



EXPEDITIONARY
LEARNING

Grade 7: Module 2B: Unit 1: Lesson 2

Defining Key Terms: Gender and Internal Identity



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1) I can determine the central ideas in informational text. (RI.7.2) I can analyze the interactions between individuals, events, and ideas in a text. (RI.7.3)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can cite specific evidence from “Team Players” to support an analysis of the text.• I can determine the central ideas in “Team Players.”• I can analyze the interactions between individuals, events, and ideas in “Team Players.”	<ul style="list-style-type: none">• Reader’s Notes: <i>Not Much, Just Chillin’</i>, pages 105–106 (from homework)• Identity anchor chart• Reader’s Notes: “Team Players”



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Collecting Homework/Identity Journal Entry Task (5 minutes)B. Unpacking Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Reading and Answering Text-Dependent Questions: “Team Players” (20 minutes)B. Guided Practice: Reader’s Notes: “Team Players” (10 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Reviewing Identity Anchor Chart and Learning Targets (5 minutes)4. Homework<ol style="list-style-type: none">A. Complete the Identity column and the Reader’s Dictionary for “Team Players.”	<ul style="list-style-type: none">• This module includes a new type of supporting material for reading lessons that is explained more fully in the module and unit overviews: a Close Reading Guide (for teacher reference). This guide is used in lessons that involve the close reading of part of the text and is sometimes (as in this lesson) accompanied by a recording form on which students can record their thinking about text-dependent questions. See Work Time B.• In this lesson, students deepen their working concept of identity by exploring how gender expectations influence identity formation. They then add to or revise their definition of identity on the Identity anchor chart, as they will with each piece of text they read in this unit. Students begin to read the central texts of Unit 1, six nonfiction texts on identity from a variety of genres. The sequence of homework, lessons, and assessments in this unit has been carefully designed to provide appropriate supports during class and to make sure that students who are struggling with reading complex text at home will not be unduly disadvantaged on assessments.• Students write and reflect regularly in their identity journals. The journals and the anchor chart provide consistent documentation, which helps make student thinking visible so they can revisit it later and also provides valuable formative assessment data about how students’ knowledge changes and grows over the course of the unit.• In this lesson, students have guided practice with the Reader’s Notes that they will use throughout their reading of the articles. Reader’s Notes provide practice to achieve the learning standards for the unit, including summarizing, making inferences, and vocabulary work. As suggested in the Unit 1 Overview, decide how you will organize, check, and collect Reader’s Notes. It is possible to organize the Reader’s Notes differently to meet the needs of your students.• The homework routine is designed to support students in a first read of a given section of text in class, combined with a series of text-dependent questions. Then, at home, students reread the most central sections of the text to complete Reader’s Notes. The Reader’s Notes provide structures that help them make meaning of the text.



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none">• The Reader's Notes that students will use for homework are attached to the lesson in which the homework is assigned, as is the teacher reference. You will need the teacher reference the next day to review vocabulary. The Reader's Notes are collected and assessed periodically to make sure students' understanding is accurate. After evaluating their work, return these packets so students can refer to them as they write their argument essay (in Unit 2).• Consider using the Lesson 1 homework (pre-assessment) to list, map, or graph the students who are proficient, not proficient, or partially proficient at the standards assessed so you can use this information as the module proceeds.• In this lesson, students read "Team Players," which discusses a team training program that helps young men identify and break through cultural stereotypes about males and male athletes in particular.• As a possible extension activity for students who either finish working early or are seeking a challenge, consider assigning the short story "I Stand Here Ironing" by Tillie Olsen and asking them to reflect on the text's message about gender roles and identity. They could add this as an entry in their journals or submit it to you for review.• In advance:<ul style="list-style-type: none">– Review the Unit 1 Overview; Preparation and Materials; "Team Players"; "Team Players" Reader's Notes.– Consider what type of pep talk or planning in class will help your students be successful with completing more rigorous reading assignments for homework. Time is built into the lesson to discuss this with students; consider what your class needs to hear from you or discuss.– Consider whether your students may have difficulty discussing the topic of this lesson, since it may be so personal and/or so deeply embedded in their experience and potentially difficult to articulate. Keeping questions and discussion focused on the text, rather than the students' own experiences, may be a way to create a "safe" discussion space within the lesson.– Prepare to explain to students how their work will be organized and how you will check and collect it.• Post: Learning targets.



