Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Unit 2, EA 2: Planning

**Prompt**: Your assignment is to construct an *analytical* essay applying the Gender Critical Perspective to a short story, either “Story of an Hour” by Kate Chopin or “The Chaser” by John Collier.

Planning and Organization

Your intro paragraph

Hook/Attention Grabber

*Ideas to Try:*

* Briefly summarize the story (1-3 sentences)
* Begin by talking about the gender “norms” of the time period in which your story was written
* You could begin with an assumption of Gender Critical Lens, and then go on to explain how it is or is not true in your story.

Transition

**Thesis**: Clearly state the title of the story,

**Thesis**

and what 2-3 things are most obvious to a

reader when using the Gender Critical Lens.

Body Paragraphs: Organization

You can choose to organize your essay in a variety of ways, but you need to demonstrate you can “appropriately” (Proficient) or “perceptively” (Exemplary) apply the **Gender Critical Perspective** to your story. Therefore, you might want to organize your body paragraphs either around 2-3 common assumptions of Gender Criticism, or 2-3 questions used when utilizing this perspective.

**Choose**:

By **Assumption**

*Each body paragraph focuses on ONE assumption, and in it, you use evidence from the text, and explain how that assumption does (or doesn’t!) apply to this story.*

* A pervasively patriarchal society conveys the notion of male dominance through the images of women in its texts
* Many literary texts lack complex female figures and deem the female reader as an outsider, or require her to assume male values in terms of perception, feelings, and actions.
* Issues of gender and sexuality are central to artistic expression.
* Fictional portrayals of female characters often reflect and reinforce stereotypical social and political attitudes toward women
* Texts authored by women may have different viewpoints from those in texts authored by men.

By **Question**:

*Each body paragraph focuses on one of these questions (choose most important 2 for your story)*

* *How are women presented in the text?*
* *How are men presented?*
* *What is the relationship between men and women? Who has the Power?*
* *To what extent does the portrayal of men/women support a patriarchal view of the world?*

IDEAS OUTLINE:

Intro:

* Hook
* Thesis: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Body #1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Body #2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Conclusion

* Restate thesis
* Connect to modern times/leave the reader with *something to think about*

PARAGRAPH STRUCTURE:

Your body paragraphs should be organized as such:

* Topic Sentence—*clearly states assumption or question you will focus on or point you will make in this paragraph*
* Textual evidence—***integrated*** *into your writing and* ***cited correctly—****for paragraphs “it will look like” (par. 18).*
* Analysis of the textual evidence—**2+ sentences**: *the “so what”—how this evidence proves your topic sentence, what can be seen in this evidence using the Gender Critical Lens. Glitter words.*
* [Repeat if possible—another quote, analysis/critical perspective insights; always have double the amount of analysis to your textual evidence. You’re not summarizing. You’re ANALYZING. Use textual evidence as evidence and support for what you are arguing.]
* Concluding Sentence—*ties back to your topic sentence*

Example:

**TS:** In *The Giving Tree* by Shel Silverstein, the Gender Critical Lens makes obvious that what might often be perceived as a simple children’s story unintentionally perpetuates dangerous and unhealthy gender norms. **Textual Evidence:** In the book, the tree “loves the boy” and at least early on he loves her back, but as the boy grew up “the tree was often alone” (18). **Analysis of evidence**: *The tree, as a female, stays committed to the relationship long after the boy has moved on to other things. She becomes less and less significant to him, and, worse, despite being used only for what she can give him, she continues to give. This implies the* ***stereotypical*** *expectation that women are to be selfless nurturers, putting others’, especially male, needs above her own. But this* ***patriarchal*** *society also creates a boy who is never quite happy because he, too, is in an unhealthy relationship where he is allowed if not encouraged to take everything from the female.* **Textual Evidence:** Even as a child, when they loved on another, the boy would “take her leaves and make a crown and call himself King of the Forest” (6). **Analysis of evidence:** *This conveys the notion of* ***male dominance****—he uses her gifts to him to then claim her as his own. The tree “belongs” to him, and they are unequal—the male has more* ***power*** *than the female and he asserts that power over her.* **CS**: While *The Giving Tree* is intended as a sweet story of love, there are dangerous repercussions about modeling to little girls the importance of always giving pieces of themselves away, and perhaps the real lesson should be that happiness can only be achieved when both parties give and take equally.