Social Studies

Women's Studies

2025-2026

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

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.

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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.

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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.

Women's Studies

Year-at-a-Glance

<table>
<tr><td rowspan="2">Grading Period 1 or 3</td><td>Unit 1. Introduction to Women's Studies   3 weeks</td><td>Unit 2. Women's Movements in American History   6 weeks</td></tr>
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1.1 Women's Studies, Women's Lives: Knowing and Understanding - Learning Target 1

Dimensions 1-4 of the C3 Framework should be incorporated throughout the course:
1. Developing Questions and Planning Inquiries
2. Applying Disciplinary Concepts and Tools
3. Evaluating Sources and Using Evidence
4. Communicating Conclusions and Taking Informed Action

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2.1 Women in Colonial and Revolutionary Era America - Learning Target 2

2.2 Women's Suffrage Movements - Learning Target 3

2.3 Contemporary Women's Rights Movements - Learning Target 4

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<tr><td rowspan="2">Grading Period 2 or 4</td><td>Unit 3. Social Institutions and Structures   4.5 weeks</td><td>Unit 4. Women as Agents of Change   4.5 weeks</td></tr>
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3.1 Women's Places: Making a Home, Making a Living - Learning Target 5

3.2 Women in Business, Politics, Science and Technology - Learning Target 6

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4.1 Living in a Globalizing World - Learning Target 7

4.2 From Theory to Action - Learning Target 8

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Women's Studies

Scope and Sequence

Unit 1. Introduction to Women's Studies			3 weeks
Lesson	**Standards / Learning Targets**	**Big Ideas / Essential Questions**	**Strategies / Activities**
1.1 Women's Studies, Women's Lives: Knowing and Understanding	WS 1. Explain the need for specific investigation of women's experiences throughout history and the present.	**Change** • How can we be involved in the change process? • What makes a movement or revolution successful? **Evidence** • How do we think like historians and social scientists? **Power** • Does might make right?	• K-W-L chart on women in history and the present • Stereotype brainstorm and discussion on the role of women in social, political and economic arenas • Commercial/media analysis: how are women portrayed in 21st century media campaigns (include "Nike: Dream Crazier" commercial) • Gallery Walk: interpret images of women throughout history • One Pager: status of women in US • Concept of definition map: feminism/feminist

(Grading Period 1 or 3)

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	Unit 2. Women's Movements in American History	6 weeks

	Lesson	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies / Activities
Grading Period 1 or 3	2.1 Women in Colonial and Revolutionary Era America	WS 2. Analyze the roles, contributions, and changing perceptions of women during the colonial and revolutionary periods in American history, including the emergence of Republican Motherhood.	**Change** ● Can a country have change and still hold traditional shared beliefs? **Democracy** ● Why does democracy need education?	● Thesis-Proof Chart on Republican Motherhood ● Choice Board on roles of women in colonial and revolutionary eras ● Research on notable women ● Exit ticket on impact of the American Revolution ● Analysis of Abigail Adams letter

	Unit 2. Women's Movements in American History (continued)		6 weeks (continued)
	Lesson	**Standards / Learning Targets**	**Big Ideas / Essential Questions**	**Strategies / Activities**

Grading Period 1 or 3

Lesson	Standards / Learning Targets	Big Ideas / Essential Questions	Strategies / Activities
2.2 Women's Suffrage Movements	WS 3. Explain the major ideas, successes, and challenges of women's suffrage movements.	**Evidence** • How do we make a strong argument? **Change** • What makes a movement or revolution successful? • What social, political, and economic challenges has the U.S. faced? **Diversity** • How have diverse groups struggled for equality? **Justice** • Are laws applied fairly? • What happens when justice is denied? **Power** • What makes a government legitimate? • Why is it important to speak truth to power?	• Political cartoon analysis of historic pro/anti suffrage images • Declaration of Independence and Declaration of Sentiments comparison • Suffrage movements readings and annotation • Timeline of women's suffrage movements • Equal Rights Amendment discussion

	Unit 2. Women's Movements in American History (continued)		6 weeks (continued)
	Lesson	**Standards / Learning Targets**	**Big Ideas / Essential Questions**	**Strategies / Activities**

