



# **Social Studies Women's Studies**

**2022-2023**

**Aligned with the College, Career, and  
Civic Life (C3) Framework**

**Department of Academic Services  
Office of Teaching and Learning  
Curriculum Division**

**COLUMBUS CITY SCHOOLS**

## Curriculum Map

### Year-at-a-Glance

The Year-at-a-Glance provides a high-level overview of the course by grading period, including:

- Units;
- Standards/Learning Targets; and
- Timeframes.



### Scope and Sequence

The Scope and Sequence provides a detailed overview of each grading period, including:

- Units;
- Standards/Learning Targets;
- Timeframes;
- Big Ideas and Essential Questions; and
- Strategies and Activities.



### Curriculum and Instruction Guide

The Curriculum and Instruction Guide provides direction for standards-based instruction, including:

- Unpacked Standards / Clear Learning Targets;
- Content Elaborations;
- Sample Assessments;
- Instructional Strategies; and
- Instructional Resources.

**Year-at-a-Glance**

|                              | <b>Unit 1. Introduction to Women's Studies</b>   | <b>Unit 2. Feminism: Historical and Contemporary Movements</b>  |
|------------------------------|--|---|
| <b>Grading Period 1 or 3</b> | <p><b>4.5 weeks</b></p> <p>1.1 Women's Studies, Women's Lives: Knowing and Understanding - Learning Target 1</p> <p>1.2 Identity and Social Construction of Women - Learning Target 2</p> <p>Dimensions 1-4 of the C3 Framework should be incorporated throughout the course:</p> <ol style="list-style-type: none"> <li>1. Developing Questions and Planning Inquiries</li> <li>2. Applying Disciplinary Concepts and Tools</li> <li>3. Evaluating Sources and Using Evidence</li> <li>4. Communicating Conclusions and Taking Informed Action</li> </ol> | <p><b>4.5 weeks</b></p> <p>2.1 First and Second Wave Feminism: From Suffrage to Steinem - Learning Target 3</p> <p>2.2 Third and Fourth Wave Feminism: from Riot Grrrls to #MeToo - Learning Target 4</p> |
|                              | <b>Unit 3. Institutions, Culture, and Structures</b>   | <b>Unit 4. Women as Agents of Change</b>  |
| <b>Grading Period 2 or 4</b> | <p><b>4.5 weeks</b></p> <p>3.1 Women's Places: Making a Home, Making a Living - Learning Target 5</p> <p>3.2 Living in a Globalizing World - Learning Target 6</p>   | <p><b>4.5 weeks</b></p> <p>4.1 Current Campaigns for Change - Learning Target 7</p> <p>4.2 From Theory to Action - Learning Target 8</p>  |

## Scope and Sequence

| Unit 1. Introduction to Women's Studies |   |  |  | 4.5 weeks   |
|---|---|--|--|---|
| Grading Period 1 or 3                   | Lesson  | Standards / Learning Targets   | Big Ideas / Essential Questions  | Strategies / Activities   |
|   | I.1 Women's Studies, Women's Lives: Knowing and Understanding | <a href="#">WS 1. Explain the need for specific investigation of women's experiences throughout history and the present.</a> | <p><b>Change</b></p> <ul style="list-style-type: none"> <li>When we look to the past, how has the social, political, and economic role of women changed?</li> </ul> <p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>How do we know the role of women changes?</li> </ul> <p><b>Power</b></p> <ul style="list-style-type: none"> <li>Where have women been included or excluded socially, politically, and economically?</li> <li>What struggles for power currently face women in the US?</li> </ul> | <ul style="list-style-type: none"> <li>K-W-L chart on women in history and the present</li> <li>Stereotype brainstorm and discussion on the role of women in social, political and economic arenas</li> <li>Commercial/media analysis: how are women portrayed in 21st century media campaigns (include "Nike: Dream Crazy" commercial)</li> <li>Gallery Walk: interpret images of women throughout history</li> <li>One Pager: the status of women in the United States</li> <li>Concept of definition map: feminism/feminist</li> </ul> |
|   | I.2 Identity and Social Construction of Women                 | <a href="#">WS 2. Explain how modern American society defines woman including concepts of agency and intersectionality.</a>  | <p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>How are principles of democracy applied in the lives and rights of women?</li> <li>Does government work for women?</li> </ul> <p><b>Power</b></p> <ul style="list-style-type: none"> <li>How do women gain and preserve agency?</li> <li>What does it mean to "speak truth to power?"</li> </ul>  | <ul style="list-style-type: none"> <li>Fruyer model dissecting agency and intersectionality</li> <li>Word Wall to display relevant vocabulary for course</li> <li>Thesis Proof Chart: analyze the thesis "American women have achieved equality in the 21st century."</li> <li>Choice Board: students select from four different choices to analyze the agency of women throughout the 19th-21st centuries</li> <li>SPAR debate regarding the difference in agency of women of color compared with white women</li> </ul>                 |

| Unit 2. Feminism: Historical and Contemporary Movements |  |  |   | 4.5 weeks   |
|---|--|--|---|---|
| Grading Period 1 or 3                                   | Lesson   | Standards / Learning Targets   | Big Ideas / Essential Questions   | Strategies / Activities   |
|   | 2.1 First and Second Wave Feminist Movements: from Suffrage to Steinem | <a href="#">WS 3. Explain the major ideas, successes, and challenges of the first and second wave feminist movements, including major achievements and setbacks.</a> | <p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>How do we know that women faced a different social, political, and economic experience than men?</li> </ul> <p><b>Change</b></p> <ul style="list-style-type: none"> <li>Why were women sometimes divided on the issue of suffrage?</li> </ul> <p><b>Diversity</b></p> <ul style="list-style-type: none"> <li>How did the First and Second Wave feminist movements include or exclude women from various social classes, race, and ethnicities?</li> </ul> <p><b>Justice</b></p> <ul style="list-style-type: none"> <li>In what ways did the First and Second Wave movements expand justice for women?</li> </ul> <p><b>Power</b></p> <ul style="list-style-type: none"> <li>In what ways did these movements speak truth to power?</li> </ul> | <ul style="list-style-type: none"> <li>Gallery walk using American ad campaigns from 1950s-present</li> <li>Political cartoon analysis of historic pro/anti suffrage images</li> <li>Close reading, analysis, and discussion of second wave feminist texts (Friedan, Greer, Chisolm, etc.)</li> <li>Combahee River Collective analysis</li> </ul> |

**Unit 2. Feminism: Historical and Contemporary Movements (continued)**
**4.5 weeks (continued)**

| Grading Period 1 or 3 | Lesson  | Standards / Learning Targets   | Big Ideas / Essential Questions   | Strategies / Activities  |
|-----------------------|---|--|---|--|
|                       | 2.2 Third and Fourth Wave Movements: from Riot Grrrls to #MeToo | <a href="#">WS 4. Explain the major ideas, successes, and challenges of the third and fourth wave feminist movements, including major achievements and setbacks.</a> | <p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>How have Third and Fourth Wave feminist movements challenged women's role in democracy?</li> </ul> <p><b>Diversity</b></p> <ul style="list-style-type: none"> <li>How did the Third and Fourth Wave movements include or exclude women from various social classes, races, and ethnicities?</li> </ul> <p><b>Justice</b></p> <ul style="list-style-type: none"> <li>In what ways did the Third and Fourth Wave movements expand justice for women?</li> </ul> <p><b>Power</b></p> <ul style="list-style-type: none"> <li>In what ways did these movements speak truth to power?</li> </ul> | <ul style="list-style-type: none"> <li>Song lyric analysis: Sleater Kinney, Bikini Kill, etc.</li> <li>Analyzing images of 1st -4th wave feminist activists, campaigns, and events</li> <li>#metoo parking lot brainstorm</li> <li>Deliberation strategy using the #metoo movement events and criticisms</li> <li>Title IX and women in sports exploration</li> <li>Agency and victimology in the #metoo era (article comparison)</li> </ul> |

