Elective course - 11th and 12th grade

Women in the Social Sciences

Semester course: 18 weeks

**First Unit: Women in Society (8 weeks)**

-History of the Three Waves of Feminism(1 week)

-Birth Control and Eugenics (2 weeks)

-Women of Color in Society (2 weeks)

-Housewives and Super-Mom (1 weeks)

-Beauty Industry and Body Image (2 weeks)

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| TIME | STANDARDS | CONCEPTS | GOALS FOR KNOWLEDGE AND SKILLS | ACTIVITIES | ASSESSMENTS | RESOURCES |
| 1 Week  Three Waves of Feminism | HS.6. Analyze ideas critical to the understanding of history, including, but not limited to: populism, progressivism, isolationism, imperialism, communism, environmentalism, liberalism, fundamentalism, racism, ageism, classism, conservatism, cultural diversity, feminism, and sustainability. | Content:  History of the Three Waves of Feminism (Abolitionist roots, Betty Friedan, Miss USA Pageants, etc.)  Concepts:  Three Waves of Feminism and its relationship to urbanization/industrialization and socialist/liberal politics. | Students will understand the major goals of the feminist movement across time; critique feminist theory; and relate feminism to their own lives. | **Research Activity:**  Using chromebooks/trip to the library/etc., students will pick a famous feminist from either the first, second, or third wave of feminism and create a small powerpoint presentation (plus speaker notes) in order to teach the class about their figure’s importance.  **Feminism Discussion:** Students will read and critique an essay on a student starting a feminist club at her school. | **Research Activity:** Presentations will be graded on conventions, content, and presentation style.  **Three Waves of Feminism Quiz:**  Students will be able to recognize the three waves of Feminism by recognizing time period, key figures, comparing/contrasting feminist movements, and giving examples. | <https://www.flocabulary.com/womens-rights/>  <http://www.theguardian.com/education/mortarboard/2013/jun/20/why-i-started-a-feminist-society>  Betty Friedan’s “The Feminine Mystique” |
| 2 Weeks  Birth Control and Eugenics | CCSS.ELA-Literacy.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.  CCSS.ELA-Literacy.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.  HS.10. Evaluate an historical source for point of view and historical context | Content:  Birth control, Margaret Sanger and the Eugenics movement,  Scientific Racism,  Comstock Laws  Concepts: Ethical, legal, and social implications of Eugenics  History of birth control and its access | Students will be able to recognize and discuss how the American Eugenics Movement connected to social darwinism and other historical events, such as the Nazi regime in Germany during World War II. | **Primary Source Document Jigsaw Activity:**  Analyze original images and documents from the American Eugenics Movement  Discuss how genetics can be used to enhance people's’ lives and ways to prevent such a movement from occurring again.  **Photo Analysis:**  Students will analyze photos from a ‘Better Baby Contest’ in order to build visual literacy and make connections between eugenics as a theory and its application into perceived societal norms. | **Primary Source Document Jigsaw Activity:**  Students will be discussing questions that make connections between eugenics/comstock laws and the access to birth control/race/etc. These discussion questions will also be written on a graphic organizer in order to organize information and structure ideas.  **Photo Analysis Reflection:**  Students will write an in-class reflection making connections between the content and how they feel these policies directly and indirectly influenced perceptions of gender and race. | <http://www.eugenicsarchive.org/eugenics/> “Race and Membership in American History: The Eugenics Movement” by Alan Stoskopf <http://www.bio.davidson.edu/people/kahales/pdfs/pdfsprot/mickloscarlsoneugenics.pdf>  <https://highschoolbioethics.georgetown.edu/units/cases/unit4_1.html> (Better Baby Contest) |
| 2 Weeks  Women of Color in Society | HS.6. Analyze ideas critical to the understanding of history, including, but not limited to: populism, progressivism, isolationism, imperialism, communism, environmentalism, liberalism, fundamentalism, racism, ageism, classism, conservatism, cultural diversity, feminism, and sustainability.  HS.7. Analyze the history, culture, tribal sovereignty, and historical and current issues of the American Indian tribes and bands in Oregon and the United States.  [CCSS.ELA-LITERACY.RH.9-10.7](http://www.corestandards.org/ELA-Literacy/RH/9-10/7/)  Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. | Content:  -Black Power Movement/Indian Rights Movement  -WOC Representatives  Concepts:  Comparison of Inclusive vs Exclusive Feminism (Race Politics)  Black stereotypes and its impact of black feminism/female identity | Students will be able to make connections between various civil rights movements and the struggle of female representation and inclusion. Students will also be able to assess the inclusion/exclusion of POC women representation in media and film by looking to advertisements, film, and the stereotypes that lay within them. | **Statistic Assignment:**  Using a search engine of choice, gather statistics of violence against women from all ethnicities and socio-economic groups in the United States over the last three decades.  **Read passages from Mary Crow Dog’s *Lakota Woman*:**  Students will be assigned to read passages from Mary Crow-Dog’s book and underline powerful passages/lines/words. | **Statistic Presentation:**  This in-class presentation makes connections between the researched data and the struggle between racial identity and violence. Question to address: “What major conclusions did you reach after examining the statistics over time?” Students will then prepare a statistical chart that demonstrates what was found.  ***Lakota Woman* Choral Poem:**  Students will write an in-class choral poem utilizing the passages underlined by the class and connecting themes to content involving AIM and the struggle of female representation in the movement. | “At the Dark End of the Street: Black Women, Rape, and Resistance - A New History of the Civil Rights Movement from Rosa Parks to the Rise of Black Power” by Danielle McGuire  “Lakota Woman” by Mary Crow-Dog. |
| 1 Week  Housewives and Motherhood | [CCSS.ELA-LITERACY.RH.9-10.2](http://www.corestandards.org/ELA-Literacy/RH/9-10/2/)  Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.  [CCSS.ELA-LITERACY.RH.9-10.6](http://www.corestandards.org/ELA-Literacy/RH/9-10/6/)  Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. | Content:  -Gendered labor  -Motherhood as a public image  -Changing roles of a mother/wife  -Race and Motherhood (dangers of the ‘Welfare Queen’ stereotype)  Concepts:  Gendered labor (1950’s to present day)  Types of motherhood (Single mom to Super-mom) and the health problems/anxieties that arise from meeting cultural/societal standards | Students will discuss the concept of motherhood as a representation of a social and cultural institution. These ideals will be connected to concepts of accessibility, race, and the changing role of the housewife over generations. | **Budget of Unpaid Labor:**  Students will be provided with a sheet of jobs that are typically considered to be under the domain of ‘housewife’ (laundry, dishes, cooking, etc.) and fill out an expense sheet for how much money would be paid for these jobs if such work received pay. Students calculate the final outcome and discuss the gendered division of labor as well as financial self-worth.  **History of Motherhood:**  Students will analyze a newspaper article about motherhood from a North Carolina newspaper in 1845 and compare it to descriptions of motherhood from other contemporary sources including women’s diaries and descriptions from oral testimonies of enslaved African American women. Students will also compare these antebellum descriptions to the modern debates over mothers’ roles in American society. | **Budget of Unpaid Labor:** Students will turn in their budget sheets as well as a written reflection which responds to question, “How does women’s unpaid labor in the home maintain systems of oppression?” **History of Motherhood:**  Students will be assessed on their critical analysis of the primary source documents/pictures/etc. by their SOAPS documents and group work. | Nancy Jean King, “Stressed.” Art piece (1999)  Sharon M. Meagher, “Women and Children First: Feminism, Rhetoric, and Public Policy”  SOAPS graphic organizer  <http://www.learnnc.org/lp/pages/4071> (primary sources) |
| 2 Weeks  Beauty Industry and Body Image | HS.62. Propose, compare, and judge multiple responses, alternatives, or solutions to issues or problems; then reach an informed, defensible, supported conclusion.  HS.63. Engage in informed and respectful deliberation and discussion of issues, events, and ideas. | Content:  The harmful connection between beauty ‘perceptions’ and the industry  Concepts:  -Cultural ideas of beauty  -Body image and youth  -Fashion and Advertisement  -Effects of Photoshop | Students will be able to discuss the influence of imposed beauty standards on women in society based on race/size/etc. and make connections to their own lives about the content. | **Beauty in fairy tales:**  Students will examine fairy tales in order to uncover beauty myths, and investigate the changing trends in beauty and fashion in different times and places.  **Create advertisements**: Students create advertisements for products for adult women that depict the beauty of adult women in your community. Discuss the ads in small groups. How do they compare to professional ads for these types of products? Would they be effective in convincing consumers to buy the products? Why or why not? | **Beauty in fairy tales:**  Students will be assessed on their worksheet throughout this group activity. One of the questions: What are some of the differences between the European fairy tale and those from other cultures? What characteristics are valued in each fairy tale? What traits does each culture value?  **In-class essay:**  This essay will assess students on their ability to make connections between the history of beauty/its change over time, the beauty market/industry, and its effects on society - especially in the students own life. | <https://www.youtube.com/watch?v=YP31r70_QNM> (The Photoshop Effect)  About-Face http://www.about-face.org  Girl Model www.girlmodelthemovie.com/ |

**Second Unit: Women in Economics (3 weeks)**

-Wage Wars: Wage gap and pay (2 weeks)

