerpt.)

5 min: Assign "Shakespeare's Sister" (Woolfe) to read for homework; assign journal entry / writing assignment to be taken up on Monday, Day 6 (see Appendix Two, Question Two).

2 min: Wrapup and prepare to depart

Week Two

Day Six, Monday

2 min: Attendance and housekeeping

20 min: Discussion of Woolfe's essay; allow students to get into groups of 3 or 4 to discuss their journal entries and their thoughts on Woolfe's essay. Collect the journal entries as the discussion is wrapped up, allowing students the opportunity to share with the entire class if they so desire.

1 min: Distribute handout with excerpts from Elizabeth Barrett Browning's verse novel, *Aurora Leigh* (see Appendix Three).

12 min: Allow a female student to read aloud the excerpts by Aurora and a male student to read aloud the excerpts by Romney. Lead the class in a discussion comparing EBB's ideas about being a woman writer with Woolfe's ideas.

12 min: Read and discuss "Lot's Wife" (Akhmatova) as it relates to women writers; How is the woman in this poem presented? Do we, as readers, sympathize with her or do we scorn her for not doing as she was told? Comparing Lot's wife to Akhmatova herself, do we see any similarities in struggles? How might Lot's wife's struggles relate to women in general?

6 min: Explain extra credit song assignment (see Appendix Four)

2 min: Wrapup and prepare to depart

Day Seven, Tuesday

2 min: Attendance and housekeeping

8 min: Grammar Lesson--this lesson will be on transitions in writing

25 min: Discussion of differences among women and their writing, using "Sonnet 43" (EBB) and Speech by Queen Elizabeth; comparison of the love and beauty represented in EBB's sonnet with the power and strength expressed in Queen Elizabeth's speech; also discuss the passion with which both women write; how do they both show power in their writing?

15 min: Assign and explain the activity for EBB's sonnet and Queen Elizabeth's speech (see Appendix Five). This activity will be the midunit assessment.

3 min: Assign "The Demon Lover" (Bowen); remind students of extra credit assignment

2 min: Wrapup and prepare to depart

Day Eight, Wednesday

2 min: Attendance and housekeeping

6 min: Grammar Lesson--this lesson will be a quick review of citation and bibliography rules in MLA format

15 min: Discussion of the woman in "The Demon Lover"; what kind of woman was she during the flashback? What kind of woman is she now? How did her actions and personality affect those around her, especially her "demon lover?"

15 min: Freewrite on ending to "The Demon Lover"; Have students write their own interpretation of the ending to the story. What happened after they drove away?

15 min: Share ideas for ending to story and relate to views of women

2 min: Wrapup and prepare to depart

Day Nine, Thursday

2 min: Attendance and housekeeping

8 min: Discuss women in children's literature; how are women portrayed in fairytales and other children's literature? Have images changed? Are stereotypes challenged or kept? What kind of influence does children's literature have in society?

23 min: Read and discuss *Dancing in the Wings* (Debbie Allen); I will read aloud book to students, showing pictures and all; discuss issues involved with being different, especially for girls; discuss relationships among girls--are they always good? How do females hurt themselves by hurting each other? In what ways do females think they must stand out or gain attention? Do they have to do so in today's society?

3 min: Assign journal entry / writing assignment (See Appendix Two, Question Three).

10 min: Review and bring together all ideas of literature by women; review how women portray themselves differently than men portray them; review how women have struggled to write; review how women still have trouble being considered equal to men in the world of literature

6 min: Give examples for extra credit assignment (see Appendix Six); allow for questions; reminder to students about assignment

3 min: Wrapup and prepare to depart; remind students to be prepared to work on mid-unit assessment during class on Friday

Day Ten, Friday

2 min: Attendance and housekeeping

28 min: Discussion of student-chosen songs (extra credit assignment)

24 min: Work on their mid-unit assessment (the EBB / Queen Elizabeth activity)

1 min: Wrapup and prepare to depart

Week Three

Day Eleven, Monday

Attendance and housekeeping will be taken care of at the very beginning of class. Students will do the introductory activity to George Bernard Shaw's play, *Pygmalion* (see Appendix Seven). Students will watch a short clip from the movie *She's All That*. The scene involves two popular high school boys making a bet about making a "nerdy" girl prom queen. Students will get into groups and discuss the scene and the questions I give them (Appendix Seven). We will try to talk about each question briefly (or more extensively if the students have a great interest or debate about an issue). This movie has the same idea in mind that is presented in Higgins' and Pickering's bet about Eliza being passed off as a duchess. Throughout the reading of the play, discussion can be referred back to this modern day example. Then we will start the background and introduction to the play. We will talk briefly about the time period of the play and about its setting. We will also briefly review aspects of a play itself (students will have covered characteristics of a play during MacBeth first semester). Students will have to use the class copy of the play. Each student will have an assigned number to use each day. (The numbers are already established from first semester though.) We will read sections of the preface to the play as part of the background to the period. We will also talk briefly about the myth of Pygmalion. Students will be challenged to relate the myth with the story as we read the play. Students will prepare to depart.

Day Twelve, Tuesday

Attendance and housekeeping will be done. Parts for Act I will be assigned to student readers. Act I will be read aloud, with students trying to get a feel for the language of the play as well as for the setting, the characters, and the atmosphere. The class will then discuss the first Act. What are your impressions of Mr. Higgins? What are your impressions of Pickering? What about the flower girl, Eliza? What are your thoughts on the issue of language? Do you think "proper" language has a major role in today's society? Do people get judged by their speech? Why or why not? Are there different language standards for men and for women, for whites and for nonwhites, for rich and for poor? Why or why not? Assign journal entry (see Appendix Two, Question Four). Students will wrapup and prepare to depart.