Lesson Vocabulary	Materials
analysis, central idea, interaction, stereotype; atypical, conception, socialized, exacerbated	<ul style="list-style-type: none">• Identity journals (begun in Lesson 1; one per student)• “Team Players” (one per student)• Text-Dependent Questions: “Team Players” (one per student)• Document camera• Close Reading Guide: “Team Players” (for teacher reference; see Teaching Note)• Reader’s Notes: “Team Players” (one per student)• Reader’s Notes: “Team Players” (answers, for teacher reference)• Identity anchor chart (begun in Lesson 1)• Sample Cultural Identifiers anchor chart (from Lesson 1)• Identity anchor chart—student version (in identity journals; begun in Lesson 1)



Opening	Meeting Students' Needs
<p>A. Collecting Homework/Identity Journal Entry Task (5 minutes)</p> <ul style="list-style-type: none">• Collect the homework from Lesson 1. Reiterate that this is not a graded assessment, but you will be examining it to see how the students did on the questions.• In their identity journals, have students independently fill out Entry Task, Lesson 2:<ul style="list-style-type: none">* “Think about the two pieces of evidence you identified for homework in Question 2. Explain how you might see, or might not see, similar behavior or ideas in your own middle school experience or other experiences you may have read about.”• Cold call three or four students to share their answers.	<ul style="list-style-type: none">• Research indicates that cold calling improves student engagement and critical thinking. Prepare students for this strategy by discussing the purpose, giving appropriate think time, and indicating that this strategy will be used before students are asked questions.• Some students may benefit from being privately prompted before they are called on in a cold call. Although cold calling is a participation technique that necessitates random calling, it is important to set a supportive tone so that use of the cold call is a positive experience for all.• Wherever possible, have students who need physical activity take on the active roles of managing and writing on charts or handing out materials.



Opening (continued)	Meeting Students' Needs
<p>B. Unpacking Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Direct students' attention to today's learning targets: <ul style="list-style-type: none"> * "I can cite specific evidence from 'Team Players' to support an analysis of the text." * "I can determine the central ideas in 'Team Players.'" * "I can analyze the interactions between individuals, events, and ideas in 'Team Players.'" • Tell students that when we work with informational text, it's important to have the right mental "toolkit"—a set of skills that helps us understand the text and figure out all the layers of meaning in it. Having these skills means we can use these texts to learn what we need to know about certain situations, which will help us make good decisions. Remind students that they have had lots of practice citing evidence and determining the central idea of text in Module 1. • Focus students on the third learning target, which may be less familiar. Ask: <ul style="list-style-type: none"> * "What does it mean to analyze an interaction?" • Invite volunteers to share their thinking. Guide students, as needed, to define <i>interaction</i> (a process through which several things, possibly people, affect each other). Point out the prefix <i>inter-</i>, which means "between," and connect it to students' understanding of the word <i>interstate</i>: a road that goes between states. Tell students that readers often ask questions about how different elements of text interact with each other (for example, how Salva and Nya learned to be persistent because they lived in a challenging physical environment). • Finally, define <i>analyze</i> (to examine something carefully; to understand it by looking at its parts). Point out that in Module 1, when students were discussing how Salva and Nya survived, they were analyzing the interaction of character and setting. Point out that through analyzing the text, they will "get to know" the text better—one of the main reasons that reading any text is enjoyable. Assure them that this intellectual work will actually make the reading process more enjoyable and a richer experience. 	<ul style="list-style-type: none"> • Consider posting key academic terms with visual representations around the room for students to refer to during the course of the module. • Discussing and clarifying the language of learning targets helps build academic vocabulary.



