**Source A:**

**"Daughters" –John Mayer**

1. I know a girl  
   She puts the color inside of my world  
   But she's just like a maze  
   Where all of the walls all continually change  
   And I've done all I can  
   To stand on her steps with my heart in my hands  
   Now I'm starting to see  
   Maybe it's got nothing to do with me

HINT:

Use these icons of depth and complexity to help guide your thoughts as you annotate.

1. Fathers, be good to your daughters  
   Daughters will love like you do  
   Girls become lovers who turn into mothers  
   So mothers, be good to your daughters too
2. Oh, you see that skin?  
   It's the same she's been standing in  
   Since the day she saw him walking away  
   Now she's left  
   Cleaning up the mess he made
3. So fathers, be good to your daughters  
   Daughters will love like you do  
   Girls become lovers who turn into mothers  
   So mothers, be good to your daughters too
4. Boys, you can break  
   You'll find out how much they can take  
   Boys will be strong  
   And boys soldier on  
   But boys would be gone   
   Without the warmth from  
   A woman’s good, good heart
5. On behalf of every man  
   Looking out for every girl  
   You are the god and the weight of her world
6. So fathers, be good to your daughters  
   Daughters will love like you do  
   Girls become lovers who turn into mothers  
   So mothers, be good to your daughters too *[x3]*

**Directions:** Analyze the poem by annotating the poem and identifying the following literary elements. Cite evidence from the text to prove *how* you know.

Genre:

Audience: Somebody who…

Speaker: Somebody who…

Subject:

Tone:

Other Literary Devices:

Purpose:

**Directions**: You will form groups of 3. In your groups each student will choose a second source (either B,C, or D). You will need to become an expert on that source by analyzing it the same way you did to Source A and then writing a summary. Finally you will share your annotations, summary and analysis with your group.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Annotations (use the icons to help) | Analysis | Response | Review |
| 4 | All sources are well annotated.  Looking at the paper is a road-map of your thoughts and you went a lot of places. | The analysis of G.A.S.S.T.O.P. is complete AND reasons are given for how you know. | The response has an intro paragraph, conclusion paragraph, and at least 2 body paragraphs. 3 or more sources from this packet are used. | After finishing the 1st draft, you use color-coding to underline all the AXES elements in each paragraph while you revise and edit. |
| 3 | There are numerous annotations that show the reader worked to understand the text. | The analysis of G.A.S.S.T.O.P. is complete, but a reason or two may be missing. | The response is complete but the intro, body, or conclusion doesn’t do what it should or less than 3 sources. | AXES color-coding was completed, but no changes were made to improve the response. |
| 2 | There are some not particularly deep annotations. | The analysis is mostly complete or no reasons are given. | The response was attempted but is not complete. | AXES color-coding was attempted but not complete |
| 1 | There are little to no annotations on the sources. | The analysis is mostly incomplete. | The response was not attempted. | No AXES color-coding or revision was attempted. |

**+1 Source** : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Writing Prompt**   
Imagine that you are a parent and you have two kids, a son and a daughter. *Do you treat them equally*? Before you answer, imagine that they both want to go out for the weekend, get a job, or go to a school dance with a group you didn’t know. Would you set the same standards for both of them or would you treat them differently? Would you give them the same curfew? Would you let them go to the same places with friends? Alone? What other situations or concerns might parents want to think about before answering that question?

In a thoughtful response, **Defend**, **Challenge**, or **Qualify** this statement: **“Parents should treat their sons and daughters exactly the same.”** Support your response with specific evidence from your readings, observations, and experiences. Cite 3 or more sources from this packet.

Genre:

Audience: Somebody who…

Assignment Rubric 1

Speaker: Somebody who…

Subject:

Tone:

Other Literary Devices:

Purpose:

Source B:   
“Difference Between Boys and Girls”-*By* [*John Stossel*](http://abcnews.go.com/sections/2020/2020/stossel_john_bio.html)   
from ABC News <http://abcnews.go.com/2020/story?id=123726&page=1&singlePage=true>, Accessed 4/3/14

Do boys and girls really deal with people in very different ways? Yes, say researchers like Campbell Leaper of the University of California.

With Leaper's help, we conducted a test that he said would show us the difference. We made some lemonade, but instead of putting in sugar, we deviously put in salt — lots of it. The different answers that the boys and girls gave us when we asked them if they liked the lemonade spoke volumes.