| Unit 3. Institutions, Culture, and Structures <span style="float: right;">4.5 weeks</span> |  |   |  |
|--|--|---|--|
| Lesson   | Standards / Learning Targets   | Big Ideas / Essential Questions   | Strategies / Activities  |
| 3.1 Women's Places: Making a Home, Making a Living   | <a href="#">WS 5. Analyze the role of women in the private and public spheres, including shifts in agency and power.</a> | <p><b>Change</b></p> <ul style="list-style-type: none"> <li>How has women's involvement in the public and private sphere changed over time?</li> </ul> <p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>What are the differences between the private and public spheres?</li> </ul> <p><b>Power</b></p> <ul style="list-style-type: none"> <li>When do women have the right to revolution?</li> <li>What aspects of each sphere are associated with social, political, and economic power?</li> </ul>                                    | <ul style="list-style-type: none"> <li>Image analysis of private and public sphere, both historic and modern</li> <li>Film analysis and discussion: <i>Mona Lisa Smile</i></li> <li>Anti-ERA movement</li> <li>Conservative women's movement</li> <li>Family planning history and research</li> <li><i>Roe v. Wade</i> analysis; revisiting Roe in 2021</li> </ul> |
| 3.2 Living in a Globalizing World  | <a href="#">WS 6. Analyze the role of women in global social, political, and economic institutions and structures</a>    | <p><b>Change</b></p> <ul style="list-style-type: none"> <li>What are the causes and consequences of challenging traditional roles for women in society, politics, and the global economy?</li> </ul> <p><b>Justice</b></p> <ul style="list-style-type: none"> <li>How are laws applied to women in the global sphere?</li> </ul> <p><b>Power</b></p> <ul style="list-style-type: none"> <li>When do women have the right to revolution?</li> <li>How do social, political, and economic institutions contribute to the condition of women?</li> </ul> | <ul style="list-style-type: none"> <li>TEDxTalk analysis and discussion: "The 3 Deadliest Words in the World"</li> <li>Jigsaw activity: <i>Dear Ijeawele</i> text</li> <li>Gender pay gap analysis</li> <li>Emergence of global female leaders</li> <li>Research and evaluate modern campaigns that call for a return to traditional roles for women</li> </ul>    |

Grading Period 2 or 4

| Unit 4. Women as Agents of Change <span style="float: right;">4.5 weeks</span> |  |  |  |
|--|--|--|--|
| Lesson   | Standards / Learning Targets   | Big Ideas / Essential Questions  | Strategies / Activities  |
| 4.1 Current Social, Political, and Economic Campaigns for Change               | <a href="#">WS 7. Discover and analyze contemporary campaigns that empower women or address issues/oppression in social, political, and/or economic institutions in the US and abroad.</a> | <p><b>Change</b></p> <ul style="list-style-type: none"> <li>Who is challenging the status quo for women, and why?</li> </ul> <p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>How is democracy expanded when women require social, political, and economic change?</li> </ul> <p><b>Power</b></p> <ul style="list-style-type: none"> <li>In what ways have contemporary campaigns extended power to women?</li> <li>Are there any women who have been excluded? If so, what are the consequences of this?</li> <li>What barriers have women broken in the 21st century?</li> </ul> | <ul style="list-style-type: none"> <li>Alphabet Brainstorm issues and campaigns that have been discovered in previous units</li> <li>One Pager visual representation of major campaigns for female empowerment that interest students</li> <li>Explore topics related to women's bodies and health</li> <li>Women's rights as human rights discussion and poster project</li> <li>Timeline of reproductive rights</li> </ul>   |
| 4.2 From Theory to Action  | <a href="#">WS 8. Develop and implement an action plan that addresses a contemporary social, political, and/or economic issue facing women in the United States or abroad.</a>             | <p><b>Change</b></p> <ul style="list-style-type: none"> <li>What social, political and/or economic issues need addressed immediately?</li> <li>How can we be involved in the process?</li> </ul> <p><b>Diversity</b></p> <ul style="list-style-type: none"> <li>How does your identified issue affect women of different race, ethnicity, cultural backgrounds, political, or religious beliefs?</li> </ul> <p><b>Power</b></p> <ul style="list-style-type: none"> <li>Why is it important to speak truth to power? What does this mean?</li> </ul>  | <p>Culminating Project: create and implement a plan addressing a current social, political, and/or economic issue facing women.</p> <p>Possible options:</p> <ul style="list-style-type: none"> <li>Create a video/commercial highlighting the issue</li> <li>Letter writing campaign</li> <li>Organize donations for cause</li> <li>Organize volunteers for cause</li> <li>Social media campaign</li> <li>Partner with existing organizations (local or global)</li> <li>Oral history project highlighting the cause</li> </ul> |

Grading Period 2 or 4



**Curriculum and Instruction Guide**
**Unpacked Standards / Clear Learning Targets**

**C3 Framework Dimension 1. Construct compelling questions that focus on enduring issues and concerns.**

*Dimensions 1-4 of the C3 Framework should be incorporated throughout the course.*

**Essential Understanding**

The inquiry process begins with compelling questions.

**Extended Understanding**

The most compelling questions focus on enduring issues and concerns.

**Academic Vocabulary**

compelling questions  
enduring issues

**Ultimate Learning Target**  
**Type: Skill**

**Broad Learning Target:**

- The student can construct compelling questions that focus on enduring issues and concerns.

**Underpinning Knowledge Learning Target:**

- The student can explain points of agreement and disagreement experts have about a compelling question.

**Underpinning Reasoning Learning Targets:**

- The student can explain how a question reflects an enduring issue in the field.
- The student can explain how supporting questions contribute to an inquiry.
- The student can explain how, through engaging source work, new compelling and supporting questions emerge.

**Underpinning Skills Learning Target:**

- The student can determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

### Content Elaborations

**From the *College, Career, and Civic Life Framework*:**

Central to a rich social studies experience is the capability for developing questions that can frame and advance an inquiry. Those questions come in two forms: compelling and supporting questions. Compelling questions focus on enduring issues and concerns. They deal with curiosities about how things work; interpretations and applications of disciplinary concepts; and unresolved issues that require students to construct arguments in response. In contrast, supporting questions focus on descriptions, definitions, and processes on which there is general agreement within the social studies disciplines, and require students to construct explanations that advance claims of understanding in response.

### Instructional Strategies

Brainstorm a list of compelling questions students have about civic issues. Sort and organize these compelling questions into categories. For each compelling question, create 2-3 supporting questions.

Use the [Question Formulation Technique](#) to help students learn to develop and ask their own questions about civic issues.

### Sample Assessments and Performance Tasks

[The Question Formulation Technique follows the following the steps:](#)

1. Design a question focus (QFocus)
2. Introduce the rules
3. Introduce the question focus and produce questions
4. Improve questions
5. Prioritize questions
6. Discuss next steps
7. Reflect

### Instructional Resources

College , Career, and Civic Life Framework (C3) Framework –

<https://www.socialstudies.org/sites/default/files/2017/jun/c3-framework-for-social-studies-rev0617.pdf>

C3 Teachers – database of inquiries covering various topics in social studies: <http://www.c3teachers.org/inquiries/>

Compelling and Supporting Questions C3 Videos: <https://youtu.be/0MNeej4bpSM> and <https://youtu.be/3BUdjwYksns>

Right Question Institute – Using the Question Formulation Technique, students learn to develop and ask their own questions. <http://rightquestion.org/education/>

Points ofView Reference Center (INFOhio) –An extensive database containing thousands of articles supporting pro and con sides of current issues. Helps students develop arguments to support positions with evidence. <https://www.infohio.org/resources/item/points-of-view>.

## Unpacked Standards / Clear Learning Targets

**C3 Framework Dimension 2. Apply disciplinary concepts and tools to address compelling questions.**

**Essential Understanding**

Compelling questions can be addressed by using disciplinary skills and tools of the social and behavioral sciences.

**Extended Understanding**

Application of skills and tools to address compelling questions

**Academic Vocabulary**

disciplinary concepts  
compelling questions

**Ultimate Learning Target  
Type: Reasoning**

**Broad Learning Target:**

- The student can apply disciplinary concepts and tools to address compelling questions.

**Underpinning Knowledge Learning Targets:**

- The student can summarize key developments and turning points in Women's history.
- The student can explain the contributions of individuals and groups in Women's history.

**Underpinning Reasoning Learning Targets:**

- The student can analyze change and continuity in historical eras.
- The student can analyze multiple and complex causes and effects of events in the past.
- The student can distinguish between long-term causes and triggering (short-term) events.
- The student can analyze how historical contexts shaped and continue to shape people's perspectives.
- The student can explain how the perspectives of people in the present shape interpretations of the past.
- The student can analyze the relationship between historical sources and the secondary interpretations made from them.

**Underpinning Skills Learning Targets:**

- The student can detect possible limitations in various kinds of historical evidence and differing secondary interpretations.
- The student can critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.

