**Gender and the Sexual Division of Labor in Our Workplaces**

**Subject area/course:** Social Sciences, Introduction to Sociology

**Grade level/band**: 11–12

**INSTRUCTOR PROCEDURES**

1. **Task overview**:

Students read the bell hooks book *From Margin to Center* and do field observations in a real-world workplace of their choice. This task provides students an opportunity to do the authentic work of a sociologist. Students use their field notes and their analysis of the reading to write a

5- to 6-page essay.

1. **Prior knowledge required:**

Students should be able to:

* Read, comprehend, and understand college level readings, including the comparison of author’s interpretations and arguments with other sources.
* Understand and apply theories of race, class, and gender to topics in their essay.
* Properly use and cite primary sources and data.
* Write an argumentative essay.
* Compare and contrast observations with course materials.
* Use computer word processing software.
1. **Common Core State Standards aligned to this task:**

[CCSS.ELA-Literacy.RH.11-12.1](http://www.corestandards.org/ELA-Literacy/RH/11-12/1/) Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

[CCSS.ELA-Literacy.RH.11-12.2](http://www.corestandards.org/ELA-Literacy/RH/11-12/2/) Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

[CCSS.ELA-Literacy.RH.11-12.3](http://www.corestandards.org/ELA-Literacy/RH/11-12/3/) Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

[CCSS.ELA-Literacy.RH.11-12.4](http://www.corestandards.org/ELA-Literacy/RH/11-12/4/) Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

[CCSS.ELA-Literacy.RH.11-12.7](http://www.corestandards.org/ELA-Literacy/RH/11-12/7/) Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

[CCSS.ELA-Literacy.RH.11-12.8](http://www.corestandards.org/ELA-Literacy/RH/11-12/8/) Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.

[CCSS.ELA-Literacy.RH.11-12.9](http://www.corestandards.org/ELA-Literacy/RH/11-12/9/) Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

[CCSS.ELA-Literacy.RH.11-12.10](http://www.corestandards.org/ELA-Literacy/RH/11-12/10/) By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

1. **Time requirements**:

Plan about 4 weeks for this assignment. During weeks 1 and 2, students may spend 6 hours outside class conducting field observations, completing their reading, and outlining their draft.

In week 3 of this unit, students will write their researched paper outside of class and then bring their rough draft to class for peer review. During week 4, students will revise their rough draft based on peer feedback and then submit it to the instructor.

1. **Instructor procedures during administration:**
2. Distribute the task, explain the instructions and expectations, and ask students for questions.
3. Provide examples from your own observations, or perhaps draw some examples from previous student work on this assignment. By providing clear, attainable examples, you can reduce student anxiety on this paper.
4. Explain how to take field notes. Tell students that they can discuss the task with you at any time.
5. Students will then draft their essay at home and bring it to class, where a minimum of two student peers will make suggestions on the rough draft.
6. Students incorporate student peer suggestions for the final draft.
7. After having graded the individual student essays, lead a class discussion about the impact of this assignment on students’ ideas and experiences in the workplace using gender as a tool of analysis.
8. **Materials for students to use during administration**:

bell hooks, *From Margin to Center.* South End Press, 2nd edition, 2000.

1. **Student support:**

The following suggestions are examples of scaffolding that can be used to meet the diverse student needs within the classroom.

* Provide class time for research on students’ topics.
* Provide students with the rubric to be used to score their final product.
* Provide definitions of new vocabulary words ahead of time.
* For the final product, all learners will benefit from peer assistance while brainstorming their topics, as well as a peer- or teacher-edit of their papers before final submission.
* Some students will have good research skills, but some will need guidance in the determination of appropriate sources and where to look for them. It is important to spend class time in review of what constitutes an appropriate source in advance of students’ independent work time.
1. **Extensions or variations:**
* Students could present the results of their research to the class via an oral or multi-media presentation.
* If there is a particularly interesting and/or controversial topic, a debate could be organized where students choose sides on the topic and defend their views.
1. **Scoring and assessment considerations:**

EPIC developed the *College and Career Ready (CCR) Task Bank Scoring Rubric* to accompany this task. If your school or department uses a standardized rubric that would fit the content and requirements of this task, you may choose to use your existing rubric. The following notes and suggestions are meant to clarify the intent of the rubric and include considerations for the assessment of student work.

* When assigning the task, provide students with the rubric that will be used to score their final product and discuss it as a class.
* Unlike some rubrics, the *CCR Task Bank Rubric* does not predetermine “point values” for the scoring criteria. The rubric thus allows for flexibility with different instructors’ scoring systems and individual determination of the “weight” of each criterion.
* Student work that scores at the *Accomplished* level is considered to be entry-level college work.
* The *Exceeds* category on the rubric provides an example of how a student can go above and beyond the *Accomplished* level. These examples are intended to be only ONE way a work product can exceed expectations, thus allowing room for your professional judgment.
* If needed, consider including task-specific criteria as an additional scoring category to the rubric or providing a checklist of requirements for the task.