Day Thirteen, Wednesday

Attendance and housekeeping will be done. Parts for the first part of Act II will be assigned to student readers. The first two sections of Act II will be read aloud. (The second section ends as Eliza is forced to take a bath.) After reading, students will discuss the way in which Eliza is treated as she comes to Higgins' home. Why would she come, and why would she stay? What do you think of Higgins from this scene? What does his treatment of Eliza imply about his view of women? What does Pickering's treatment of Eliza imply about his view of women? How does Eliza seem to view herself? What does Mrs. Pearce have to say about men and women? Do you agree or disagree? How does Eliza seem to respond? Does she agree or disagree with Mrs. Pearce? Remind students that Thursday will be the day for their EBB / Queen Elizabeth activity. The activity may carry over into Friday, but everyone must be prepared on Thursday. Students will wrapup and prepare to depart.

Day Fourteen, Thursday

Attendance and housekeeping will be done. Student presentations will begin. Student volunteers will be called upon to go first. Then, students will be called upon in alphabetical order. Students will wrapup and prepare to depart.

Day Fifteen, Friday

Attendance and housekeeping will be done. Student presentations will continue. Student volunteers will be called upon to go first. Then, students will be called upon in alphabetical order. Remaining time will be spent going over final project (see Appendix Eight). Students will be given the handout, and the requirements and expectations for the project will be discussed. Students will be allowed to ask questions. Homework for the weekend will be to consider the options for the final project, and write me a short (2-3 sentences) explanation of what you plan to do for the project. This proposal will not be set in stone; students will be able to change their mind. I want them to think about and begin planning in advance though, and I want to work toward variety in the projects. Students will wrapup and prepare to depart.

Week Four

Day Sixteen, Monday

Attendance and housekeeping will be done. Students will turn in their final project explanations. Then, we will briefly review where we were in Act II last Wednesday. Parts will be assigned to student readers for the remaining of Act II. Act II will be read aloud in class. After the reading, students will discuss the act with the class. How do you feel about Higgins' comments about the effect of women on his behavior? Do you agree with Mrs. Pearce's rules for Higgins? Why or why not? Are they really important? What did you think of the conversation between Higgins, Pickering, and Doolittle? How does their conversation as "men of the world" portray women, especially Eliza? What about the change in Eliza? How do her looks change the way she is perceived? How do you interpret the relationship between Eliza and Higgins? How do you interpret the relationship between Eliza and Pickering? Assign students a journal entry (see Appendix Two, Question Five). Tell them that it will be shared in groups the next day in class and spotchecked for a daily grade. Students will wrapup and prepare to depart.

Day Seventeen, Tuesday

Attendance and housekeeping will be done. Students will get into groups of 3 or 4 and share their ideas from their journals. What are their predictions for Act III? Will Eliza succeed or fail? After students have shared in groups, assign parts for the reading of Act III to student readers. Act III will be read aloud through the scene where they leave Mrs. Higgins' home. (Students will probably need to know that the word *bloody* during this time period was a horrid curse word.) Discussion will begin with the question of whether or not the students' predictions were correct. The discussion will then move into the conversation between Higgins, Pickering, and Mrs. Higgins. How do you feel about Mrs. Higgins? What kind of woman is she? Would you have predicted such a woman to be Higgins' mother? Why or why not? Do you agree with her comments about the men using Eliza as their "live doll?" Right before the bell, allow students to wrapup and prepare to depart.

Day Eighteen, Wednesday

Attendance and housekeeping will be done. Today, there will be a short grammar lesson on using pronouns correctly (pronoun-antecedent agreement and pronoun reference). Students will then be given back their project explanations with my comments. Any brief problems or questions will be addressed, and others will be saved for after class or by e-mail. Students will read silently the rest of Act III. This act involves Eliza's experience at the Embassy reception and how she is viewed as a princess. After reading, ask students what they thought about the scenes. Were they glad that Eliza was viewed as a princess? Did Higgins' attitude kill some of the joy of the occasion? How did Eliza view herself at the end of the night? Has she successfully been made into a doll for these "gentlemen?" Give the students their assignment for the unit's final paper (see Appendix Ten). Explain that they will have class time to work on the paper, but that some of it might need to be completed at home. Right before the bell, allow students to wrapup and prepare to depart.

Day Nineteen, Thursday

Attendance and housekeeping will be done. Parts for Act IV will be assigned to student readers. Act IV will be read aloud. (Try to allow students who are talented dramatists to read this scene because of the tension and emotion involved.) What do you think about Higgins? How do you think he feels about Eliza? Does he care for her or is he just a jerk? If you were Eliza, would you have done anything different in the scene with Higgins? Why or why not? What do you think about her submission mixed in with her powerful emotional outbursts? Which seems more characteristic of her nature and which more characteristic of the standards of her society? What about the little rendezvous between Eliza and Freddy at the end of the act? How does his treatment of her make her feel? Do you think they may have a more "real" relationship than Eliza does with Higgins or Pickering? Why or why not? Tell the students that they need to come prepared to work on their final essay for the next day. Allow students to wrapup and prepare to depart.