### Content Elaborations

**From the *College, Career, and Civic Life Framework*:**

Historical thinking requires understanding and evaluating change and continuity over time, and making appropriate use of historical evidence in answering questions and developing arguments about the past. It involves going beyond simply asking, “What happened when?” to evaluating why and how events occurred and developments unfolded. It involves locating and assessing historical sources of many different types to understand the contexts of given historical eras and the perspectives of different individuals and groups within geographic units that range from the local to the global. Historical thinking is a process of chronological reasoning, which means wrestling with issues of causality, connections, significance, and context with the goal of developing credible explanations of historical events and developments based on reasoned interpretation of evidence.

Historical inquiry involves acquiring knowledge about significant events, developments, individuals, groups, documents, places, and ideas to support investigations about the past. Acquiring relevant knowledge requires assembling information from a wide variety of sources in an integrative process. Students might begin with key events or individuals introduced by the teacher or identified by educational leaders at the state level, and then investigate them further. Or they might take a source from a seemingly insignificant individual and make connections between that person and larger events, or trace the person's contributions to a major development. Scholars, teachers, and students form an understanding of what is and what is not significant from the emergence of new sources, from current events, from their locale, and from asking questions about changes that affected large numbers of people in the past or had enduring consequences. Developing historical knowledge in connection with historical investigations not only helps students remember the content better because it has meaning, but also allows students to become better thinkers.

### Instructional Strategies

Use [K-W-L Charts](#) (Know, Want to Know, Learned) to support effective pre-reading, during reading, and post-reading analysis of primary and secondary sources.

Create a [Thesis-Proof Chart](#) to consider a thesis and look for information that either supports or refutes a thesis.

Have students use a [History Frame](#) to map out the elements of historical events: Where and when did the event take place? Who was involved? What was the problem or goal that set events in motion? What were the key events? how was it resolved? and so what?

Students analyze a variety of primary source types using a three step process: [observe, reflect, and question](#).

When conducting an OUT ([Opening Up the Textbook](#)), the teacher juxtaposes a short excerpt from the course's textbook with an additional document or two. These documents are chosen to open up the textbook's story and engage students in comparing and cross checking sources.

### Sample Assessments and Performance Tasks

Students can demonstrate the results of original research by writing a traditional research paper or investigation paper. An investigation paper is a written account of between 1,500 and 2,000 words divided into six sections: a plan of the investigation, a summary of evidence, an evaluation of sources, an analysis, a conclusion, and a bibliography or list of sources.

Create an original video documentary using primary and secondary sources, including photographs, texts, audio narration, and sound track.

Project Citizen - [http://oclr.org/aws/OCLRE/pt/sp/programs\\_projectcitizen](http://oclr.org/aws/OCLRE/pt/sp/programs_projectcitizen) or Civic Action Project (CAP) - <http://www.crfcap.org>. Students can complete a civic action project to address a current issue.

### Instructional Resources

Points of View Reference Center (INFOhio) – <https://www.infohio.org/resources/item/points-of-view>

Reading Like a Historian (Stanford History Education Group) - <https://sheg.stanford.edu/history-lessons>

What is Historical Thinking? (TeachingHistory.org) - <https://www.teachinghistory.org/historical-thinking-intro>

Historical Thinking Skills (American Historical Association) - <https://www.historians.org/teaching-and-learning/teaching-resources-for-historians/teaching-and-learning-in-the-digital-age/the-history-of-the-americas/the-conquest-of-mexico/for-teachers/setting-up-the-project/historical-thinking-skills>

**Unpacked Standards / Clear Learning Targets**

**C3 Framework Dimension 3. Gather and evaluate sources and use evidence to support claims.**

**Essential Understanding**

Claims must be supported using evidence.

**Extended Understanding**

Sources of evidence must be evaluated and refined.

**Academic Vocabulary**

evaluate  
 evidence  
 sources  
 claims

**Ultimate Learning Target  
 Type: Skill**

**Broad Learning Target:**

- The student can gather and evaluate sources and use evidence to support claims.

**Underpinning Skills Learning Target:**

- The student can gather relevant information from multiple sources representing a wide range of views.
- The student can use the origin, authority, structure, context, and corroborative value of the sources to guide the selection of sources.
- The student can evaluate the credibility of a source by examining how experts value the source.
- The student can develop claims and counterclaims while pointing out the strengths and limitations of both.
- The student can identify evidence that draws information from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
- The student can refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

### Content Elaborations

**From the *College, Career, and Civic Life Framework*:**

Students should use various technologies and skills to find information and to express their responses to compelling and supporting questions through well-reasoned explanations and evidence-based arguments. Through the rigorous analysis of sources and application of information from those sources, students should make the evidence-based claims that will form the basis for their conclusions.

In contrast to opinions and explanations, argumentation involves the ability to understand the source-to-evidence relationship. That relationship emphasizes the development of claims and counterclaims and the purposeful selection of evidence in support of those claims and counterclaims. Students will learn to develop claims using evidence, but their initial claims will often be tentative and probing. As students delve deeper into the available sources, they construct more sophisticated claims and counterclaims that draw on evidence from multiple sources. Whether those claims are implicitly or explicitly stated in student products, they will reflect the evidence students have selected from the sources they have consulted.

### Instructional Strategies

Have students curate a collection of resources on a selected topic or issue. Based on a set of criteria, have students evaluate and rank the credibility of each source.

A [Structured Academic Controversy](#) is a discussion that moves students beyond either/or debates to a more nuanced historical synthesis. The SAC method provides an alternative to the "debate mindset" by shifting the goal from winning classroom discussions to understanding alternative positions and formulating historical syntheses.

In the [Philosophical Chairs](#) strategy, one student from each team will provide a summary of the viewpoints presented during the discussion by his/her team. A student in the neutral zone must take notes on both sides of the argument, and if his/her position changes, he/she must explain why he/she came to a new conclusion.

[Defeating Counterarguments Class Challenge](#): Students are put into groups of three and the whole class is given an argument that they must defend along with a counterargument. The groups have three minutes to come up with the best response to the counterargument that they can muster.



**Sample Assessments and Performance Tasks**

What type of evidence would support the following claim: \_\_\_\_\_?

Read the statement below. Which claim does the statement support?

Read the sources below. Then, choose the claim that historians could make based on these sources.

Using the data provided, support or refute the following claim: \_\_\_\_\_.

Using the sources below, construct a claim about \_\_\_\_\_ and provide two pieces of evidence that support it.

**Instructional Resources**

Reading Like a Historian: Evaluating Sources - <http://sheg.stanford.edu/evaluating-sources>

Civic Online Reasoning (Stanford History Education Group) - <https://cor.stanford.edu/>

Points of View Reference Center (INFOhio) - <https://www.infohio.org/resources/item/points-of-view>.

Logic in Argumentative Writing - <https://owl.english.purdue.edu/owl/resource/659/01/>

The Writing Center at UNC-Chapel Hill: Evidence - <http://writingcenter.unc.edu/handouts/evidence/>

Thesis-Proof Chart (Reading Quest) - <http://www.readingquest.org/thesis.html>

**Unpacked Standards / Clear Learning Targets**

**C3 Framework Dimension 4. Communicate conclusions and take informed action.**

**Essential Understanding**

Conclusions must be formed with sound reasoning and evidence.

**Extended Understanding**

Informed action based on sound conclusions

**Academic Vocabulary**

conclusions  
 evidentiary  
 claims  
 counterclaims  
 deliberative  
 individual action  
 collective action

**Ultimate Learning Target  
 Type: Skill**

**Broad Learning Target:**

- The student can communicate conclusions and take informed action.

**Underpinning Skills Learning Targets:**

- The student can construct arguments using precise claims, evidence and sound reasoning from multiple sources.
- The student can acknowledge counterclaims and evidentiary weaknesses of an argument.
- The student can critique the credibility and validity of claims, evidence and reasoning in arguments.
- The student can present arguments with meaningful ideas and perspectives on issues to a range of audiences outside the classroom.
- The student can use print and oral technologies and digital technologies to communicate ideas.

**Underpinning Reasoning Learning Targets:**

- The student can assess options for individual and collective action to address local, regional, and global problems.
- The student can apply a range of deliberative and democratic strategies to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

**Content Elaborations****From the *College, Career, and Civic Life Framework*:**

Having worked independently and collaboratively through the development of questions, the application of disciplinary knowledge and concepts, and the gathering of sources and use of evidence and information, students formalize their arguments and explanations. Products such as essays, reports, and multimedia presentations offer students opportunities to represent their ideas in a variety of forms and communicate their conclusions to a range of audiences. Students' primary audiences will likely be their teachers and classmates, but even young children benefit from opportunities to share their conclusions with audiences outside their classroom doors.