Work Time	Meeting Students' Needs
<p>A. Reading and Answering Text-Dependent Questions: “Team Players” (20 minutes)</p> <ul style="list-style-type: none">• Distribute the article “Team Players.” Ask students to talk with a partner about this prompt:<ul style="list-style-type: none">* “You already know that this module is about identity. Based on the title of this article, how do you predict it might deal with identity?”• Cold call two or three students for their answers. Reveal that the article is about examining the very strong expectations of how boys and men should behave in sports. Invite students to have a brief discussion with you about their own experiences in this area.• During this discussion, clarify as a class the meaning of the word <i>stereotype</i>: an idea that many people have about a thing or a group and that may often be untrue, or only partly true. Note that this article deals in particular with American society’s stereotypes of men.• Distribute the Reader’s Notes: “Team Players.” Ask:<ul style="list-style-type: none">* “How are these Reader’s Notes similar to your Reader’s Notes for <i>A Long Walk to Water</i>?”* “How are these Reader’s Notes different?”• Listen for students to notice the similar format for the Reader’s Dictionary and the different headings for the gist notes. Tell them that, as in <i>A Long Walk to Water</i>, they’ll want to fill in the Reader’s Dictionary as they go but should probably wait until the end of the class reading to fill in the other notes.• Tell students that in some lessons, including this one, you or they will read aloud. Remind them that when they are listening, they also need to be reading silently to themselves.• Distribute Text-Dependent Questions: “Team Players” and display a copy using a document camera.• Use the Close Reading Guide: “Team Players” (for teacher reference) to guide students through the reading and text-dependent questions.	<ul style="list-style-type: none">• Hearing a complex text read slowly, fluently, and without interruption or explanation promotes fluency and comprehension for students. They are hearing a strong reader read the text aloud with accuracy and expression and are simultaneously looking at and thinking about the words on the printed page. Be sure to set clear expectations that students read along silently in their heads as you read the text aloud.• Providing models of expected work supports all learners, especially those who are challenged.• When reviewing graphic organizers or recording forms, consider using a document camera or chart paper to display the document for students who struggle with auditory processing.



Work Time (continued)	Meeting Students' Needs
<p>B. Guided Practice: Reader's Notes: "Team Players" (10 minutes)</p> <ul style="list-style-type: none">• After finishing the close reading, display the student version of the Reader's Notes for "Team Players" and model how to fill them out. You may find the Reader's Notes: "Team Players" (for teacher reference) to be a helpful resource, but it is useful for the students to actually watch you fill the chart in.• With students' input, quickly fill in the Title and Central Idea columns.• Next, direct students to work with partners to choose the correct inference in the Inferences column. Remind them that <i>inference</i> means "an idea or understanding that the reader gets from the text, even though it's never directly stated."• When they are done, ask several pairs to share out. Share the correct answer.• Skip the fourth column, Identity. Tell students they will complete this column for homework. But if needed, clarify the Identity question that is at the top of this fourth column before moving on.• Finally, focus students on the fifth column of the chart. Explain that these questions will help them focus on the interaction of individuals, events, and ideas.• Direct students to work with their seat partners to answer these questions. Circulate to support them as needed, directing them back to the text for evidence. Use your circulating to select several strong pairs to share out; script their answers as they share to create a common public record of a strong answer.• Inform students that they will be able to check the answers to the blank spots on their Reader's Dictionary in the next class, just as they did in Module 1 with <i>A Long Walk to Water</i>.	



Closing and Assessment	Meeting Students' Needs
<p>A. Reviewing Identity Anchor Chart and Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to the posted Identity anchor chart and the Sample Cultural Identifiers anchor chart, and have them turn to the Identity anchor chart—student version in their identity journals.• Have students turn to a partner and discuss:<ul style="list-style-type: none">* “Where would “Team Players” fall in our Sample Cultural Identifiers?”• Listen for them to say “gender.”<ul style="list-style-type: none">* “What can we add to our working definition of identity after having analyzed this article?”• Listen for students to say that society expects certain behaviors from certain genders; that those expectations can change; that it can be very difficult to change those expectations; and that the expectations can become a part of our identity unless we do something to change them or someone else helps us to make that change.• Record the answers on the posted Identity anchor chart and have students copy them down in their Identity anchor chart—student version.• Preview homework as needed. Alert students that they will need both “Team Players” and the excerpt from <i>Not Much, Just Chillin’</i> to complete the homework. Note that this homework will be collected and formally assessed, so students should give it their best effort. Remind them to fill in the Identity column and look up the one word in their Reader’s Dictionary.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Complete the Identity column and the Reader’s Dictionary for “Team Players.”	