**Being Polite vs. Being Honest**

"So how's the lemonade?" I asked Aaron and Jacob. Aaron said, "Eech!" They both said it tasted bad. Raja told me, "It needs some sugar." Hunter said, "It tastes terrible."

The boys responded the way I would if someone gave me something foul. The boys' reacted just as Leaper expected they would, because, he said, "Boys are allowed to talk back to their parents more than girls are, to assert their will more."

Would girls react differently? I didn't think they would, but was I ever wrong. Courteously, Morgan said, "It's good." Again and again, the girls politely drank, even a girl who looked as if she was choking it down. Only when I pushed them, did they tell the truth.

I asked one girl, Samantha, why she didn't tell me the lemonade tasted bad. She said, "I didn't want to be rude to you."

"I just didn't want to make anyone feel bad that they made this so sour," Asha told me.

Most boys didn't worry about that. We tried another test, offering the kids brightly wrapped gifts. Again, following Leaper's advice, we filled each box with a disappointing gift: socks and a pencil. Once again, the girls were polite. Samantha said her gift was good. Another little girl, Courtney, was even more enthusiastic, saying, "Just what I needed. Socks and a pencil!"

I must say, the girls have a skill I lack; anyone who gives them a gift is going to feel good about it. The boys weren't about to make me feel good. "What?" Raja said, "socks and a pencil? Rip-off!" Jacob had a similar reaction.

"This is one of those situations where the boys probably should be behaving more like the girls," said Susan Witt, who teaches childhood development at the University of Akron. She says boys and girls respond differently in situations like these because we parent them differently. These differences came out when we asked the kids to describe themselves.

The girls described themselves as "nice," while the boys described themselves as "talented," "smart," "good at math," "funny." The boys rarely said "nice." Both funny and nice are good. But often girls are too eager to be nice, says Witt, and boys too direct.

**Is It Social or Biological?**

So, can parents really change this? Maybe boys and girls are simply born different. "We're born differently," said Witt, "boys are XYs and girls are XXs. But, by and large, John it is primarily socialization and I believe that right down to my socks!"

By socialization, Witt means parents and society treat kids differently. And there is evidence of that. A famous study called "Baby X" designed by Phyllis Katz tested adults on how we treat babies based on what we think the sex is. "We said this is Johnny. Just play with Johnny any way that you'd like. Or this is Jane. Just play with Jane anyway that you'd like," Katz said. It was always the same baby. But when adults thought they were holding Jane, they held her gently, gave her dolls. When they thought the baby was Johnny, they offered him a football.

In the 1970s, some people took this to mean boys and girls were born entirely the same, and only behaved differently because sexist parents and a sexist society taught them to. Now, however, it's accepted that society and biology both create the difference. Since parenting plays a part, maybe there's room for improvement. Research in the workplace shows men's careers are hurt when men are too blunt, and some women achieve less because they're too nice.

When we tried our lemonade test on adults, the results were remarkably similar. Georgetown Professor Deborah Tannen, who's written best sellers about gender differences, says each sex would benefit by adopting some of the opposite sex's traits. "For the men," Tannen said, "it might mean backing off, toning down or just saying a few words to show that you're cognizant of the other person's feelings," and women, she said, could work on being "more explicit in what they think and what they want and what they expect of the other person."

**Reinforce Confident, Not Aggressive, Behavior**

Can parents teach that? How could we teach the girls to be more assertive, and teach the boys to pick up on the girls' people skills? Some families from our experiments let us put cameras in their homes, and we showed the tapes to Witt.

Witt offered a few tips for parents of girls: Don't help them so much. Research shows parents tend to help girls more than boys. This can make girls feel helpless and less confident. In addition, it's good to encourage girls to make choices.

In our tests, 9-year-old Patty didn't hesitate to tell us what she thought. And sure enough, our videotapes showed that in Patty's house, her parents prompt her to make choices about what to eat and drink, and what clothes she would like to wear. "The girl who knows how to make a decision or starts making decisions when she's little," Witt said, "is going to be one of those girls who's better able to make decisions and assert herself as she gets older."

In the case of the boys who were maybe too honest in our test, we saw that their parents gave them a lot of freedom to act out. Maybe too much, says Witt. For example, one boy shouted to his mother that he wanted something to drink. Moms should discourage kids who scream out demands, Witt said, perhaps by walking out of the room. Conversely, they should reward polite requests with a hug or kind words. Finally, a caution about generalizing about gender. The differences between individuals are frequently bigger than differences between sexes. In our experiments, some girls did speak their mind, and some boys were very polite.