Social studies is the ideal staging ground for taking informed action because of its unique role in preparing students for civic life. In social studies, students use disciplinary knowledge, skills, and perspectives to inquire about problems involved in public issues; deliberate with other people about how to define and address issues; take constructive, independent, and collaborative action; reflect on their actions; and create and sustain groups. It is important to note that taking informed action intentionally comes at the end of Dimension 4, as student action should be grounded in and informed by the inquiries initiated and sustained within and among the disciplines. In that way, action is then a purposeful, informed, and reflective experience.

**Instructional Strategies**

Invite a group of policy makers and community leaders to a class forum and discuss recent efforts to address issues of social inequality.

Start a social media hashtag/campaign in support or opposition to a public policy.

Write an editorial or create a public service announcement highlighting a social problem in the community or nation.

Write a letter or email to a legislator on a pending bill.

Create print or digital posters for publication/distribution advocating for a particular public policy change.

Provide testimony to the city council or school board for how local officials can address issues of gender inequality.

Prepare and deliver lessons to introduce Women's Studies to middle or elementary school students.

### Sample Assessments and Performance Tasks

Identify two strategies that you could use to address social reform at the state or national level.

Which action below would be appropriate for addressing a social problem in your local community?

How could you use social media to take informed action on gender inequality?

### Instructional Resources

Classroom Tools for Presentations and Slideshows - <https://www.graphite.org/top-picks/best-classroom-tools-for-presentations-and-slideshows>

PVLEGS - <http://pvlegs.com> - emphasize effective speaking and listening skills: Poise, Voice, Life, Eye Contact, Gestures, Speed

C3 Teachers: Taking Informed Action video - [https://youtu.be/PC6J4tc3\\_TY](https://youtu.be/PC6J4tc3_TY)

Civic Action Project (Constitutional Rights Foundation) - <https://www.crfcap.org/mod/page/view.php?id=205>

**Unpacked Standards / Clear Learning Targets**

**Women's Studies Learning Target 1. Explain the need for specific investigation of women's experiences throughout history and the present.**

**Essential Understanding**

The roles of women have changed throughout history.

**Extended Understanding**

Women overcame barriers and increased social, political, economic involvement.

**Academic Vocabulary**

barrier  
 social  
 political  
 economic  
 feminism

**Ultimate Learning Target  
 Type: Knowledge**

**Broad Learning Target:**

- The student can explain the need for specific investigation of women's experiences throughout history and the present.

**Underpinning Knowledge Learning Target:**

- The student can define and explain Women's Studies.
- The student can define feminism.
- The student can describe historic experiences of women both in the U.S. and abroad.
- The student can describe contemporary challenges facing women.
- The student can describe historic and contemporary social barriers facing women.
- The student can describe historic and contemporary political barriers facing women.
- The student can describe historic and contemporary economic barriers facing women.

**Underpinning Reasoning Learning Targets:**

- The student can compare historic and contemporary experiences of women.
- The student can summarize the need for the discipline of Women's Studies.

**Underpinning Skills Learning Target:**

- The student can analyze why women have faced social, political, and economic barriers in the past and present.

### Content Elaborations

Women's studies was created as an academic field to provide an interdisciplinary approach to examining the experiences of women, which have historically been analyzed, measured and evaluated through a predominantly male framework. Often viewed as the academic arm of feminist thought, women's studies incorporates political science, history, sociology, economics, biology and many other academic areas in order to offer a comprehensive understanding of the challenges that women face from both historic and contemporary perspectives. Women's studies emphasizes that oppression based on gender is tied to other social categorizations such as race, socioeconomic status, ethnicity, age and ability (see "Intersectionality," Unit 2). Along with incorporating theory, research and analysis, women's studies also attempts to inspire its students to put ideas into social action.

Historic experiences of women in the U.S. and abroad:

- Few legal, social, economic rights
- Largely treated as property in marriage
- Restricted access to education
- Limited participation in labor force
- Daughter, wife, mother
- Predominantly involved in the private sphere (home and family)

Contemporary challenges:

- Gender pay gap
- Reproductive rights
- Access to education in developing countries
- Gender based violence
- Child marriage
- Underrepresented in political and economic decision-making

*Feminism*: the liberation of women and girls from discrimination based on gender; a quest for self-determination (agency). A movement to end sexism, sexist exploitation and oppression; the radical notion that women are people (hooks).

### Instructional Strategies

The nature of this course lends itself to student led, interactive pedagogy, in lieu of direct instruction or banking methods. Emphasis on discussion, inquiry, and experiential learning are essential for students to maximize their critical thinking and questioning skills.

Opening activity: on large pieces of chart paper, write each of the following words and post around the room: feminist, female, woman, women's work, patriarchy (may add other words as needed). Ask students to walk around the room and read the words, then anonymously write their thoughts on post-it notes and attach to the corresponding poster; they may write definitions, questions, assumptions, stereotypes, experiences, or any other ideas on their post it. After students have had time to all respond, have students complete a K-W-L chart on women's studies.

Conduct a brainstorm discussion on the role(s) of women in social, political and economic arenas.

Discuss the meaning of feminism; have students share their preconceived ideas about feminism and create a [Word Map](#) of the term.

Begin reading *Feminism is for Everybody: Passionate Politics* during this unit, in order to discuss and work with the text in subsequent units. Present hooks' definition of feminism (the radical notion that women are people) for discussion. See strategies under LT 4.

Watch Nike commercial *Dream Crazy* as an intro to discussion on how women are portrayed in the media and sports.

Work with students to create a Gallery Walk that interprets images of women throughout history

Have students informally interview friends and family about their opinions on the role of women, if women have achieved equality, and feminism; bring results to class and compare answers through discussion.

Complete a [One Pager](#) activity on the current status of women in the United States.

### Sample Assessments and Performance Tasks

Ongoing class journal: Have students create a Google doc or slide deck that they share with you, which will serve as an ongoing journal throughout the course. Encourage students to supplement their digital journal with handwritten work, artistic/creative pages, and flipgrid videos (have them insert the link to their flipgrid in their doc or slides). Use the journal for warm ups (writing prompts or questions to inspire discussion), reflections on their learning, goal setting, and as a safe place for students to record their thoughts and feelings as they move through the course. Because the topics covered in this course may trigger emotional or personal responses for students, empower them to use their journal as a safe place to release these experiences.

Journal Questions:

- What is your ancestry - biologically, culturally, and intellectually? How would you answer the question: who is your mother?
- Have American women achieved equality? What evidence supports or disproves this?
- Have women around the world achieved equality? What evidence supports or disproves this?
- In what ways does women's studies promote or hinder women's equality?
- What is the importance of women's studies?

Create a comparison chart comparing women's roles throughout history and in the 21st century.

Analyze current articles and identify examples of gender bias and women's issues.

Create a collaborative class One-Pager on organizations that promote women's rights and empowerment.

### Instructional Resources

Kang, Lessard, Heston, and Nordmarken, *Introduction to Women, Gender, Sexuality Studies*, UMass, 2017 <https://open.umn.edu/opentextbooks/textbooks/461>

*Feminism is for Everybody: Passionate Politics*, bell hooks, South End Press, 2000, bell hooks.

Nike commercial, "Dream Crazier" - <https://www.youtube.com/watch?v=zWfX5jeF6k4>

*Mrs. America: Women's Roles in the 1950s* (PBS.org) - <https://www.pbs.org/wgbh/americanexperience/features/pill-mrs-america-womens-roles-1950s/>



**Unpacked Standards / Clear Learning Targets**

**Women's Studies Learning Target 2. Explain how modern American society defines woman including concepts of agency and intersectionality.**

**Essential Understanding**

The modern American definition of women impacts female agency.

**Extended Understanding**

The connection between female agency and the struggle for equality in the feminist movement.

**Academic Vocabulary**

agency  
 intersectionality  
 feminism  
 oppression

**Ultimate Learning Target  
 Type: Reasoning**

**Broad Learning Target:**

- The student can explain how modern American society defines women, and the concepts of agency and intersectionality.

**Underpinning Knowledge Learning Target:**

- The student can describe agency.
- The student can describe intersectionality.
- The student can identify gender bias in the media (headlines, articles, news reports/videos).
- The student can identify situations where women lack agency.
- The student can identify how women have been classified throughout history (weaker sex, fairer sex, second sex, etc.)

