**A Contemporary Gender Debate**

For this assignment you are going to be put in a team (selected at random) and asked to defend or critique the decision the parents of “Baby Storm” made to raise their baby without the trappings of the traditional gender roles in the West.

You will have two work periods to prepare for this.

Within your team, you must decide the order in which you will all speak, which points should be made by whom, and how best to evolve your argument. Each of your arguments should be based on research, data, and supported opinions.

We will go over the structure of the debate in class, as well as research and speaking skills and tips. The debate will take place on **Thursday, April 23rd during class.**

Within this project, you will have to:

🡪 Gather research from at least 5 sources

🡪 Comment on the sources you have been provided by the teacher in this unit

Here are the major things to consider in your process – think about these questions in your own research, as well as your team discussions.

1. How is gender constructed? How is it different than sex?
2. How does it intersect with other aspects of identity? (race, class, sexual orientation, etc.) How important is it compared to the other elements?
3. How do these socially constructed elements of gender reflect on the real life experiences of individuals in Canada and elsewhere?
4. Explore the concept of gender and power, and how genderless parenting might be used to make change: issues such as sexism, bullying, schooling, sports, home life, careers, etc.
5. Is it possible/recommended to raise a child without gender?

**You are allowed/encouraged to be creative, and to use whatever arguments and information you wish to develop this seminar – connect it to other issues, use other specific examples to illustrate your points, evaluate your resources, challenge convention, etc., but remember, while I am always interested in your opinion, this is a research and inquiry assignment. You need backup.**

**While you will be marked individually, of course, it is a part of this activity that you work well with a group. Efforts should be equally divided – resources shared – support spread around.**

**Ask for help if you need it – get going! ☺**

**Marking Scheme**

**Knowledge and Understanding /10**

* information from research is correct and relevant
* you have at least 5 specific pieces of information/data relevant to the task
* you use course terms frequently and correctly
* you effectively explore the major questions/issues listed above

**Thinking /10**

* relevant information selected to support arguments
* thoughtful and sophisticated arguments
* effective use of material from this and previous units of study
* you successfully articulate and participate in the organization of rebuttals during the debate

**Communication /10**

* you speak clearly and confidently during your section of the debate
* you cite your sources, aloud and in your Works Cited page (which you will submit on the day of the debate)
* volume, pace, and fluency are appropriate in your speech
* each argument is directly supported and explained so that your whole speech makes sense and is unified

**Application /10**

-your sources are submitted on the day of the debate in MLA style

- course and unit concepts are effectively transferred

- you use research and evidence to support your opinions and arguments

- effective use of research skills in collecting the information

good team work