Day Twenty, Friday

Attendance and housekeeping will be done. Students will use this day as a work day for their final paper. They can use the time for brainstorming, writing a rough draft, etc. Questions may be addressed if needed. Students may also ask questions about the final project during this class time. Before the bell rings, allow students to wrapup and prepare to depart.

Week Five

Day Twenty-one, Monday

Attendance and housekeeping will be done. Briefly review where *Pygmalion* left off last Thursday (Eliza has left Higgins' home after fighting with him and has had a night of romance with Freddy). Assign parts for Act V to student readers. The first part of Act V will be read aloud. The reading will stop as soon as Mrs. Higgins, Pickering, and Doolittle leave the room, leaving Eliza and Higgins alone. How would you describe Higgins now? What about Pickering? Are they insensitive or simply blind? How does the relationship between Mrs. Higgins and Higgins give Eliza the upperhand? What about Doolittle's change? Does his economic change affect his duty as a father in any way? Do you agree with Eliza's comments that "the difference between a lady and a flower girl is not how she behaves, but how she's treated"? Why or why not? Assign journal entry for homework (see Appendix Two, Question Six). Allow students to wrapup and prepare to depart.

Day Twenty-two, Tuesday

Attendance and housekeeping will be done. Assign parts for the rest of Act V to student readers. Finish the play aloud. First, let the students just share their initial reactions. The ending of the play is upsetting as well as unsettled. Allow the students to ask their own questions and express their own thoughts about the ending. Then, pull them back to a few distinct passages. Do you think that Higgins cares for Eliza? Why or why not? What do each of them really want? Do they even know? Will Eliza ever find true satisfaction in her relationship with Higgins? What did you think about Higgins telling Eliza that she was a fool for fetching his slippers and such? Did he really like her better when she was "throwing them in [his] face"? Eliza says first that Higgins took away her independence and then says that she gave it up. Which do you think

happened? Why? Do you think she has gained it again by the end of the play or not? Why? Students may speculate some more about the ending of the play in their journals. Assign them the journal entry for the end of the play (see Appendix Two, Question Seven). Let them know that the following three days will be set aside for work on their final project. They should come to class prepared to work. Allow students to wrapup and prepare to depart.

Day Twenty-three, Wednesday

Attendance and housekeeping will be done. Finish any discussion of *Pygmalion* that may be needed. The rest of the day is a work day for students. Remind them that they will be receiving a grade for participation and effort. They must be working during the class time. Allow students to wrapup and prepare to depart.

Day Twenty-four, Thursday

Attendance and housekeeping will be done. The day will be a work day for students. They will have access to resources in the classroom, the library, and from the classroom computers. Allow students time to wrapup and prepare to depart.

Day Twenty-five, Friday

Attendance and housekeeping will be done. The day will be a work day for students. Remind them that today is their last day in class to work on the project. Presentations will begin next Thursday. Any work not completed in class must be finished at home. Also remind them that their final papers will be due the following Tuesday. (The students will have begun the next unit, but they will still have time to work on the paper before turning it in.) Allow students to wrapup and prepare to depart.

Week Six

Day Twenty-six, Monday

Attendance and housekeeping will be done. Students will begin the film version of *Pygmalion*, entitled *My Fair Lady*. Allow students to wrapup and prepare to depart.

Day Twenty-seven, Tuesday

Attendance and housekeeping will be done. Students will finish *My Fair Lady*. Let students know that the following day will be a workday for their papers in the computer lab. Allow students to wrapup and prepare to depart.

Day Twenty-eight, Wednesday

Attendance and housekeeping will be done. (If *My Fair Lady* did not end the day before, the movie may be finished today.) Students will be working in the computer lab on their final papers. They should be working on rough drafts and revisions. Remind them that their final papers will be due next Tuesday. Remind them that their projects will be presented during the next two days of class. Also assign them their last journal entry (see Appendix Two, Question Eight). Inform the students that their journals will be due Tuesday along with their papers. Allow students to wrapup and prepare to depart.

Day Twenty-nine, Thursday

Attendance and housekeeping will be done. Students will present their projects to the class. Volunteers will be asked for first, and then students will be randomly called on. After groups have turned in their project, they will be given the peer evaluation form to complete by Monday (see Appendix Nine). Allow students to wrapup and prepare to depart.

Day Thirty, Friday

Attendance and housekeeping will be done. Students will present their projects to the class. Volunteers will be asked for first, and then students will be randomly called on. After groups have turned in their project, they will be given the peer evaluation form to complete by Monday (see Appendix Nine). Students will also be reminded that their final essay and journal entries will be due on Tuesday. Allow students to wrapup and prepare to depart.

Introductory Activity for Women In Literature Unit

In your group, discuss the quotations that I have given you. How do you interpret them? Do you agree or disagree? Is the comment speculative or factual? Can you think of any examples from today's world that justify or oppose the quote? Who said it? A man or a woman? When might it have been said? In the 17th Century or in the 21st Century? Do the quotes agree with each other, or do they have opposing ideas? Have one person in your group take notes so that your group can share your ideas with the entire class.