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Grade 7: Module 2B: Unit 1: Lesson 2

Supporting Materials



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“Team Players”

Div. 51 members' work has helped change stereotypical definitions of masculinity among one school's football players.

By ERIKA PACKARD

Monitor Staff

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It's late summer, and a high school football team is gathered on a field in Baltimore for its first preseason practice. "What's our job as coaches?" shout the team's several coaches.

"To love us," is the boys' resounding response.

"What's your job?"

"To love each other," is the teammates' reply.

This "signature exchange," atypical in the rough and often ruthless sports world, takes place many times during each football season at the Gilman School, a kindergarten through 12th-grade independent boys' school in Baltimore City, Md. Gilman Coach Joe Ehrmann, a former defensive lineman for the Baltimore Colts, created a curriculum used in the football program, Building Men for Others, to help young athletes avoid damaging stereotypes of masculinity, such as aggressiveness and competitiveness, and cultivate strong relationships in their lives. Much of the program's curriculum is based on tenets supported by APA's Div. 51 (Society for the Study of Men and Masculinity) president, Larry Beer, EdD, and other division members.

"Ehrmann's approach creates a conception of being a man in which men are embedded in relationships with other people and free to express their love and attachment for them," says Ronald F. Levant, EdD, a co-founder of Div. 51, its first president and APA's 2005 president. "This is very much in tune with our division's aim to erode constraining definitions of masculinity, which inhibit men's development and their ability to form meaningful relationships."

“Team Players”

Stereotypes and sports

Div. 51 members investigate the link between certain masculine stereotypes, gender role conflict and negative health outcomes, like depression, says former division president Sam Cochran, PhD, director of and professor in the University of Iowa counseling psychology program. Men have traditionally been socialized to not express emotions like fear, sadness or vulnerability, he says, and they *are* socialized to seek power, thrive on competition and win at all costs. The end result is that some men have difficulty in their relationships, at work and at home.

The problem is exacerbated in the sports arena, where the intense training it takes to be a successful athlete heightens the drive to seek status and appear strong, notes Mark Stevens, PhD, Div. 51 president-elect and director of university counseling services at California State University, Northridge.

"To be an athlete, you are going to have to compete, work through pain; you're going to bully, intimidate, have a sense of bravado and no room for weakness," says Stevens. "There are many athletes who lead successful lives off the court or field, but we also find that other athletes don't know how to differentiate between behavior on the field and behavior in the real world."

Much of this discrepancy is due to what Ehrmann calls the "three lies of false masculinity," which purport that high levels of athletic ability, sexual conquest and economic success make them more manly, says Jeffrey Marx, a writer who spent a season with the Gilman team before describing the program in his book "Season of Life" (Simon & Schuster, 2004).

Stevens speculates that the reason a higher proportion of male athletes are accused of date and acquaintance rape than the general population may be that the very traits that make them successful as athletes, such as a sense of entitlement or a lack of empathy, can lead to violence.

"If you think about what an athlete needs to do, particularly in the more violent sports like football, basketball, soccer and rugby, they can't worry about inflicting pain on themselves or another person," he says. "It's a gross generalization, but that inability to be empathetic is taken off the field."

Changing the culture

Such potentially negative consequences of sports culture bothered defensive lineman-turned-coach Ehrmann. The professional football retiree, together with Gilman Head Coach Biff Poggi, developed the Building Men for Others curriculum for the school's football players in part by reading Levant's writings on normative male alexithymia, a disorder that includes difficulty expressing emotions. This disorder, according to Levant, can be a result of men being socialized to not express their feelings.



“Team Players”

In addition to the signature exchange before practices and games, the Gilman coaches teach pregame lessons about stereotypes of masculinity and how to avoid them. They encourage inclusiveness: It's a team rule that if a player sees any boy--athlete or not-- eating alone in the school cafeteria, he goes up to him and invites him to join a larger group. The coaches also emphasize family ties and community service.