**Source C:  
“His Politeness Is Her Powerlessness”**An excerpt from ***You Just Don't Understand: Women and Men in Conversation* -by Deborah Tannen**

1 There are many kinds of evidence that women and men are judged differently even if they talk the same way. This tendency makes mischief in discussions of women, men, and power. If a linguistic strategy is used by a woman, it is seen as powerless; if it is done by a man, it is seen as powerful. Often, the labeling of "women's language" as "powerless language" reflects the view of women's behavior through the lens of men's.

2 Because they are not struggling to be one-up, women often find themselves framed as one-down. Any situation is ripe for misinterpretation, because status and connections are displayed by the same moves. This ambiguity accounts for much misinterpretation, by experts as well as non-experts, by which women's ways of talking, uttered in a spirit of rapport, are branded powerless. Nowhere is this inherent ambiguity clearer than in a brief comment in a newspaper article in which a couple, both psychologists, were jointly interviewed. The journalist asked them the meaning of "being very polite." The two experts responded simultaneously, giving different answers. The man said, "Subservience." The woman said, "Sensitivity." Both experts were right, but each was describing the view of a different gender.

3 Experts and non-experts alike tend to see anything women do as evidence of powerlessness. The same newspaper article quotes another psychologist as saying, "A man might ask a woman, 'Will you please go to the store?' where a woman might say, 'Gee, I really need a few things from the store, but I'm so tired.''' The woman's style is called "covert," a term suggesting negative qualities like being "sneaky" and "underhanded." The reason offered for this is power: The woman doesn't feel she has a right to ask directly.

4 Granted, women have lower status than men in our society. But this is not necessarily why they prefer not to make outright demands. The explanation for a woman's indirectness could just as well be her seeking connection. If you get your way as a result of having demanded it, the payoff is satisfying in terms of status: You're one-up because others are doing as you told them. But if you get your way because others happened to want the same thing, or because they offered freely, the payoff is in rapport. You're neither one-up nor one-down but happily connected to others whose wants are the same as yours. Furthermore, if indirectness is understood by both parties, then there is nothing covert about it: That a request is being made is clear. Calling an indirect communication covert reflects the view of someone for whom the direct style seems "natural" and "Iogical"-a view more common among men.

5 Indirectness itself does not reflect powerlessness. It is easy to think of situations where indirectness is the prerogative of those in power. For example, a wealthy couple who know that their servants will do their bidding need not give direct orders, but can simply state wishes: The woman of the house says, "It's chilly in here," and the servant sets about raising the temperature. The man of the house says, "It's dinner time," and the servant sees about having dinner served. Perhaps the ultimate indirectness is getting someone to do something without saying anything at all: The hostess rings a bell and the maid brings the next course; or a parent enters the room where children are misbehaving and stands with hands on hips, and the children immediately stop what they're doing.

6 Entire cultures operate on elaborate systems of indirectness. For example, I discovered in a small research project that most Greeks assumed that a wife who asked, "Would you like to go to the party?" was hinting that she wanted to go. They felt that she wouldn't bring it up if she didn't want to go. Furthermore, they felt, she would not state her preference outright because that would sound like a demand. Indirectness was the appropriate means for communicating her preference.

7 Japanese culture has developed indirectness to a fine art. For example, a Japanese anthropologist, Harumi Befu, explains the delicate exchange of indirectness required by a simple invitation to lunch. When his friend extended the invitation, Befu first had to determine whether it was meant literally or just pro forma, much as an American might say, "We'll have to have you over for dinner some time" but would not expect you to turn up at the door. Having decided the invitation was meant literally and having accepted, Befu was then asked what he would like to eat. Following custom, he said anything would do, but his friend, also following custom, pressed him to specify. Host and guest repeated this exchange an appropriate number of times, until Befu deemed it polite to answer the question-politely-by saying that tea over rice would be fine. When he arrived for lunch, he was indeed served tea over rice-as the last course of a sumptuous meal. Befu was not surprised by the feast, because he knew that protocol required it. Had he been given what he had asked for, he would have been insulted. But protocol also required that he make a great show of being surprised.

8 This account of mutual indirectness in a lunch invitation may strike Ameri- cans as excessive. But far more cultures in the world use elaborate systems of indirectness than value directness. Only modern Western societies place a priority on direct communication, and even for us it is more a value than a practice.