**Underpinning Reasoning Learning Targets:**

- The student can connect how lack of agency for women inspires action.
- The student can analyze how gender is used alongside race, class, age, and ability, to oppress or restrict the power of women.
- The student can explain how lack of agency has restricted women's social power.
- The student can explain how lack of agency has restricted women's political power.
- The student can explain how lack of agency has restricted women's economic power.
- The student can predict areas where women's agency may be challenged in the future.
- The student can connect the role of patriarchy to women's struggle for equality.

### Content Elaborations

From being called the “fairer,” the “weaker” or even the “second” sex, women have been classified in a variety of patronizing ways throughout history. This learning target seeks to create a discourse among students regarding how women are defined and how the female gender is socially constructed. What is expected of women? How should women behave? Where should women excel? Where are women welcome? Where and what should women avoid? What power should women have? These are all complex questions that scholars explore under the umbrella of women's studies, and students in this course will be introduced to all of them. All of these questions are strongly tied to the issues of *agency* and *intersectionality*. It is essential to note that oppression based on gender is not mutually exclusive, and is often tied to class, race, ethnicity, age, and ability. This mix of factors is also known as intersectionality. It is essential for any women's studies course to consider these multiple perspectives and recognize that gender-based oppression exists in concert with other types of discrimination.

*Agency* is defined as the ability of a woman to exert power and choice over her own life; it refers to a woman's capacity to act independently, without oppressive factors limiting her choices or ability to succeed.

*Intersectionality*: the interconnected nature of social categorizations such as race, class, and gender, regarded as creating overlapping and interdependent systems of discrimination or disadvantage. The concept that all oppression is linked.

### Instructional Strategies

Begin by having students work with a partner or small group to create a list of characteristics that they associate with women, such as: *what does society expect of women? How does society view women? What are jobs we associate with women? What are traits of women?* After students have brainstormed with their partner/group, create a class master list of ideas that are shared. As an exit ticket, ask students to reflect on their own thoughts about the exercise in their journal.

Use vocabulary strategies ([Frayer model](#), [Word Wall](#), [Quizlet](#) and Quizlet Live) to introduce students to words that can sometimes be challenging or abstract. Help students recognize that they will be building on their understanding of these words through the entire course.

Using a variety of online sources, have students identify and analyze gender bias in articles, headlines, and other digital media forums.

Create a [Thesis Proof Chart](#) based on the thesis: “American women have achieved equality in the 21st century.”

Construct a [Choice Board](#) in which students select from four different choices to analyze the agency of women throughout the 19th-21st centuries

Conduct a [SPAR debate](#) regarding the difference in agency for women of color versus all women

Examine articles, commercials, and advertisements from different periods in American history in order to discover how women have been classified throughout history.

Read an excerpt from Simone de Beauvoir's *The Second Sex* and have students analyze the role of biology in determining how society defines women.

### Sample Assessments and Performance Tasks

#### Journal Questions:

- Reflection on opening activity
- Are there examples of situations where either you or a woman you know, has experienced a lack of agency? If you are not sure, begin to talk to the women in your life and share their stories in your journal.

#### Choice Board Assessment

Students select their own assessment that demonstrates their understanding of agency and intersectionality:

- Poem
- Flipgrid or video
- Traditional assessment
- Film analysis

What does intersectionality have to do with women's studies?

What does it mean to have a "lack of agency?"

### Instructional Resources

[Frayer Model Template](#)

[Gender Bias in the Media](#)

Americans see different expectations for men and women (Pew Research) -

<https://www.pewresearch.org/social-trends/2017/12/05/americans-see-different-expectations-for-men-and-women/>

[Empowering Women and Girls for Shared Prosperity](#) (The World Bank)

From *The Second Sex*, Simone de Beauvoir, Ch. I (The New York Times) - <https://www.nytimes.com/2010/05/30/books/excerpt-first-chapter-second-sex.html>

**Unpacked Standards / Clear Learning Targets**

**Women's Studies Learning Target 3. Explain the major ideas, successes, and challenges of the first and second wave feminist movements, including major achievements and setbacks.**

**Essential Understanding**

The major successes and challenges of first and second wave feminism.

**Extended Understanding**

Evaluating achievements and limitations of first and second wave feminism.

**Academic Vocabulary**

equality  
 liberation  
 suffrage  
 feminism

**Ultimate Learning Target  
 Type: Knowledge**

**Broad Learning Target:**

- The student can explain the major ideas, successes, and challenges of first and second wave feminist movements.

**Underpinning Knowledge Learning Target:**

- The student can identify leaders of first and second wave feminism.
- The student can identify and explain arguments for and against women's suffrage.
- The student can identify and explain the major goals of first and second wave feminism
- The student can identify and explain major achievements and setbacks of first and second wave feminism.
- The student can describe arguments that are critical of major first and second wave goals/campaigns.

**Underpinning Reasoning Learning Targets:**

- The student can evaluate the overall effectiveness of the first wave feminist movement.
- The student can compare excerpts from *Declarations of Sentiments* to ideas in *The Declaration of Independence*.
- The student can evaluate the overall effectiveness of the second wave feminist movement.
- The student can connect contemporary conditions for women to ideas formed in the first and second wave movements.

**Underpinning Skills Learning Target:**

- The student can read and interpret excerpts from the Declaration of Sentiments.
- The student can read and interpret Sojourner Truth's *Ain't I A Woman* speech.

### Content Elaborations

After learning basic definitions associated with women's issues and feminism, students will build on their understandings through examining historical feminist movements, leaders, achievements, and challenges.

First Wave Feminism (1830s to 1920s) began in the United States when Lucretia Mott and Elizabeth Cady Stanton organized a Women's Rights Convention in Seneca Falls, NY. A small group of women gathered and wrote the *Declaration of Sentiments and Resolutions* which rallied women to organize and fight for suffrage and equality. First Wave feminist leaders, organizations and key ideas:

- Lucretia Mott
- Sojourner Truth
- Lucy Stone: American Woman Suffrage Association
- Elizabeth Cady Stanton and Susan B. Anthony: National Woman Suffrage Association
- Barbara Omolade and Black Nationalism
- Margaret Sanger and the debate over birth control
- U.S. Constitution: 13th, 14th, 15th, 19th amendments

Second Wave Feminism (1960s to 1980s) built upon the ideas of liberal feminism, and focused on addressing sexism in all aspects of social, political and economic life. Important Second Wave leaders, organizations and ideas:

- Equal Rights Amendment
- Combahee River Collective
- Angela Davis
- Betty Friedan and Gloria Steinem
- Radical feminism, socialist feminism, feminist postmodernism
- National Abortion Rights Action League (NARAL, now NARAL Pro-Choice America)
- Phyllis Schlafly and the Anti-ERA movement
- Emergence of Conservative Women movements

### Instructional Strategies

Post women's suffrage political cartoons and quotes from suffragists and anti-suffragists around the room for a [silent gallery walk](#). Students can analyze the images/text through social, political, and economic lenses, but should also make predictions about what first wave feminism valued and encompassed.

Create a gallery walk portrayals of women in American ad campaigns from 1950s-present.

Read and annotate excerpts from the *Declaration of Sentiments and Resolutions*. Compare to *The Declaration of Independence* and connect ideas of equality and liberalism to John Locke and the Enlightenment.

Read and annotate "Racism in the Woman Suffrage Movement" from *Women, Race, and Class* (Angela Davis), "Suffrage in Spanish" (National Parks Service, article), and Sojourner Truth's *Ain't I A Woman* speech. Then hold [Cafe' Conversations](#) to understand a variety of perspectives concerning the women's' suffrage movement. Can be done as a jigsaw activity.

Create a timeline of American feminism that highlights first and second wave achievements, and shows correlation with the Civil Rights Movement.

Introduce the Equal Rights Amendment to students, and discuss why it is so controversial. The ERA will be revisited later in the course.

Students research the Combahee River Collective and its role in Intersectional Black Feminism.

Conduct a close reading, analysis and discussion of Second Wave feminist texts (Friedan, Greer, Chisolm, etc.)

### Sample Assessments and Performance Tasks

#### Journal Questions

- What has changed for U.S. women since the Seneca Falls Convention of 1848? What has not changed?
- What was new to you in this study of first and second wave feminism? How does your knowledge of history affect your understanding of these issues?
- How can learning about women's experiences contribute to the creation of a secure and sustainable future for everyone?

What were the major goals of first and second wave feminism? What strategies were used to achieve these goals?

Explain ways that first and second wave feminism were not inclusive of women of color.