"Our coaches taught us that it is OK to be the most popular guy, or date the best-looking girl, and be the best at sports, but he also taught us that those shouldn't be the most important things on our individual agenda," says Napoleon Sykes, who graduated from Gilman in 2002 and went on to play football at Wake Forest University, from which he graduated in August. "Masculinity, although socially constructed to be based on those material and superficial things, has been misused and misunderstood by today's society. If you can get past the stereotypes, [the coaches] tell us, you will be a better father, husband, brother or son."

Part of the program involves every senior boy writing an essay about how he'd like to be remembered when he dies, which he then reads aloud before the final game of the season against Gilman's archrival, Maurice J. McDonough High School.

Much of what the players write about ties in directly to what they have learned in the season, says Marx. Sykes's particular causes have included lecturing at length to high school students about the "Season of Life" book. He's also working with friends from Wake Forest to develop sports and education camps on the San Carlos Apache reservation in Arizona.

The broad definition of manhood taught at the Gilman School is just the definition that members of Div. 51 want to promote, says Levant.

"Div. 51 members provide the basic research that will inform people like Joe Ehrmann as a coach and educator," Levant explains. Indeed, the Gilman program is now used in schools around the country, including in the U.S. Naval Academy and at an all-girls school in Louisiana, according to Marx. And it isn't just men who benefit from improved communication. "My girlfriend just recently finished the book, and it has inspired her to go down different roads in her life, as well as work to create a stronger relationship with her mother," says Sykes. "So it's not just for boys and their fathers. The ideas are universal."



Text-Dependent Questions:
“Team Players”

Name: _____

Date: _____

Questions	Answers
Use your Reader’s Dictionary to help you answer Questions 1–4.	
1. In the introduction, the article states that the exchange the team uses before their game is <i>atypical</i> in the rough world of sports. Use your Reader’s Dictionary to determine what that means. Why would the team exchange be <i>atypical</i> ?	
2. In the second full paragraph of this section, the article discusses Ehrmann’s teaching approach, which uses a <i>conception</i> of men where men are open about their attachment and emotions for other people. <i>Conception</i> is related to the verb <i>conceive</i> , which means, “to create.” Knowing this, describe in your own words what Ehrmann’s approach is attempting to do.	



Text-Dependent Questions:
“Team Players”

Questions	Answers
Use your Reader’s Dictionary to help you answer Questions 1–4.	
3. The article states that men are <i>socialized</i> to believe that expressing their emotions is negative, and that power and competition are positive. What does <i>socialized</i> mean? What context clues can you use to figure it out?	
4. The article states: “The problem is <i>exacerbated</i> in the sports arena, where the intense training it takes to be a successful athlete heightens the drive to seek status and appear strong.” Use the context clues in this sentence to determine what <i>exacerbate</i> might mean. Then rephrase the sentence without using the word <i>exacerbate</i> .	



Text-Dependent Questions:
“Team Players”

Questions	Answers
Use your Reader’s Dictionary to help you answer Questions 1–4.	
<p><i>“Our coaches taught us that it is OK to be the most popular guy, or date the best-looking girl, and be the best at sports, but he also taught us that those shouldn’t be the most important things on our individual agenda,” says Napoleon Sykes, who graduated from Gilman in 2002 and went on to play football at Wake Forest University, from which he graduated in August. “Masculinity, although socially constructed to be based on those material and superficial things, has been misused and misunderstood by today’s society. If you can get past the stereotypes, [the coaches] tell us, you will be a better father, husband, brother, or son.”</i></p> <p>5) Using evidence you have found in the article so far, give one reason why “getting past stereotypes” will help men be better fathers, husbands, brothers, or sons.</p>	



Close Reading Guide:
“Team Players” (for Teacher Reference)