For the introductory activity, the students will need to get into 5 different groups. With approximately 20-25 students in each class, each group should have about 4 or 5 students. The above slip of paper, along with about 4 or 5 quotations (given on the following page), will be given to each group. The students will be asked to discuss their quotes using the guidelines on the sheet. After about 10-15 minutes (when the students' discussions have begun to change to other topics), allow each group to read their quotes to the class and share their group's thoughts and ideas. Let the entire class participate in discussion about the quotes. Give the students the opportunity to have their thoughts and beliefs voiced as well as challenged. After the activity, start the opening presentation of the unit theme. Explain that, just as all of these quotations present different ideas of women, so, too, does literature. Throughout the unit, you will be presented with all kinds of images of the female, from both a male and female perspective. The unit will have three strands--literature about women, literature by women, and literature depicting the relationships between men and women, including gender roles. As we explore each of these strands, be thinking about your own definition of women in literature and how it may be changing or growing. Also be thinking about how this unit may challenge your own beliefs concerning women's issues and gender roles in today's society.

Quotations for Introductory Activity to Unit

The quotations are divided into 5 broad categories:

Marriage:

- Men marry because they are tired; women because they are curious. Both are disappointed. --Oscar Wilde
- When a woman marries again, it is because she detested her first husband. When a man marries again, it is because he adored his first wife. Women try their luck; men risk theirs. -
-Oscar Wilde
- She is not made to be the admiration of all, but the happiness of one. --Edmund Burke
- Marriage is for women the commonest mode of livelihood, and the total amount of undesired sex endured by women is probably greater in marriage than in prostitution. --Bertrand Russell

Motherhood:

- Women know
The way to rear up children (to be just),
They know a simple, merry, tender knack
Of tying sashes, fitting baby-shoes,
And stringing pretty words that make no sense,
And kissing full sense into empty words.
--Elizabeth Barrett Browning
- No culture on earth outside of mid-century suburban America has ever developed one woman per child without simultaneously assigning her such major productive activities as weaving, farming, gathering, temple maintenance, and tent-building. The reason is that full-time, one-on-one child-raising is not good for women or children. --Barbara Ehrenreich
- Biological possibility and desire are not the same as biological need. Women have childbearing equipment. For them to choose not to use the equipment is no more blocking what is instinctive than it is for a man who, muscles or no, chooses not to be a weightlifter. -
-Betty Rollin
- Of all the rights of women, the greatest is to be a mother. --Lin Yutang

Differences:

- Women speak because they wish to speak, whereas a man speaks only when driven to speech by something outside himself--like, for instance, he can't find any clean socks. --
Jean Kerr
- Men are gentle, honest and straightforward. Women are convoluted, deceptive and dangerous. --Erin Pizzey
- I've yet to be on a campus where most women weren't worrying about some aspect of combining marriage, children, and a career. I've yet to find one where many men were worrying about the same thing. --Gloria Steinem
- Men always want to be a woman's first love. That is their clumsy vanity. We women have a more subtle instinct about things. What (women) like is to be a man's last romance. --Oscar Wilde
- Lord Illingworth: All women become like their mothers. That is their tragedy.
Mrs. Allonby: No man does. That is his.
--Oscar Wilde

Equality:

- Men have a much better time of it than women. For one thing, they marry later, for another thing, they die earlier. --H.L. Mencken
- Women who seek to be equal with men lack ambition. --Timothy Leary
- If women are expected to do the same work as men, we must teach them the same things. --Plato
- Being a woman is a terribly difficult task since it consists principally in dealing with men. --Joseph Conrad
- You see, dear, it is not true that woman was made from man's rib; she was really made from his funny bone. --James Matthew Barrie

Women and Men:

- Men and women, women and men. It will never work. --Erica Jong
- When men and women agree, it is only in their conclusions; their reasons are always different. --George Santayana
- Between men and women there is no friendship possible. There is passion, enmity, worship, love, but no friendship. --Oscar Wilde
- What is most beautiful in virile men is something feminine; what is most beautiful in feminine women is something masculine. --Susan Sontag
- 'tis our woman's trade
To suffer torment for another's ease.
The world's male chivalry has perished out,
But women are knights-errant to the last
--Elizabeth Barrett Browning

Journal Entries

During this unit on women in literature, you will be keeping a notebook of various writing assignments. These essays and responses can be informal and creative. I just want you to think and write about the thematic concerns throughout this unit. Each entry should be about one hand-written page or 3/4 of a page that is typed, double-spaced, 12 pt. font. The journal will be taken up at the end of the unit for a test/paper grade. You will turn it in the same day that you turn in your final essay for this unit. However, I will take up some of the entries before the end or spot check them during class for daily grades, but I *will* let you know in advance. The following assignments will be a part of your journal, but I will remind you of each as we talk about the work of literature with which it relates.

1. How do you see men portraying women in today's literature of pop culture? Consider television shows, song lyrics, magazines, music videos, etc. How do these images relate to the ways women were portrayed in the literature we explored during class? Do you see any changes? What about in the future? Do you have any predictions for the ways women will continue to be portrayed in the future?
2. After reading "Shakespeare's Sister" by Virginia Woolf, think about what it means to have talent or genius. Do you think that a person is born with creative genius or that it is acquired? What qualities make for exceptional musicians, writers, artists, etc? How are those qualities affected by material or social circumstances? What role might gender play in such circumstances then and now?
3. As we've looked at *Dancing in the Wings*, a simple children's book, recall your own childhood. What gender roles did you follow or rebel against as a child? Do you think boys and girls pick up certain characteristics from the social environment or do you think they biologically have certain male and female characteristics? Are girls born with a desire to play with dolls and boys born with a desire to play with trucks or are they socialized to do so?
4. After reading the first act of *Pygmalion*, think about language differences in today's culture. Does a person's speech place him/her into a certain category? Do we judge others on their accent or dialect? Do different groups have different characteristic languages? Why might one's language differ among groups?