What evidence shows that first and second wave feminism were successful in achieving their major goals? What were the shortcomings of first and second wave feminism?

### Instructional Resources

Suffrage Political Cartoon Resources - <https://www.ndstudies.gov/sites/default/files/PDF/Suffrage%20Political%20Cartoons.pdf>,  
<https://www.nytimes.com/2020/08/14/us/suffrage-cartoons.html>

Women's Rights Convention in Seneca Falls (National Parks Service) - [Declaration of Sentiments](#)

Sojourner Truth (Fordham University) - [Ain't I A Woman](#)

Angela Davis from *Women, Race, and Class* (New York Public Library) - [Racism in the Woman Suffrage Movement](#)

[Suffrage in Spanish: Hispanic Women and the Fight for the 19th Amendment in New Mexico](#) (National Parks Service)

The Combahee River Collective - <https://www.blackpast.org/african-american-history/combahee-river-collective-statement-1977/> ;  
[https://americanstudies.yale.edu/sites/default/files/files/Keyword%20Coalition\\_Readings.pdf](https://americanstudies.yale.edu/sites/default/files/files/Keyword%20Coalition_Readings.pdf) ;  
<https://www.newyorker.com/news/our-columnists/until-black-women-are-free-none-of-us-will-be-free>

Connection between Combahee River Collective and Intersectional Black Feminism -  
<https://www.wbur.org/artery/2019/06/10/boston-combahee-river-collective-intersectional-black-feminism>

Excerpt from *The Power of the Positive Woman* (Warren County Schools) - <https://www.warrencountyschools.org/userfiles/1635/Classes/13760/schlafly.pdf>

**Unpacked Standards / Clear Learning Targets**

**Women's Studies Learning Target 4. Explain the major ideas, successes, and challenges of the third and fourth wave feminist movements, including major achievements and setbacks.**

**Essential Understanding**

The major ideas, successes and challenges of early feminist movements laid the groundwork for later movements.

**Extended Understanding**

What are some achievements and setbacks of current feminist movements?

**Academic Vocabulary**

social justice  
 riot grrls  
 postmodernism  
 patriarchy

**Ultimate Learning Target  
 Type: Knowledge**

**Broad Learning Target:**

- The student can explain the major ideas, successes, and challenges of the third and fourth wave feminist movements.

**Underpinning Knowledge Learning Target:**

- The student can identify leaders of third and fourth wave feminism.
- The student can identify and explain the major goals of third and fourth wave feminism.
- The student can identify and explain major achievements and setbacks of third and fourth wave feminism.
- The student can describe arguments that are critical of major third and fourth wave goals/campaigns.

**Underpinning Reasoning Learning Targets:**

- The student can connect first and second wave successes and limitations to ideas and changes in third and fourth wave movements.
- The student can compare ideas and strategies across all waves of feminism.
- The student can predict modern challenges and achievements born from third and fourth wave feminism.

**Underpinning Skills Learning Target:**

- The student can read *feminism is for everybody* and interpret major ideas.
- The student can read and interpret song lyrics created during third wave feminism.
- The student can read and summarize articles that support and refute the #metoo movement.



### Content Elaborations

Beginning in the 1990s, Third Wave Feminism sought to address some of the backlash associated with second wave; in doing so, third wave feminists placed greater emphasis on intersectionality, sexual orientation and the idea that femininity (largely defined by men) was much more abstract and subjective than either the first or second wave assumed. Additionally, third wave feminists sought to place women in positions of social, political and economic power. Important Third Wave people, organizations and ideas:

- Rebecca Walker
- "Glass ceiling" metaphor
- Anita Hill
- Jennifer Baumgardner and Amy Richards
- Kathleen Hanna and Riot Grrrls
- Kimberle Williams Crenshaw and Judith Butler
- bell hooks

Fourth Wave feminism is an emerging movement born largely on social media and online activism. In response to a growing radical-conservative movement in the United States, Fourth Wave feminists focus on combating sexual harassment, increasing the political and economic power of women, embracing the growing LGBTQ+ movement and advocating for legislature that sustains equality for all. Important Fourth Wave people, organizations, and ideas:

- The Women's March (and movement)
- #MeToo and #TimesUp campaigns
- *Obergefell v. Hodges* (2015)
- Jessica Valenti
- Chimamanda Ngozi Adichie

Important note: None of the feminist "Waves" are monolithic; it is essential that study of them reflect the multiple (and at times, overlapping) perspectives and experiences of these women and their ideas.

## Instructional Strategies

This is the learning target most appropriate to work with the text *feminism is for everybody* (hooks). Alongside journal reflections and class discussions, empower students to engage with the text in a variety of ways:

- Have students record a [Flipgrid](#) sharing meaningful quotes from the book, and explaining how they interpret those passages. Have students respond to each other in Flipgrid.
- Students may engage in a debate about the question: IS feminism really for everybody?
- Refer back to opening activities at the beginning of the course, and ask students if their initial thoughts about feminism were changed by the book, and if so, how?

Curate a list of songs to share with students from the Riot Grrrl movement. Suggested artists: Sleater Kinney, Bikini Kill (Rebel Girl), Bratmobile. Share recordings of songs with students and have them analyze the lyrics; have them look for ideas, claims, perspective, lyrics to which they can relate, etc. Students can complete a lyric analysis sheet, or share their findings in a more creative way (Flipgrid, poster, collaborative Google Slide deck for the entire class).

Have students read “Third Wave and Queer Feminist Movements” from the open source textbook *Introduction to Women, Gender, Sexuality Studies*, then create a graphic organizer comparing second and third wave feminism.

Analyze images and create a [Gallery Walk](#) of of First - Fourth Wave feminist activists, campaigns, and events.

As students learn about third and fourth wave, ask them to examine criticisms of modern feminism, or identify shortcomings they see. Are there people left out? Are their strategies effective?

Have students brainstorm their ideas surrounding the #MeToo movement by creating a [parking lot](#) poster. Following discussion, students should research the origins of the movement, along with criticisms. Key criticisms: agency and victimology.

Research and explore issues surrounding Title IX and women in sports

### Sample Assessments and Performance Tasks

#### Journal Questions:

- With what ideas from the Third and Fourth wave do you identify?
- Spend time talking with women in your life (family, friends, teachers, coaches, mentors, etc.) and ask them what their experience has been with the issues emphasized by the Third and Fourth wave, such as sexism, sexual harassment, equal pay, etc. Reflect on their responses.
- Do you feel online activism is effective? Why or why not? What are the advantages and disadvantages of online activism?
- Are your ideas and feelings reflected in any of the feminist movements?

What were the major goals of Third Wave feminism?

What are the major goals of Fourth Wave feminism?

What are criticisms of Third and Fourth Wave feminism?

Is Fourth Wave feminism helping or hurting women?

### Instructional Resources

Women's Rights Movements (South Portland Schools) - <https://libguides.spsd.org/womensrights/fourth>

*Dear Ijeawele, or a Feminist Manifesto in Fifteen Suggestions*, Chimamanda Ngozi Adichie

"We Should All Be Feminists" (TEDx) - [https://www.youtube.com/watch?v=hg3umXU\\_qWc&t=67s](https://www.youtube.com/watch?v=hg3umXU_qWc&t=67s)

"Feminism is for Everybody" blog by bell hooks - <https://www.plutobooks.com/blog/feminism-is-for-everybody-bell-hooks/>

A critique on "modern feminism" (TEDx Talks) - <https://www.youtube.com/watch?v=wxQ48qspxCi>

Song lyric analysis sheet (Learning for Justice) - [https://www.learningforjustice.org/sites/default/files/general/tt\\_song\\_analysis\\_mid.pdf](https://www.learningforjustice.org/sites/default/files/general/tt_song_analysis_mid.pdf)

Riot Grrrl Essential Listening Guide (The New York Times) - <https://www.nytimes.com/interactive/2019/05/03/arts/music/riot-grrrl-playlist.html>

"What is Third Wave Feminism?" (*Signs*, University of Chicago Press) - [https://www.jstor.org/stable/10.1086/588436?seq=1#metadata\\_info\\_tab\\_contents](https://www.jstor.org/stable/10.1086/588436?seq=1#metadata_info_tab_contents)

Rebecca Walker "I am the Third Wave" (TeachRock) -

<https://teachrock.org/wp-content/uploads/Handout-I-Rebecca-Walker-%E2%80%9CI-Am-the-Third-Wave%E2%80%9D.pdf?x96081>

"Third Wave and Queer Feminist Movements" *Introduction to Women, Gender, Sexuality Studies* (UMass OpenBook) -

<http://openbooks.library.umass.edu/introwgss/chapter/third-wave-and-queer-feminist-movements/>

**Unpacked Standards / Clear Learning Targets**

**Women's Studies Learning Target 5. Analyze the role of women in the private and public spheres, including shifts in agency and power.**

**Essential Understanding**

Women's role in private and public spheres has involved shifts in agency and power.