Total Time: 20 minutes

Questions	Answers
Use your Reader’s Dictionary to help you answer Questions 1–4.	
<p>1. In the introduction, the article states that the exchange the team uses before their game is <i>atypical</i> in the rough world of sports. Use your Reader’s Dictionary to determine what that means. Why would the team exchange be <i>atypical</i>?</p>	<p>(10 minutes)</p> <ul style="list-style-type: none"> Say to students: “Read in your heads while I read along with you out loud.” Read the first section, up to the subheading “Stereotypes and Sports” without interruption and without pausing for questions. After you have read these paragraphs, pause. Ask Questions 1–3 one at a time. For each question, ask students to think individually, skim the pages you just read aloud, jot down their answers on their papers, and then raise their hand. When most of the class has a hand up, cold call several students to share out. Note that Questions 1–4 relate to vocabulary and are designed to help students use their Reader’s Dictionary correctly. For some questions, students are practicing using a given definition to restate an idea in their own words. For other questions, students are using context clues to determine the meaning of a word. Remind them to use clues both in the sentence itself and on the page (reading forward and backward) to figure out what words mean. You may need to model this once or twice, depending on the needs of the class.
<p>2. In the second full paragraph of this section, the article discusses Ehrmann’s teaching approach, which uses a <i>conception</i> of men where men are open about their attachment and emotions for other people. <i>Conception</i> is related to the verb <i>conceive</i>, which means, “to create.” Knowing this, describe in your own words what Ehrmann’s approach is attempting to do.</p>	



Close Reading Guide:
“Team Players” (for Teacher Reference)

Questions	Answers
Use your Reader’s Dictionary to help you answer Questions 1–4.	
3. The article states that men are <i>socialized</i> to believe that expressing their emotions is negative, and that power and competition are positive. What does <i>socialized</i> mean? What context clues can you use to figure it out?	<p>(10 minutes)</p> <ul style="list-style-type: none">• After students have briefly discussed a question with a partner, choose one or two pairs to share out, with a focus on making sure students hear clear and accurate thinking.• After each discussion, prompt them to make sure the entry in their Reader’s Dictionary is correct.• Listen for students to say: <ol style="list-style-type: none">1. (something like) The exchange would be atypical because it’s “not typical” for coaches and players to talk about “love” just before a game. Usually the pre-game talk is about doing your best or competing well.2. (something like) Ehrmann is trying to create a new idea of men in people’s minds: that a man can talk about his feelings and his relationships and still be considered a man.3. (something like) Socialized means “trained by society.” The sentence tells us what messages society gives the man, and from there you can infer that society is training him, or socializing him. <ul style="list-style-type: none">• Point out to students that rereading was helpful to them. Remind them that good readers often reread.



Close Reading Guide:
“Team Players” (for Teacher Reference)

Questions	Answers
Use your Reader’s Dictionary to help you answer Questions 1–4.	
4. The article states: “The problem is <i>exacerbated</i> in the sports arena, where the intense training it takes to be a successful athlete heightens the drive to seek status and appear strong.” Use the context clues in this sentence to determine what <i>exacerbate</i> might mean. Then rephrase the sentence without using the word <i>exacerbate</i> .	<p>(5 minutes)</p> <ul style="list-style-type: none">• Say to students: “Read silently in your heads as I read aloud.”• Read the section “Stereotypes and Sports.” <p>Consider pausing and rereading two or three paragraphs to model this strategy for the class. When you do this, think out loud about why you are rereading. You might say something like:</p> <p>“The article says that ‘there are many athletes who lead successful lives off the court or field, but we also find that other athletes don’t know how to differentiate between behavior on the field and behavior in the real world.’ I’m not sure what that word <i>differentiate</i> means. I’m going to go back and read that sentence again.”</p> <ul style="list-style-type: none">• Listen for students to say: <p>4. (something like) The problem is made worse by sports, because through intense training men get even stronger messages about being aggressive and cut off from their emotions.</p>



Close Reading Guide:
“Team Players” (for Teacher Reference)