5. Act II of *Pygmalion* ends with the sentence, "And that is the sort of ordeal poor Eliza has to go through for months before we meet her again on her first appearance in London society of the professional class." What do you think will happen? Make a prediction for Act III. Will Eliza be a success during her first outing? How? Or do you think she will make a mistake? How big of a mistake and of what sort?
6. In Act V of *Pygmalion*, Eliza says to Pickering, "Your calling me Miss Doolittle that day when I first came to Wimpole Street. That was the beginning of self-respect for me. And there were a hundred little things you never noticed, because they came naturally to you. Things about standing up and taking off your hat and opening doors." Do you believe that females gain self-respect from the treatment they receive? Do you think that men should act as gentlemen, opening doors, giving up seats, paying for meals, etc? Why or why not? Does such treatment oppress women or build them up? Why do you think so?
7. Now that you've read all of *Pygmalion*, what do you think about the ending? Are you satisfied? Do you think it is an appropriate ending? Why or why not? How would you have ended it? What do you think happened to Eliza? Make your own predictions for the future of the characters.
8. Comparing the play *Pygmalion* to the movie *My Fair Lady*, which do you like better? What parts did you like better or worse in each one? Do you think they are both fairly similar? Or do you think they did not follow the same ideas and such? Compare and contrast the two versions of the same story.

Excerpts from Elizabeth Barrett Browning's verse novel, *Aurora Leigh* (1856):
(Browning, Elizabeth Barrett. *Aurora Leigh*. Ed. Margaret Reynolds. W. W. Norton &
Company: New York, 1996.)

To Aurora by her male cousin, Romney:

The chances are that, being a woman, young
And pure, with such a pair of large, calm eyes,
You write as well . . . and ill . . . upon the whole,
As other women. (Second Book, lines 144-147)

Therefore, this same world

Uncomprehended by you, must remain
Uninfluenced by you. - Women as you are,
Mere women, personal and passionate,
You give us doating mothers, and perfect wives,
Sublime Madonnas, and enduring saints!
We get no Christ from you, - and verily
We shall not get a poet, in my mind. (Second Book, lines 218-225)

But this:

That you, Aurora, with the large live brow
And steady eyelids, cannot condescend
To play at art, as children play at swords,
To show a pretty spirit, chiefly admired
Because true action is impossible.
You never can be satisfied with praise
Which men give women when they judge a book
Not as mere work but as mere woman's work,
Expressing the comparative respect
Which means the absolute scorn. 'Oh, excellent!
'What grace, what facile turns, what fluent sweeps
'What delicate discernment . . . almost thought!
'The book does honour to the sex, we hold.
'Among our female authors we make room
For this fair writer, and congratulate
The country that produces in these times
'Such women, competent to' . . . spell. (Second Book, lines 226-243)

Comments by Aurora:

For me,

Perhaps I am not worthy, as you say,
Of work like this: perhaps a woman's soul
Aspires, and not creates: yet we aspire,
And yet I'll try out your perhapses, sir,
And if I fail . . . why, burn me up my straw
Like other false works - I'll not ask for grace; (Second Book, lines 485-491)

To have our books

Appraised by love, associated with love,
While *we* sit loveless! is it hard, you think?

At least 'tis mournful. Fame, indeed, 'twas said,
Means simply love. It was a man said that:
And then, there's love and love: the love of all
(To risk in turn a woman's paradox,)
Is but a small thing to the love of one. (Fifth Book, lines 474-481)

The best verse written by this hand,
Can never reach them where they sit, to seem
Well-done to *them*. (Fifth Book, lines 550-552)

I have written truth,
And I a woman, - feebly, partially,
Inaptly in presentation, Romney'll add,
Because a woman. For the truth itself,
That's neither man's nor woman's, but just God's; (Seventh Book, lines 749-753)
A woman cannot do the thing she ought,
Which means whatever perfect thing she can,
In life, in art, in science, but she fears
To let the perfect action take her part,
And rest there: she must prove what she can do
Before she does it, prate of women's rights,
Of woman's mission, woman's function, till
The men (who are prating too on their side) cry,
'A woman's function plainly is . . . to talk.'
Poor souls, they are very reasonably vexed;
They cannot hear each other talk. (Eighth Book, lines 814-824)

- Soft, my sister! not a word!
By speaking we prove only we can speak,
Which he, the man here, never doubted. What
He doubts is, whether we can *do* the thing
With decent grace we've not yet done at all.
Now, do it; bring your statue, - you have room!
He'll see it even by the starlight here;
And if 'tis e'er so little like the god
Who looks out from the marble silently
Along the track of his own shining dart
Through the dusk of ages, there's no need to speak;
The universe shall henceforth speak for you,
And witness, 'She who did this thing, was born
To do it, - claims her license in her work.'
And so with more works. Whoso cures the plague,
Though twice a woman, shall be called a leech (doctor):
Who rights a land's finances, is excused
For touching coppers, though her hands be white, -
But we, we talk! (Eighth Book, lines 828-846)