**Extended Understanding**

The role of women is changing in the private and public spheres, leading to increased involvement/power in social, political, and economic structures/institutions.

**Academic Vocabulary**

private sphere  
 public sphere  
 agency  
 Equal Rights Amendment  
 double burden  
 cult of domesticity  
 reproductive rights

**Ultimate Learning Target  
 Type: Reasoning**

**Broad Learning Target:**

- The student can analyze the role of women in the private and public spheres, including shifts in agency and power.

**Underpinning Knowledge Learning Target:**

- The student can identify historic and contemporary roles of women in the private sphere.
- The student can identify historic and contemporary roles of women in the public sphere.
- The student can identify barriers that prevent women from having more power in the public sphere.

**Underpinning Reasoning Learning Targets:**

- The student can compare and contrast predominant roles for women in countries around the world.
- The student can analyze pro and anti-ERA arguments.
- The student can reason if passing the Equal Rights Amendment makes sense in the 21st century.
- The student can draw connections between reproductive rights and women's agency.

**Underpinning Skills Learning Targets:**

- The student can complete a Supreme Court Case Rubric for *Roe v. Wade* (1973).
- The student can read the Equal Rights Amendment.

### Content Elaborations

The “private sphere” refers to women’s experiences and roles in family, home, marriage and other traditionally unpaid functions. Women’s experiences and roles in the “public sphere” include paid labor, political involvement, positions of power and influence and typically male-dominated spaces. Throughout much of history, the private sphere has been relegated to women and children, while the public sphere has been controlled and filled by men. Feminist movements and women’s studies in general have sought to legitimize and empower the private sphere, bring women into places of influence in the public sphere and generally challenge the gender divisions associated with both. This learning target examines the division of labor, how women have challenged traditional roles and expectations and shifts in power and agency within the spheres.

Students will revisit the Equal Rights Amendment in this unit. As students explore arguments for and against the ERA, challenge them to consider if the ERA makes sense in the 21st century.

A large area of discovery in this unit is the roles and experiences of women around the world. Create a safe place where students can share their experiences that are impacted by their own culture, ethnicity, religion, and values.

### Instructional Strategies

Read and discuss “The Family” chapter from *Women, Gender, Sexuality Studies*. Conduct an image analysis of private and public spheres, both historic and modern.

Have students begin the unit by completing the “Who Does the Work at Your School and in Your Home” chart (link in Canvas). After students have completed the chart, discuss their findings, and lead into their predictions on what they private and public sphere are.

Students research and complete a Supreme Court Case Rubric about the *Roe v. Wade* (1973) decision (see: rubric template provided in Canvas). Students locate and analyze articles and videos about how *Roe* is currently being challenged in the courts.

Have students view and reflect on the televised debate about the Equal Rights Amendment between Phyllis Schlafly and Betty Friedan. Specifically focus on the idea of what Schlafly calls “a double burden.”

Conduct a class debate on if the Equal Rights Amendment makes sense in the 21st century.

Film analysis and discussion: *Mona Lisa Smile*

**Sample Assessments and Performance Tasks**

## Journal Questions

- Using the chart we filled out in class (Who does the work in your school/home), what do your findings suggest about how systems of inequality function in the institution of work, both inside and outside the home?
- How does your personal culture, ethnicity, religion, and values influence the role of women in your family and community?

What are examples of women's role in the private sphere in the U.S.? Worldwide?

What are examples of women's role in the public spheres in the U.S.? Worldwide?

How has women's role in the private and public sphere shifted from first wave feminism to the 21st century?

What were the main arguments for and against the Equal Rights Amendment?

Does the Equal Rights Amendment harm or advance women's struggle for equality in the 21st century?

What role did contraceptives and the reproductive rights movement play in shifting power in the private and public spheres?

**Instructional Resources**

"The Family" Unit III, *Introduction to Women, Gender, Sexuality Studies* (UMass OpenBooks) - <http://openbooks.library.umass.edu/introwgss/chapter/the-family/>

The Power of Representation (Facing History & Ourselves) -

<https://www.facinghistory.org/educator-resources/current-events/power-representation-patsy-takemoto-mink-shirley-chisholm-kamala-harris>

Televised debate between Schlafly and Friedan - <https://www.youtube.com/watch?v=hOCvoWW4cN8>

"Is the Equal Rights Amendment Relevant in the 21st Century?" (National Organization for Women)

<https://now.org/wp-content/uploads/2015/09/Is-the-Equal-Rights-Amendment-Relevant-in-the-21st-Century.pdf>

"Ten Reasons to Oppose the ERA" (Eagle Forum) - <https://eagleforum.org/topics/era/10-reasons-to-oppose-equal-rights-amendment.html>

**Unpacked Standards / Clear Learning Targets**

**Women's Studies Learning Target 6. Analyze the role of women in global social, political, and economic institutions and structures**

**Essential Understanding**

The role of women in global social, political, and economic institutions is changing.

**Extended Understanding**

Empowering women fuels thriving economies and strengthens political and social structures.

**Academic Vocabulary**

United Nations  
 sustainable development goals  
 feminist economics

**Ultimate Learning Target  
 Type: Knowledge**

**Broad Learning Target:**

- The student can analyze the role of women in global, social, political, and economic institutions and structures.

**Underpinning Knowledge Learning Target:**

- The student can identify global social roles for women.
- The student can identify global political roles for women.
- The student can identify global economic roles for women.
- The student can identify key political and economic leaders and explain their contribution to expanding women's roles in politics and economics.

**Underpinning Reasoning Learning Targets:**

- The student can connect women's economic involvement with the development levels of a country.
- The student can predict the effects that achieving empowerment and equality for all women and girls will have on social, political, and economic institutions worldwide.
- The student can analyze the effectiveness of feminist economics.
- The student can compare social, political, and economic autonomy of women in varying countries.

### Content Elaborations

From *United Nations Status of Women* <https://www.unwomen.org/en/about-us/about-un-women>:

"Gender equality is not only a basic human right, but its achievement has enormous socio-economic ramifications. Empowering women fuels thriving economies, spurring productivity and growth. Yet gender inequalities remain deeply entrenched in every society. Women lack access to decent work and face occupational segregation and gender wage gaps. They are too often denied access to basic education and health care. Women in all parts of the world suffer violence and discrimination. They are underrepresented in political and economic decision-making processes."

This learning target asks students to explore the ways in which women are gaining equality and power in social, political, and economic institutions worldwide. United Nations Women offers a plethora of resources and data that supports the greater involvement and empowerment of women in the aforementioned arenas. Goal 5 of the UN Sustainable Development Goals is to "achieve gender equality and empower all women and girls." Topics to introduce include:

- Child marriage
- Stigma of female children worldwide
- Feminist economics
- Female political leaders

Feminist economics is a relatively new approach to achieving and securing economic quality for all women, worldwide. Economic structures and analysis have largely relied on male-dominated ideals and values, and have failed to address the specific hardships that are unique to women. From unpaid labor, lower wages, and the greater likelihood to use social services due to child bearing/rearing, feminist economics argues that it is time to specifically focus on economic empowerment of women, which will increase economic growth and sustainability overall.

### Instructional Strategies

Begin by showing students "The 3 Deadliest Words in the World" and have students utilize the "[Think, Pair, Share](#)" strategy to discuss the content.

Students explore one of the most common labor areas for women worldwide: agriculture. Using the assignment in Canvas, have students explore the attached articles and websites, then analyze the role of women in agriculture through social, political, and economic perspectives.

Have students research female political leaders in the 20th and 21st century, then present their findings to the class.

Students create infographics highlighting women's social, political, and economic achievements from a country or region of their choice. Include statistics on pay, reproductive rights, labor involvement (types of jobs/careers worked by women), education levels, voting rights, political representation, social roles.

Create a [jigsaw activity](#) using the *Dear Ijeawele* text



### Sample Assessments and Performance Tasks

#### LT 6 Journal Questions

- How are female children valued in different countries?
- Interview some of the women in your life and explore their involvement in the labor force. What training or education do they have? Are they a part of the paid or unpaid labor force? How much economic agency do they have? What are their goals related to income and work?
- What women do you know who are politically active? Who are the female political leaders that you find inspiring or interesting? Why?