Questions	Answers
Use your Reader’s Dictionary to help you answer Questions 1–4.	
<p><i>“Our coaches taught us that it is OK to be the most popular guy, or date the best-looking girl, and be the best at sports, but he also taught us that those shouldn’t be the most important things on our individual agenda,” says Napoleon Sykes, who graduated from Gilman in 2002 and went on to play football at Wake Forest University, from which he graduated in August. “Masculinity, although socially constructed to be based on those material and superficial things, has been misused and misunderstood by today’s society. If you can get past the stereotypes, [the coaches] tell us, you will be a better father, husband, brother, or son.”</i></p> <p>5. Using evidence you have found in the article so far, give one reason why “getting past stereotypes” will help men be better fathers, husbands, brothers, or sons.</p>	<p>(5 minutes)</p> <ul style="list-style-type: none"> Say to students: <p>“I’m going to summarize the last section for you now and then read you one of the most important paragraphs. Here’s the summary: The last section, called “Changing the Culture,” discusses how this coaching program specifically trains athletes to be open about their feelings and to respect and strengthen their relationships through pregame lessons and writing, among other activities. It also says that even women and women athletes have benefited from the training. Read silently in your heads as I read aloud from the paragraph that’s quoted for you in Question 5.”</p> <ul style="list-style-type: none"> Pause. Have students work with their partner to answer the question in writing and then raise their hands when they’re ready to share their answer. When most of the class has a hand up, cold call several students to share out. Listen for students to say: <p>5. (something like) <i>If men aren’t afraid of their feelings, especially things like love, then their relationships will be healthier and stronger. If they’re not overly focused on competing or being strong, then being gentle and connected with a spouse, a parent, or a child might come more easily to them.</i></p>



Reader's Notes: "Team Players"

Name:

Date:

Article Title	Central Idea	Inferences	Identity	Interactions between individuals, events, and ideas
"Team Players"	<p>In one sentence, describe the central idea of this text.</p> <p>Find a quote in the text that supports this central idea and copy it below.</p>	<p>Read this quote from the text: "It's a team rule that if a player sees any boy—athlete or not—eating alone in the school cafeteria, he goes up to him and invites him to join a larger group." Given this quote, which inference below makes the most sense? A. The coaches value including others and communicate that value to their players.</p> <p>B. The players are unusually kind people.</p> <p>C. There are often boys eating lunch by themselves in the high school cafeteria.</p>	<p>Do you find evidence of the "three lies of masculinity" in the excerpt of <i>Not Much, Just Chillin'</i>? Discuss the evidence you see. If you do not see any evidence, explain why you think it might not be present.</p>	<p>What stereotypes of men are the coaches in the article working against?</p>



Reader's Notes: "Team Players"

Reader's Dictionary

Word/Phrase	Page	Definition	Word/Phrase	Page	Definition
atypical	1	not representative of a type, group, or class.	stereotype	1	an idea that many people have about a thing or a group and that may often be untrue or only partly true
conception	1	an abstract idea or a mental symbol			
socialized	1				
exacerbated	1				
Other new words:					



Reader's Notes: "Team Players"
(Answers for Teacher Reference)

Article Title	Central Idea	Inferences	Identity	Interactions between individuals, events, and ideas
"Team Players"	<p>In one sentence, describe the central idea of this text.</p> <p><i>Coaches are trying to socialize their male players to be more open about their emotions and relationships, giving their players better mental health and happier lives.</i></p> <p>Find a quote in the text that supports this central idea and copy it below.</p>	<p>Read this quote from the text: "It's a team rule that if a player sees any boy—athlete or not—eating alone in the school cafeteria, he goes up to him and invites him to join a larger group."</p> <p>Given this quote, which inference below makes the most sense?</p> <p>A. The coaches value including others and communicate that value to their players.</p> <p>B. The players are unusually kind people.</p> <p>C. There are often boys eating lunch by themselves in the high school cafeteria.</p>	<p>In the excerpt of <i>Not Much, Just Chillin'</i>, do you see any evidence that Jimmy or his friends have been socialized into the behavior that worries the coaches in "Team Players"?</p> <p><i>Jimmy has tight bonds with his friends and is very loyal to them, so I think the coaches would be happy about that. However, Jimmy is also very concerned about his social status and the amount of "power" he has in school.</i></p>	<p>What stereotypes of men are the coaches in the article working against?</p> <p><i>Men are strong, unemotional, competitive, and powerful.</i></p>



Reader's Notes: "Team Players"
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Reader's Dictionary

Word/Phrase	Page	Definition	Word/Phrase	Page	Definition
atypical	1	not representative of a type, group, or class.	stereotype	1	an idea that many people have about a thing or a group and that may often be untrue or only partly true
conception	1	an abstract idea or a mental symbol			
socialized	1	trained by one's social group or society			
exacerbated	1	worsened			