9 Evidence from other cultures also makes it clear that indirectness does not in itself reflect low status. Rather, our assumptions about the status of women compel us to interpret anything they do as reflecting low status. Anthropologist Elinor Keenan, for example, found that in a Malagasy-speaking village on the island of Madagascar, it is women who are direct and men who are indirect. And the villagers see the men's indirect way of speaking, using metaphors and proverbs, as the better way. For them, indirectness, like the men who use it, has high status. They regard women's direct style as clumsy and crude, debasing the beautiful subtlety of men's language. Whether women or men are direct or indirect differs; what remains constant is that the women's style is negatively evaluated-seen as lower in status than the men's.

Source D:

**“Should We Parent Boys and Girls Differently?”   
from** [**PhDinParenting.com**](http://www.phdinparenting.com/blog/2010/2/16/should-we-parent-boys-and-girls-differently.html) **posted Tuesday February 16, 2010**



2Image credit: Jason Pratt on flickr

Cathy from [Nurture Store](http://nurturestore.co.uk/) asked me whether we should parent boys and girls differently. In a perfect world, I think there would be very few differences in terms of how we should parent boys and girls. As I wrote in my post on the [Bias Against Boys](http://www.phdinparenting.com/2008/07/12/bias-against-boys/):

**Are boys are girls really that different?**  
  
There are two camps when it comes to gender differences. There are those that insist that the differences between boys and girls are biologically hard-wired. And there are those that insist that the differences are learned. Lawrence Cohen, author of [Playful Parenting](http://www.playfulparenting.com/), summarizes existing research on the subject by saying that while inborn differences do exist, they are quite small but they are then nurtured and exacerbated by the way we treat girls or boys. The small difference that does exist is that boys are slightly more likely to seek out power and girls slightly more likely to seek out connection. And then society takes over and reinforces these differences rather than minimizing them. Generally, despite being a girl, I think I have tended more to seek out power than connection. But becoming a mother changed that and I have become very nurturing with my kids. I believe that each human being has the capacity to be powerful and connected and I challenge parents to help their children, both boys and girls, become confident and caring individuals.

So boys and girls are not that different. But then enter society. From the colour of the nursery, to the choice of toys and activities, to the types of emotions that are considered acceptable, society treats boys and girls differently. I am not aware of any society or culture that treats girls and boys the same.  So to answer the question, I think unless you live in the woods, cut off from society, and homeschool your children, you do need to parent boys and girls differently.  
  
**We need to teach our girls:**

* That there is [more to life than meeting your prince](http://www.blogher.com/my-daughter-myself-valentines-day?from=nethed)
* That big rigs, trains, dump trucks, and fire engines are pretty cool
* That boys are not dumb
* That no one is allowed to hit them ever
* That they can play hockey, box, and ski jump (even if the Olympics doesn't think so)
* That they can be political and business leaders
* That math, engineering, science and information technology are great careers
* To not let anyone tell them to [cover up or strip down](http://www.phdinparenting.com/2010/01/27/covering-up-is-a-feminist-issue/)
* That their health issues are important, even if research and care for them is underfunded
* To say no

**We need to teach our boys:**

* That it is okay to cry and it is good to express your emotions
* That they can like [pretty colours](http://www.phdinparenting.com/2009/09/06/pink-feminism-and-gender-cues/), flowers, sunsets, and cute furry animals
* That girls are not sissies
* That violence is not an acceptable way to resolve disputes
* That women and girls are people, not objects
* That [they can be stay at home fathers](http://www.phdinparenting.com/2009/10/14/dr-phil-stay-at-home-mom-vs-working-mom-show/)
* That they can play with dolls
* That their health issues are important, even if society tells them that only the weak see a doctor when they are suffering
* To respect no

The lists could go on, I'm sure. So yes, I think we need to parent boys and girls differently to counteract the negative messages that society sends them. But more than that, I think we need to parent each child as an individual. We need to look at their personality, their strengths, their weaknesses, and the way that society impacts them, and then parent accordingly. We need to consider what will help each child to be happy and meet its potential as a human being.

Source E:

Stokes, C. (2012, December 20). Colin Stokes: The Hidden Meanings in Kids’ Movies [Video File]. Retrieved from <http://www.youtube.com/watch?v=Nx8RRIiP53Q>