What is the connection between strong economies and women's equity in the labor force?

How does feminist economics address the issue of women's economic inequality?

What are some of the economic challenges that women face, which are different from men?

How can a community, society, or country empower women to have more political and economic agency?

### Instructional Resources

"Too Young to Wed" (National Geographic) - [https://www.youtube.com/watch?v=7c\\_zppPutQw](https://www.youtube.com/watch?v=7c_zppPutQw)

"The 3 Deadliest Words in the World" (TEDx Talks) - [https://www.youtube.com/watch?v=qeSYN2c8f\\_A](https://www.youtube.com/watch?v=qeSYN2c8f_A)

United Nations Women - <https://www.unwomen.org/en>

United Nations Sustainable Development Goals, Goal 5: Gender Equality - <https://www.un.org/sustainabledevelopment/gender-equality/>

Building Feminist Economies (AWID) - <https://www.awid.org/priority-areas/building-feminist-economies>

Think, Pair, Share Strategy (Facing History) - <https://www.facinghistory.org/resource-library/teaching-strategies/think-pair-share>

**Unpacked Standards / Clear Learning Targets**

**Women's Studies Learning Target 7. Discover and analyze contemporary campaigns that empower women or address issues/oppression in social, political, and economic institutions in the US and abroad.**

**Essential Understanding**

There are a variety of movements and campaigns designed to empower women in social, political, and economic structures worldwide.

**Extended Understanding**

While much progress has been made, women still face oppression and limited power in certain social, political and economic institutions.

**Academic Vocabulary**

action and activism  
 organize  
 social change  
 contested terrain

**Ultimate Learning Target  
 Type: Skills**

**Broad Learning Target:**

- The student can discover and analyze contemporary campaigns that empower women, or address issues and oppression in social, political, and economic institutions in the U.S. and abroad.

**Underpinning Knowledge Learning Target:**

- The student can define and give examples of contested terrains.
- The student can identify goals of campaigns that seek to empower women in social, political, and economic structures or institutions.

**Underpinning Reasoning Learning Targets:**

- The student can compare strategies used by different campaigns.

**Underpinning Skills Learning Target:**

- The student can research and explain campaigns that seek to empower women in social structures or institutions.
- The student can research and explain campaigns that seek to empower women in political structures or institutions.
- The student can research and explain campaigns that seek to empower women in economic structures or institutions.

### Content Elaborations

The first half of this unit is meant to help students explore topics and ideas for their culminating project in which they create and implement an action plan. Earlier movements and campaigns have been discussed in previous units, and it is appropriate to revisit them here. Additionally, you may choose to introduce new topics.

#### Suggested Topics

- Health and Reproductive Rights
- Gender pay gap in professional sports
- Violence against women
- Women in the criminal justice system
- Women and the military
- Ecofeminism

### Instructional Strategies

Create an [Alphabet Brainstorm](#) of issues and campaigns that address issues/oppression in social, political, and/or economic institutions/structures.

Have students create a [One Pager](#) visual representation of major campaigns for female empowerment that interest students

Have students create a collective list of the gains that women have made both in the U.S. and worldwide.

Students create a timeline of health and reproductive rights for women.

Conduct a [Defeating Counterarguments Class Challenge](#) on the gender pay gap in professional sports.

### Sample Assessments and Performance Tasks

#### Journal Questions

- What is your vision of a secure and sustainable community? Society? World?
- Assuming you have the time, energy, resources, and support, what kind of an organization would you create to work for changes in women's lives, and why do you think it would be effective?

What are the goals and strategies used by the campaigns you researched?

How are the campaigns working to empower women towards equality?

### Instructional Resources

Global Fund for Women Campaigns - <https://www.globalfundforwomen.org/what-we-do/voice/campaigns>

He for She United Nations Campaign - <https://www.heforshe.org/en>

The African Women's Development and Communication Network - <https://femnet.org/>

Social Media Movements - (UN Women) <https://un-women.medium.com/hashtag-womens-rights-12-social-media-movements-you-should-follow-6e31127a673b>

Equal Pay - <http://www.equalpaytoday.org/#:~:text=The%20Equal%20Pay%20Today!,and%20profession%20in%20the%20country>.

Women in Sports - (National Women's Law Center) <https://nwlc.org/issue/athletics/>

**Unpacked Standards / Clear Learning Targets**

**Women's Studies Learning Target 8. Develop and implement an action plan that addresses a contemporary social, political, and/or economic issue facing women in the US or abroad.**

**Essential Understanding**

Informed action is necessary for change.

**Extended Understanding**

While women have made great strides towards equality and agency, there are still many areas that perpetuate oppression and inequity, through which action brings about change.

**Academic Vocabulary**

individual action  
 collective action

**Ultimate Learning Target**  
**Type: Skill**

**Broad Learning Target:**

- The student can develop and implement an action plan that addresses a contemporary social, political, and/or economic issue facing women in the U.S. or abroad.

**Underpinning Knowledge Learning Target:**

- The student can identify a contemporary issue/campaign to use for their culminating project.

**Underpinning Reasoning Learning Targets:**

- The student can analyze past strategies used for social change, and consider if those strategies are useful.
- The student can develop major goals for their action plan.
- The student can assess options for individual and collective action to support their action plan. .
- The student can apply a range of deliberative and democratic strategies to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

**Underpinning Skills Learning Target:**

- The student can research their issue/campaign.
- The student can create an action plan that supports their issue/campaign.
- The student can implement the action plan.
- The student can contact and interact with other people who will assist in their action plan.
- The student can present their action plan to their peers and explain its goals.
- The student can use print and oral technologies and digital technologies to communicate ideas.

### Content Elaborations

The final learning target for this course focuses on a student-created action plan that addresses a social, political, and/or economic issue facing women. During this portion of the course, students will select an existing campaign that their action plan will support, or create an entirely new campaign. The foundation of this culminating project is student choice and action. Students will use the knowledge, skills, and reasoning gained and practiced in the earlier units to create and implement their action plan.

Students' action plan should have the following components:

- An identified cause or problem their plan addresses (gender pay gap in sports, violence against women, sexual harassment in the workplace, etc.)
- Clear goals: what is it they are hoping to accomplish?
- Strategies for achieving their goals (letter writing campaign to legislators, collecting donations for a shelter, creating a social media campaign, etc.)
- A timeline for implementing the plan
- A presentation that informs others about their plan, and empowers others to become involved

### Instructional Strategies

**Culminating Project:** create and implement a plan addressing a current social, political, and/or economic issue facing women.

Give students the option to work alone, with a partner or in groups up to four people. If working in groups, it is essential that all members agree on the importance of their selected campaign. Encourage students to enlist other students or adults as supporters in their action plan. Students should utilize class time to work on their projects.

Provide opportunities for progress checks and reflections throughout the project:

- Use a Google Form for students to individually report their progress and any issues they are having.
- Allow time for students to share their progress with the whole class, creating accountability and interest in their topic.
- Set incremental deadlines for students to meet.
- Provide time for students to self-reflect on their own progress and understanding of the project.

Possible Culminating Project options:

- Create a video/commercial highlighting the issue
- Letter writing campaign
- Organize donations for cause
- Organize volunteers for cause
- Social media campaign
- Partner with existing organizations (local or global)
- Oral history project highlighting the cause

### Sample Assessments and Performance Tasks

#### Journal Questions

- Do you think we have the power to make changes in society?
- What are your assumptions about how people and societies change? What do you think needs changing, if anything? How is knowledge related to social change?
- Have you ever been involved in a social-action project or electoral politics? What was your experience like? If you have not, why not?
- List all the ways you are an activist. Are there issues about which you wish you were more active?

Formatively assess students as they make progress on their action plan.

Action plans and presentations are the summative assessments.

### Instructional Resources

10 Questions for Young Changemakers (Facing History/Harvard University) - <https://yppactionframe.fas.harvard.edu/>

Classroom Tools for Presentations and Slideshows - <https://www.graphite.org/top-picks/best-classroom-tools-for-presentations-and-slideshows>

PVLEGS - <http://pvlegs.com> - emphasize effective speaking and listening skills: Poise, Voice, Life, Eye Contact, Gestures, Speed

C3 Teachers: Taking Informed Action video - [https://youtu.be/PC6J4tc3\\_TY](https://youtu.be/PC6J4tc3_TY)

Civic Action Project (Constitutional Rights Foundation) - <https://www.crfcap.org/mod/page/view.php?id=205>