	Lesson	**Standards / Learning Targets**	**Big Ideas / Essential Questions**	**Strategies / Activities**
Grading Period 1 or 3	2.3. Contemporary Women's Rights Movements	WS 4. Explain the major ideas, successes, and challenges of contemporary women's rights movements, including major achievements and setbacks.	**Democracy** • What does it mean to have a democracy? • Who has the right to self-government? **Diversity** • What does it mean to value and respect diversity? • Why is it important to consider multiple diverse perspectives? • How have diverse groups struggled for equality? **Justice** • When do we have a right to revolution? • Are laws applied fairly? • What happens when justice is denied? **Power** • Why is it important to speak truth to power?	• Gallery walk of women in America ads • Close reading, analysis, and discussion of feminist texts • Combahee River Collective analysis • Song lyric analysis: Sleater Kinney, Bikini Kill, etc. • Analyzing images of historical and contemporary feminist activists, campaigns, and events • #metoo parking lot brainstorm • Deliberation strategy using the #metoo movement events and criticisms • Title IX and women in sports exploration • Agency and victimology in the #metoo era (article comparison)

Unit 3. Social Institutions and Structures			4.5 weeks
Lesson	**Standards / Learning Targets**	**Big Ideas / Essential Questions**	**Strategies / Activities**
3.1 Women's Places: Making a Home, Making a Living	WS 5. Analyze the role of women in the private and public spheres, including shifts in agency and power.	**Change** • Can a country have change and still hold traditional shared beliefs? • How can we be involved in the change process? **Power** • How is power attained and maintained?	• Image analysis of private and public sphere, both historic and modern • Film analysis and discussion: *Mona Lisa Smile* • Anti-ERA movement • Conservative women's movement • Family planning history and research • *Roe* v. *Wade* analysis; overturning *Roe* in 2022
3.2 Women in Business, Politics, Science, and Technology	WS 6. Explain the historical and contemporary contributions of women in business, politics, science, and technology, and evaluate the challenges they faced and the progress made toward gender equality.	**Change** • What are the causes and effects of historical events and patterns? • How can we be involved in the change process?	• Warm-up: Name a woman who has changed the world in business, politics, science, or technology • Research on achievements and obstacles of women • Discussion on women's achievements and public policies • Women's achievements timeline • Women's hall of fame

Grading Period 2 or 4

Unit 4. Women as Agents of Change			4.5 weeks
Lesson	**Standards / Learning Targets**	**Big Ideas / Essential Questions**	**Strategies / Activities**
4.1 Living in a Globalizing World	WS 7. Analyze the role of women in global social, political, and economic institutions and structures.	**Change** ● What are the causes and effects of historical events and patterns? **Justice** ● What happens when justice is denied? **Power** ● How has global power shifted over time?	● TEDxTalk analysis and discussion: "The 3 Deadliest Words in the World" ● Jigsaw activity: *Dear Ijeawele* text ● Gender pay gap analysis ● Emergence of global female leaders ● Research and evaluate modern campaigns that call for a return to traditional roles for women
4.2 From Theory to Action	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.	**Change** ● How can we be involved in the change process? **Evidence** ● How do we generate and investigate compelling questions? ● How do we know what to believe? **Power** ● Why is it important to speak truth to power?	Culminating Project: create and implement a plan addressing a current social, political, and/or economic issue facing women. Possible 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 on the cause

(side label) 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 of View 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 - https://oclre.org/aws/OCLRE/pt/sp/project-citizen 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 (Digital Inquiry Group) - https://inquirygroup.org/history-lessons/evaluating-sources

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

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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 - https://inquirygroup.org/history-lessons/evaluating-sources

Civic Online Reasoning (Digital Inquiry Group) - https://cor.inquirygroup.org/

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

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Unit 1. Introduction to Women's Studies

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. 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. Along with incorporating theory, historical and social science 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
- Health, medical and 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. Watch Nike commercial *Dream Crazier* 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 videos. 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

