

Scheme of work

Unit 2.2: Masculinity

Overview

Unit 2.2 asks students to investigate and explore how masculinity is constructed in the media. It requires students to be critical consumers and to reflect about how they view what it means to be a man.

<h3>Learning objectives</h3> <ul style="list-style-type: none">• Understand how gender roles have been constructed differently in different temporal contexts.• Develop skills for analysing the stylistic and structural features of visual texts and moving images, such as advertisements and commercials.• Become more aware of the issues of gender stereotypes, and the pressures on men to be ‘manly’ or masculine.• Develop creative skills by making an advertisement.	<h3>AOE questions</h3> <ul style="list-style-type: none">• How can texts present challenges and offer insights?• How can cultural contexts influence how texts are written and received?• How do the conventions of different types of text develop over time?• How can comparing and interpreting texts transform readers?• How can language represent social differences and identifies?• How do the conventions of different types of text develop over time?	
<h3>Concepts</h3> <p>Culture – How are gender roles expressed differently in job advertisements in the culture where you live?</p> <p>Identity – To what degree are Chiarella’s readers (Text 2.13) searching for answers about their own identity? Do you think the author is trying to define his own identity by writing this text? If you are a young man, think about the degree to which this text influences your own sense of identity.</p> <p>Representation – How are notions of masculinity represented or misrepresented in advertising?</p> <p>Communication – Which forms of communication lend themselves best to deep analysis?</p>		
<h3>ATL</h3> <p>Research skills – Students are reminded, when researching images, to identify the original creator or source of the image. This helps them to comment on the creator’s intention more accurately.</p>	<h3>Learner profile</h3> <p>To what degree does the ‘man’ described in Text 2.13 exemplify the character traits of the IB learner profile?</p>	
<h3>Learner portfolio</h3> <p>Activity 2.11 Discuss how notions of what it means to be a man have changed over time.</p> <p>Activity 2.14 Record notes from classmates’ presentations about hypermasculinity.</p>		
<h3>TOK</h3> <p>Is language a description of real-life experiences, or does language structure our understanding of reality?</p>	<h3>Extended essay</h3> <p>For a Category 3 essay, students could analyse how the representation of men in TV commercials has changed over time.</p>	<h3>International mindedness</h3> <p>To what degree are students’ definitions of masculinity determined by the culture in which they were raised?</p>

<p>Formative assessment opportunities</p> <p>Presentation – Activity 2.15: To what degree is hyper-masculinity depicted in this advertisement, and what kinds of adverse effects do such advertisements have on their target audience?</p>	<p>Summative assessment opportunities</p> <p>HL essay – ‘To what extent are women or men misrepresented by narrow definitions femininity/masculinity in Text X?’</p>
<p>Texts – print</p> <p>2.12 – engineering job descriptions from <i>Results at the Top: Using Gender Intelligence to Create Breakthrough Growth</i> by Barbara Annis and Richard Nesbitt</p> <p>2.13 – opinion editorial titled ‘What is a Man?’ by Tom Chiarella in <i>Esquire</i>, 2015</p> <p>2.14 – advertisement by Ford titled ‘Only Mustang makes it happen!’</p> <p>2.16 – ‘Cover Poem’ by Brian McGackin from <i>Broetry</i></p> <p>2.17 – advertisement titled ‘What would the world be without women’ by Kookai</p> <p>2.18 – advertisement titled ‘Are you man enough to be a nurse?’ from the Oregon Center for Nursing</p>	<p>Texts – audio and visual</p> <p>2.11 – a commercial from Old Spice titled ‘The Man Your Man Could Smell Like’ or ‘Smell Like a Man, Man’.</p> <p>2.15 – a television commercial by Chrysler titled ‘Man’s Last Stand’</p> <p>Activity 2.12 – ‘Woman’s Last Stand’(spoof TV commercial)</p> <p>Activity 2.16 – TED Talk by Colin Stokes titled ‘How movies teach manhood’</p>
<p>Suggested additional resources</p> <p><i>The Mask You Live In</i> by Jennifer Siebel – a documentary about the pressures on men and hypermasculinity.</p> <p>Jackson Katz is an interesting author and speaker. His TED Talk, documentary (<i>Tough Guise</i>) and his books such as <i>The Macho Paradox</i> provide a better understanding of male violence against women.</p> <p>Both the book and the documentary called <i>Guyland</i> by Michael Kimmel, offer insight into social pressures on young men and how these are constructed in the media.</p>	<p>Links to literature</p> <p>(Not all texts appear on the PRL. Some are ‘free choice’ options.)</p> <p><i>Between the World and Me</i> by Ta-Nehisi Coates</p> <p><i>The Fire Next Time</i> by James Baldwin</p> <p><i>Disgrace</i> by J.M. Coetzee</p> <p>Other novelists whose work provide interesting links with this issue include Hemingway, Mailer, Steinbeck and Roth.</p>

Suggested lesson plan

Your course design and lesson plans will be unique to your own classroom. Do what works for you in your context. The plan below combines various activities in this unit into hour-long lessons. It is impossible to cover every activity and every suggestion given in the coursebook. You will need to decide what is best for you and your students. In other words, adapt this as you see fit.

Lesson 1

Lesson starter: Activity 2.1

Activities 2.2 and 2.3 and TOK discussion

Lesson 2

Activities 2.4 and 2.5

Homework assignment: read and annotate Text 2.13

Lesson 3

Activities 2.6–2.8

Lesson 4

Activities 2.9 and 2.10

Homework assignment: Activity 2.11

Lesson 5

Activities 2.12 and 2.13

Lesson 6

Activity 2.14

Lesson 7

Activities 2.15 and 2.16

Homework assignment: Activity 2.18

Lesson 8

Activities 2.18 (present) and 2.19

Lesson 9

Activity 2.20 (HL essay)