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| TIME | STANDARDS | CONTENT/ CONCEPTS | GOALS FOR KNOWLEDGE AND SKILLS | ACTIVITIES | ASSESSMENTS | RESOURCES |
| Wage Wars: Two Weeks | RH.9-10.1 - Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.  HS.6. Analyze ideas critical to the understanding of history, including, but not limited to: populism, progressivism, isolationism, imperialism, communism, environmentalism, liberalism, fundamentalism, racism, ageism, classism, conservatism, cultural diversity, feminism, and sustainability.  HS.52. Explain how the American labor system impacts competition and trade in domestic and world markets. | Content:  Women in the workplace    Concepts:  -White collar jobs  -Blue collar jobs  -Pink collar jobs  -Wage gap  -Minimum wage  -Second shift  -Discrimination | Students will look at the type of work women have and currently do in the labor market and at home.  Students will understand the discrimination that women encounter in the workplace | **Analysis of Future Career:**  Students will investigate the statistics of their future career or desired future career. They will report back to the class on the inequality or lack of inequality they found and reflection on why or why that does not exist. Students will investigate and evaluate the discrimination in the line of work.  **Collar Jobs Uno:**  Students will have play the game UNO except the color of the cards has been replaced with the color of the collar and the numbers have been replaced with types of jobs.  **Stay at Home Parent Salary:** Students will research the estimated salary of a stay at home parent. They will generate a list of things that stay at home parents do and then research the cost of how much it would be to hire that service.  **Discrimination Case:**  Students will research a current case against a company for hiring or employment discrimination. | **Analysis of Future Career:**  Students will be assessed on the types of depth of analysis and information about their career. The evaluation will also include the amount of thought put into the discrimination in the potential market of employment.  **Types of Work Quiz:**  Students will be asked to provide a definition to white, blue and pink collar jobs and provide specific examples of each category. They will be asked to reflect on women's involvement with each type of job.  **Stay at Home Parent Salary Reflection:** Students will complete the activity and then reflect on why stay at home parents have been traditionally undervalued in society.  **Discrimination Case:** Students will be graded on their summary of the discrimination case and a written reflection about how to solve employment or hiring discrimination. | -Textbook: The Economics of Women, Men and Work - sixth edition.  -Bureau of Labor website  -Collar Jobs Uno Cards  -Worksheet of Career Analysis  -Stay at Home Parent Guide |
| Education: One week | RH.9-10.7 - Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.  HS.40. Identify and explain different opportunities for investment and draw economic conclusions from market data.  HS.45. Explain how to prepare a budget that allows for “living within one’s means.” | Content:  Women and Education - Is it enough?  Concepts:  -Human capital  -Motherhood Penalty  -Higher Education  -Earnings  -Poverty | Students will explore the different educational opportunities offered and analyze the completion rate of different levels of education by women.  Students will further their literacy on reading graphs and analyzing statistical data. | **Graph Analysis**: Students will analyze different charts that show the gap between educational attainment and wages  **Poverty Packets:** Students will complete a monthly budget using the projected income of their desired job minus taxes. Then, complete the same monthly budget with an income of someone on minimum wage minus taxes. Students will reflect on the process. | **Graph Analysis Packet:** The graph analysis will be evaluated for factual statements using the data and depth of analysis for reflection questions.  **Poverty Packets:** Students will be assessed on the completion of the activity and the reflection process afterwards. | -Textbook: The Economics of Women, Men and Work - sixth edition.  -Poverty Packets/worksheet  -Packets of Graphs/Reflection Worksheet |

**Third Unit: Women in Politics (7 weeks)**

Purpose: The purpose of this unit will be to education students on the political issues and representation that affects women in our current society.