Song Lyrics: Extra Credit

Throughout the past couple of weeks, we have looked at various works of literature that portrays women in various ways. We have seen men portray women in different ways through their writing, and we have seen women portray themselves and other women through their own writing. We have discussed the struggles women have had trying to achieve literary success as well. For this extra credit assignment (worth 3 points on your final paper for this unit), you will bring in a copy of the lyrics to a song that explores or illustrates some of the same issues that we have discussed in class in regards to women. Music is a very important type of literature. Songwriters express very notable ideas in the words and melodies of their music, and they do so in a very beautiful and meaningful way. The music lyrics you bring to class can be from any genre of music--country, pop, rock, blues, rap, alternative, etc. In order to get credit for this assignment, you must adhere to the following guidelines:

- No vulgar or profane lyrics. If you have any questions about the song, ask me first!
- You must provide a typed copy of the words. I will be collecting it, so don't just bring in the CD insert or scribble down what you remember before class.
- Include the name of the song, the artist(s) who performs the song, and the writer(s) of the lyrics and/or music. Please also include the approximate date of the song's release if possible; the decade will be fine.
- The song can be written and/or performed by either a male or a female, but it must address the issues of women that we have been discussing in class. If you have any questions, please ask me.

We will be discussing many of these songs in class. You may bring in the CD with the music, but I must listen to it first before the class may do so. Also keep in mind that many song lyrics can be found on-line; you don't have to own a copy of the song in order to bring in the lyrics for this assignment. Have fun, and really think about this assignment. Explore the ideas expressed in the music the world hears.

Expression with Passion

Both Elizabeth Barrett Browning and Queen Elizabeth express passion in their words. Browning illustrates a strong, beautiful love for a man, while Queen Elizabeth shows the personal, dedicated love she has for her country of England. Words express passion. Passion expresses love. You can express both!

You are going to write your own passionate expression. It can be in the form of a sonnet, a poem, or a short speech like the Queen's. You will then read / perform it for the class. It must be at least 14 lines (sonnet or poem) or 10 sentences (speech). Choose something about which you are passionate! It can be a person, an object, a place, anything. Through words, express your passion so that the audience can feel that passion with you. But don't just make it sound like your love is perfect. Browning mentioned the smiles **and** tears that surrounded her relationship, and Queen Elizabeth talked of the hardships she had had with England. Be realistic, but be passionate.

You will present these to the class **Next Thursday and Friday**. Bring a typed or written copy to turn in to me after you present your speech to the class. You have a week and 2 days to prepare, and you may have a little class time if the schedule allows. You will be graded on the following:

- content (the description of the object of your passion, the expression of the passion itself, the use of words to relay emotion to audience, etc.)
- structure (length, imagery, syntax, etc.)
- presentation (passion in presentation, familiarity with the writing, eye contact, voice projection, etc.)

Please remember to be creative and interesting in your writing. Use word choice, imagery, and sentence structure to enhance your writing. Use words and images that are appropriate to your topic. I want to be passionate about your passion when you've finished your speech!

Expression of Passion Evaluation

Name _____

_____ Content (40 points, 10 points each)

- ___ Object of passion evident
- ___ Passion evident
- ___ Emotion expressed to audience
- ___ Clear, interesting sense of "direction"

Additional Comments:

_____ Structure (30 points, 5 points each)

- ___ Appropriate length (14 lines or 10 sentences)
- ___ Effective word choice
- ___ Interesting, creative sentence structure
- ___ Written / Typed copy (turned in after presentation)
- ___ Preparation (ready on due date)
- ___ Appropriate words and sentences to object and passion

Additional Comments:

_____ Presentation (40 points, 10 points each)

- ___ Enthusiasm and passion expressed during presentation
- ___ Familiarity with text (reads fluently, as if practiced)
- ___ Eye contact
- ___ Voice projection, clarity, and articulation

Additional Comments:

_____ Total Score out of 100 points

"Independent Women Part I"
Destiny's Child

Lucy Liu... with my girl, Drew... Cameron D.
and Destiny
Charlie's Angels, Come on
Uh uh uh

Question: Tell me what you think about me
I buy my own diamonds and I buy my own
rings
Only ring your cell-y when I'm feelin lonely
When it's all over please get up and leave
Question: Tell me how you feel about this
Try to control me boy you get dismissed
Pay my own fun, oh and I pay my own bills
Always 50/50 in relationships

The shoes on my feet
I've bought it
The clothes I'm wearing
I've bought it
The rock I'm rockin'
'Cause I depend on me
If I wanted the watch you're wearin'
I'll buy it
The house I live in
I've bought it
The car I'm driving
I've bought it
I depend on me
(I depend on me)

All the women who are independent
Throw your hands up at me
All the honeys who makin' money
Throw your hands up at me
All the mommas who profit dollas
Throw your hands up at me
All the ladies who truly feel me
Throw your hands up at me

Girl I didn't know you could get down like
that
Charlie, how your Angels get down like that
Girl I didn't know you could get down like
that
Charlie, how your Angels get down like that

Tell me how you feel about this
Who would I want if I would wanna live
I worked hard and sacrificed to get what I
get
Ladies, it ain't easy bein' independent
Question: How'd you like this knowledge
that I brought
Braggin' on that cash that he gave you is to
front
If you're gonna brag make sure it's your
money you flaunt
Depend on noone else to give you what you
want

The shoes on my feet
I've bought it
The clothes I'm wearing
I've bought it
The rock I'm rockin'
'Cause I depend on me
If I wanted the watch you're wearin'
I'll buy it
The house I live in
I've bought it
The car I'm driving
I've bought it
I depend on me
(I depend on me)