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| TITLE/TIME | STANDARDS | CONTENT/ CONCEPTS | GOALS FOR KNOWLEDGE AND SKILLS | ACTIVITIES | ASSESSMENTS | RESOURCES |
| Voting Rights:  One Week | RH.9-10.2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.  RH.9-10.3 - Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.  HS.24. Analyze and critique the impact of constitutional amendments.  HS.27. Examine functions and process of United States government.  HS.33. Explain the role of government in various current events.  HS.35. Examine the pluralistic realities of society (e.g., race, poverty, gender, and age), recognizing issues of equity, and evaluating need for change. | **Content:**  -History of suffrage  **Concepts:**  -Suffrage  -Voting Rights  -Society  -Progression  -Feminism | Understand the concept of suffrage and the progression of societal views on suffrage over the course of U.S. History | **Timeline:**  Students will make a timeline card for each time period they are acting out. Each era’s card will be combined to show a larger timeline of suffrage in America.  **Acting/Simulation:** Students will get into groups and act out the process of women voting. The skit needs to communicate the struggles of voting and how society viewed the act. | Timeline: Students will be assessed on the accuracy of their information as well as inclusion of varied groups’ right to vote.  Acting/Simulation: Students will be assessed on their understanding of changing societal views. | Text: America Reformed - Maureen Flanagan.  Text: Women, Politics and American Society - Pearson Education  Text: On the Edge - David A. Horowitz  -Timeline cards  -Acting/Simulation packets |
| Political Representation: Two Weeks | RH.9-10.5 - Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.  RH.9-10.7 - Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.  HS.35. Examine the pluralistic realities of society (e.g., race, poverty, gender, and age), recognizing issues of equity, and evaluating need for change. | Concent:  -Women in local, state, federal and global governments  -Expanding representation globally by looking at profiles of female leaders in other countries.  Concepts:  -Elected Officials  -Political Parity  -Demographics  -Municipal, county, state and federal governments  -Prime Ministers  -Chancellor  -President | Students will analyze the current female representation in municipal, county, state and federal levels of government.  Students will continue to develop the ability to draw conclusions from statistics  Students will become more familiar with the different levels of government.  Students will critically think about why the United States has not had a female President when other countries have had female leaders. | **Create Infographic:** Students will select a city, county and state and complete an infographic of statistics. Students will be focusing on the number of elected female officials, women of color elected, women in the state and the type of legislation that is passed or being worked on. Each student will also create one for the federal government. Students will then reflect on the data and draw conclusions between the high amount of women in the population and low representation.  **Global Comparisons:** PowerPoint presentation on profiles of female leaders in other countries | Create Infographics:  Students will be assessed on the ability of drawing conclusions based on statistics.  Global Comparisons: Students will discuss as a class why there hasn’t been a female POTUS and on their own answer the question with a reflection utilizing ideas from previous classes (societal views on suffrage/WOC/importance of representation,etc.) In-class reflection would be turned in and assessed on ideas and content. | -Text: Women, Politics and American Society - Pearson Education  -http://www.unwomen.org  -Computer lab for creation of Infographic  <http://www.unwomen.org/~/media/headquarters/attachments/sections/library/publications/2014/wmnmap14_en%20pdf.ashx> |
| Legal Rights:  One Week | WHST.9-10.2.F - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).  HS.14. Create and use maps, technology, imagery and other geographical representations to extrapolate and interpret geographic data.  HS.33. Explain the role of government in various current events. | Content:  -Modern day problems for the modern day woman  Concepts:  -Access to Birth Control/Roe v Wade  -Female Stereotypes and Gender  Roles  -Motherhood/Fertility  -Equal Rights Amendment  -Title IX  - Equal Pay | Students will be able to analyze graphic data/images  and cite Primary source documents/political cartoons.  Students will review past content by analyzing topics in further depth and continue to make connections that will aide them in the creation of their campaign project. | **Political Cartoon Portfolio:** Students will find a political cartoon for each major issues discussed in class (Concepts). Students will complete a combination of both low order and high order thinking questions about each cartoon. Students will then reflect on the portfolio and predict the future of legal rights for women. | **Political Cartoon Portfolio:** Students will be assessed by the appropriate selection of cartoons, completion of analysis questions and depth of thinking for final prediction. | -Computer lab for political cartoon portfolio.  -<http://www.politicalcartoons.com>  -<http://www.theweek.com/cartoons> |
| Campaign Project: Three Weeks | RH.9-10.5 - Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.  WHST.9-10.1.D - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  HS.30. Analyze the roles and activities of political parties, interest groups and mass media and how they affect the beliefs and behaviors of local, state, and national constituencies.  HS.33. Explain the role of government in various current events.  HS.35. Examine the pluralistic realities of society (e.g., race, poverty, gender, and age), recognizing issues of equity, and evaluating need for change. | Content:  Finding solutions to problems: designing a campaign to end an issue affecting women today.  Concepts:  -Political campaigns  -Slogan  -Logo | Students will learn the basics of how campaigns function  Students will investigate one of the six major issues presented to women today and propose a solution through a political campaign | **Campaign Assignment:**  Students will break into groups and select a current issue that affects women. They will design/propose a solution and create a campaign to promote the solution. These are mock campaigns, but students will be encouraged to share their campaign with the school/community.  **Concept Map:** Students will complete a rough draft of their entire campaign by creating a concept map. Students will be required to have their concept map approved before moving forward with more concrete planning of their campaign. | **Campaign Assignment:** Students will be assessed through the focus of the issue, depth of understanding of the issue, creativity of the campaign (slogan, logo etc,) and the solution to the problem.  **Concept Map:**  Students will be assessed on the cohesive connection of their campaign project idea based on their background understanding, proposal, and campaign essentials (logo, slogan, etc.) A proposed solution(s) must also be suggested before a project can be signed off on. | Text: Women, Politics and American society - -Pearson Education  -Packet explaining campaign roles |