All the women who are independent
Throw your hands up at me
All the honeys who makin' money
Throw your hands up at me
All the mommas who profit dollas
Throw your hands up at me
All the ladies who truly feel me
Throw your hands up at me

Girl I didn't know you could get down like
that
Charlie, how your Angels get down like that
Girl I didn't know you could get down like
that
Charlie, how your Angels get down like that

Destiny's Child
Wassup?
You in the house?
Sure 'nuff
We'll break these people off Angel style

Child of Destiny
Independent beauty
Noone else can scare me
Charlie's Angels

Woah

All the women who are independent
Throw your hands up at me
All the honeys who makin' money
Throw your hands up at me
All the mommas who profit dollas
Throw your hands up at me
All the ladies who truly feel me
Throw your hands up at me

Girl I didn't know you could get down like that
Charlie, how your Angels get down like that
(repeat until fade)

"I Love The Way You Love Me" John Michael Montgomery

I like the feel of your name on my lips
And I like the sound of your sweet gentle
kiss
The way that your fingers run through my
hair
And how your scent lingers even when your
not there

And I like the way your eyes dance when
you laugh
And how you enjoy your two hour bath
And how you convinced me to dance in the
rain
With everyone watching like we were insane

But I love the way you love me
Strong and wild
Slow and easy
Heart and soul
So completely
I love the way you love me

I like to imitate old Jerry Lee
And watch you roll your eyes when I'm
slightly off key
And I like the innocent way that you cry
At sappy old movies you've seen hundreds
of times

But I love the way you love me

Strong and wild
Slow and easy
Heart and soul
So completely
I love the way you love me

And I could list a million things
I love to like about you
But they all come down to one reason
I could never live without you

I love the way you love me
Strong and wild
Slow and easy
Heart and soul
So completely
I love the way you love me
Oh baby I love the way you love me

She's All That: Pygmalion Intro

She's All That is a movie about two guys who make a bet about a girl. One of them bets the other that he could not make a chosen girl prom queen. The bet is on, and the girl is chosen. However, what happens in the end? If she does in fact become prom queen, will they just drop her as soon as the bet has been fulfilled? Or if she doesn't become prom queen, will she be thrown back and ignored again? What do you think? Is it all fun and games or might there be real consequences?

In groups of 4 or 5, discuss the scene in the movie clip that you have just watched, and consider the following questions:

- Will these guys be bettering the life of the chosen girl? If she becomes prom queen, she becomes popular, right?
- Should they let her know that there is a bet or should she be kept in the dark about it? Why or why not?
- Do you think that the girl would automatically want to be prom queen?
- Is it all fun and games or do you think there might be real consequences to this bet?
- How could this bet be positive for the guys? How could it be positive for the girl?
- How could this bet be negative for the guys? How could it be negative for the girl?

We will talk about some of these as a class, so jot down notes as your group discusses these questions.

Final Unit Project: Women and Literature

As we conclude our Women and Literature unit, the activities listed below will provide you with opportunities to extend your understanding of the works we've discussed and the issues we've addressed. Alone or in groups (size will depend on project--see me!), you may choose one of the projects below. You may wish to modify one of the suggestions or come up with your own. If so, just have me approve it first. You will present your projects to the class on the day assigned to your group (TBA).

This project will be worth 100 possible points and will be graded on the project itself (creativity, relevance to unit, etc.), the presentation (sharing of the project, explanation of the project to the unit theme, etc.), and the process (effort, participation, use of class time, group cooperation, etc.).

You will have 3 class periods in which to work on your project. Part of your grade will come from the effort you put forth during these three days, whether by yourself or in a group. Group members will complete a peer-evaluation form describing the contributions of each group member and assigning him or her a grade. Your final grade for this section will be a combination of my input as well as that of your peers. Any work not completed in these three class periods must be done on your own time.

Project Possibilities:

1. Create your own literary text using the theme women and literature. Write your own book of poetry, write and illustrate a children's book, write a play of your own, or write your own song, lyrics and music.
2. Write a diary from one of the *Pygmalion* characters' perspective with at least five entries that span the length of the play. Put yourself in the mind of the character. The diary should also have an artistic, or characteristic, cover that would suit the character.
3. Write and/or perform the first scene of a sequel play to *Pygmalion*. What has happened?
4. Perform a scene from *Pygmalion* and/or *My Fair Lady*. Include songs if you'd like. You will need to memorize and dramatize the words as they appear in the play or film. Dress accordingly for your presentation. (This group may have more members--See me!!)

5. Develop the cast for a version of *Pygmalion* to be done in today's society. Who would you choose for each character and why? Include your written reasons and pictures of each character.
6. Choreograph and perform a dance that depicts the portrayal and/or roles of women throughout the unit. Include a written, detailed interpretation of the movements and meaning of the dance.
7. Draw or paint (or whatever medium you prefer) an interpretation of the unit theme, women and literature. You may also choose one literary text we have explored and illustrate a scene or interpretation of it. Include a written, detailed explanation to go with it.

Final Unit Project: Women in Literature

Name _____

Group Members' Names _____

Description of selected project:

The Project (out of 50 possible points): _____
(Comments on creativity and originality, overall effect, reference / inclusion of the unit themes, understanding and relation to the unit themes, etc.)

The Presentation (out of 25 possible points): _____
(Comments on clarity in sharing of project, explanation of how product relates to and reflects the unit themes, etc.)

The Process (out of 25 possible points): _____
(Individual: Based on in-class evaluation by you and me on effort and participation; Group: Based on peer evaluation forms, collaboration, and my input)

Total project grade (out of 100 possible points): _____

Peer Evaluation for Group Project on Women in Literature Final

- Your name _____
Contributions / What you did:

- Group Member _____
Contributions:
 - Went beyond expectations for the group
 - Usually met expectations for the group
 - Did not always meet expectations for the group
 - Rarely met expectations for the group

- Group Member _____
Contributions:
 - Went beyond expectations for the group
 - Usually met expectations for the group
 - Did not always meet expectations for the group
 - Rarely met expectations for the group

- Group Member _____
Contributions:
 - Went beyond expectations for the group
 - Usually met expectations for the group
 - Did not always meet expectations for the group
 - Rarely met expectations for the group

- Group Member _____
Contributions:

- Went beyond expectations for the group
- Usually met expectations for the group
- Did not always meet expectations for the group
- Rarely met expectations for the group

- Group Member _____
Contributions:

- Went beyond expectations for the group
- Usually met expectations for the group
- Did not always meet expectations for the group
- Rarely met expectations for the group

- Group Member _____
Contributions:

- Went beyond expectations for the group
- Usually met expectations for the group
- Did not always meet expectations for the group
- Rarely met expectations for the group

Women and Literature Unit: Final Essay

Throughout the unit we have considered and discussed women and literature--literature about women, literature by women, and literature concerning the relationships of women. We have looked at issues of women and literature in a variety of situations, using examples from current events, from your personal experiences, and from various literary readings. Using all of that knowledge, you are going to write a final essay about an aspect of women and literature. You can choose from the following topics:

1. Using the literature we have read during this unit, write an essay which clearly argues what it means to write as a woman.
2. Write an essay in which you provide an extended definition of women and literature.
3. Write an essay describing the varying views of women throughout history and/or throughout the literature we have read.
4. Write an essay that explores the gender roles presented in the literature we have read throughout the unit.
5. If you'd like to try some other possibility or topic, see me first. I'll probably be pleased to approve it if it is comparable to these topics.

Your essay must adhere to the following guidelines:

- This essay must be four to six pages, typed, double-spaced, 12-pt font.
- You must use correct conventional grammar, spelling, punctuation, and usage throughout your essay.
- You must include **at least 3 works** that we have read this semester. (Note: To ensure a variety of represented works, please limit yourself to ONE student-selected song. If you do choose to write about one of the songs, please provide me with a typed copy of the words.)
- You should include quotes from the texts you are using. We discussed and practiced varying ways to use quotes all last semester. Please remember that when using quotes from the text, you should **use** it, not just quote material to take up space! Use MLA standards of style. You can refer to your Grammar Book or notes from last semester for assistance. I am also willing to answer questions before or after class.
- Include a well-developed introduction, thesis, and conclusion along with the body of your paper. You have written plenty of papers throughout the year, and I am confident that you all know how to write well. I expect you to do your best.

Note: You will have some class time (probably one day in the classroom and one day in the computer lab) to work on this paper, but you will likely have to finish it on your own time.

Women and Literature Final Essay Evaluation

CATEGORY	4	3	2
INTRODUCTION	Creates desire to read paper; effectively introduces topic	Serves general purpose and leads to thesis, but not as interesting or well-developed	Is either underdeveloped or not clearly relevant to the thesis
THESIS STATEMENT	Is clear and specific; sets tone and main ideas for entire paper	Is clear but is not easily located and/or does not effectively set up paper topic	Is not clear or easily located; is only indirectly referred to in the introduction
BODY: ORGANIZATION AND FOCUS	Follows the guide of the thesis; uses topic sentences to guide paragraphs and to relate to the overall topic of the paper; has smooth transitions	Is either too organized, logical, and/or predictable; or has some minor order/arrangement/transition problems; no real "flow"	Lacks a sense of organization, making the overall meaning hard to extract; wanders from one topic to another without producing a cohesive argument
BODY: CONTENT	Has well-developed arguments from the text that support the thesis of the paper; has strong, relatively purposeful arguments that are supported by well-explained quotations	Has arguments that are technical and functional but not very effective; needs more evidence from the text to support thesis and arguments	Has few examples that do not contribute to the argument of the thesis; has poorly developed argument; includes weak and unclear explanations of quotations
CONCLUSION	Effectively restates the thesis and main points of the paper; shows that the writer has come to a deeper level of understanding and awareness	Has evidence of main points and thesis but simply repeats rather than restates them; could be more developed	Indirectly references thesis and main points but lacks an effective sense of being "wrapped up"
VOICE/ CREATIVITY	Is original and creative; sounds like "you" and your personal style	Is functional but not exciting; sounds slightly forced or predictable	Is superficial or shallow; lacks originality; does not engage the reader
QUOTES/ RESOURCES	Includes three or more sources from the unit; has quotes from the text that are correctly set up, documented, and explained	Includes only two sources from the unit; includes quotes that are ineffective or incorrectly set up	Includes only one source from the unit; includes quotes that are either not properly set up or unclear in how they relate to the thesis
GRAMMAR/ MECHANICS	Is cleanly and correctly written with four or fewer errors	Has five to seven surface errors that do not really detract from the paper's overall meaning	Has eight to ten errors that take away from paper's overall meaning and that make it difficult to read