Women's History in High School - https://www.womenshistoryinhighschool.com/

Women and the American Story Curriculum - https://wams.nyhistory.org/curriculum/

Women in World History - https://chnm.gmu.edu/wwh/

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/

Unit 2. Women's Movements in American History

Unpacked Standards / Clear Learning Targets

Women's Studies Learning Target 2. Analyze the roles, contributions, and changing perceptions of women during the colonial and revolutionary periods in American history, including the emergence of Republican Motherhood.	**Essential Understanding** Continuity and change in the role of women in colonial and revolutionary eras. **Extended Understanding** How Republican Motherhood laid the foundation for future women's rights movements	**Academic Vocabulary** coverture Republican Motherhood
Ultimate Learning Target Type: Reasoning	**Broad Learning Target:** − The student can analyze the roles, contributions, and changing perceptions of women during the colonial and revolutionary periods in American history, including the emergence of Republican Motherhood. **Underpinning Knowledge Learning Target:** − The student can describe the legal status of women in colonial America. − The student can explain the roles and responsibilities of women in colonial America. − The student can explain women's efforts to the American Revolution. − The student can discuss the concept of Republican Motherhood. **Underpinning Reasoning Learning Targets:** − The student can evaluate continuity and change in the colonial and revolutionary eras. − The student can analyze the impact of Republican Motherhood.	

Content Elaborations

In colonial America, women were primarily expected to manage the household: cooking, cleaning, child-rearing, and producing textiles and food. Under coverture, married women had no legal identity apart from their husbands; they could not vote, hold public office, or own property. Women in rural areas often worked alongside men in agricultural labor. Education was limited; literacy rates for women lagged behind men's, though some women did learn to read, especially in Puritan New England. Enslaved women in the South worked under brutal conditions in the fields or homes of enslavers.

During the American Revolution, women participated in boycotts of British goods and led the homespun movement. Women participated in protests against taxation and supported revolutionary rhetoric. Women also managed farms and businesses in their husbands' absence. Some women followed the Continental Army as "camp followers," providing cooking, laundry, and nursing; others disguised themselves to fight in the army.

Republican Motherhood was a concept that viewed women as the moral and intellectual educators of the next generation of citizens in the new republic. This idea emphasized women's role in raising patriotic, virtuous, and informed sons, essential for the survival of the republic. Republican Motherhood encouraged more education for women, so they could fulfill this duty. Although this concept did not advocate for women's political rights, it elevated their domestic role as crucial to the political system. Republican Motherhood laid the groundwork for later movements for women's education and, eventually, women's rights.

Instructional Strategies

Use vocabulary strategies (Frayer model, Word Wall, Quizlet) to introduce students to key vocabulary.

Create a Thesis Proof Chart based on the thesis: "While Republican Motherhood did not grant women political power, it changed the expectations of their role in society."

Construct a Choice Board in which students select from four different choices to analyze the roles of women in colonial and revolutionary era U.S.

Read and analyze excerpts from Abigail Adams's letters to John Adams (e.g., "Remember the Ladies") and discuss how her views reflect the beginnings of Republican Motherhood or early feminism.

Exit Ticket: One-paragraph response to the question: "Did the American Revolution improve the status of women? Why or why not?"

Conduct a research project on a notable woman from the period (e.g., Deborah Sampson, Mercy Otis Warren, Phillis Wheatley).

Sample Assessments and Performance Tasks

How did women's roles change as a result of the American Revolution?

In what ways did Republican Motherhood both empower and limit women?

Can we consider Republican Motherhood a step toward feminism? Why or why not?

How did class and race affect women's experiences in this period?

Create a timeline or infographic that highlights key women and events related to women's roles from the colonial period through the early republic. Include visuals and brief descriptions.

Instructional Resources

Settler Colonialism and the American Revolution - https://wams.nyhistory.org/settler-colonialism-and-revolution/

Building a New Nation - https://wams.nyhistory.org/building-a-new-nation/

"Remember the Ladies" - https://storyoftheweek.loa.org/2016/04/remember-ladies.html

Revolutionary Women - https://www.amrevmuseum.org/news/revolutionary-women

Republican Motherhood - https://www.battlefields.org/learn/articles/republican-motherhood

Unpacked Standards / Clear Learning Targets		
Women's Studies Learning Target 3. Explain the major ideas, successes, and challenges of women's suffrage movements.	**Essential Understanding** The major successes and challenges of women's suffrage movements **Extended Understanding** Evaluating achievements and limitations of women's suffrage movements	**Academic Vocabulary** equality liberation suffrage
Ultimate Learning Target Type: Knowledge	**Broad Learning Target:** − The student can explain the major ideas, successes, and challenges of women's suffrage movements. **Underpinning Knowledge Learning Target:** − The student can identify leaders of women's suffrage movements. − The student can identify and explain arguments for and against women's suffrage. − The student can identify and explain major achievements and setbacks of women's suffrage movements. **Underpinning Reasoning Learning Targets:** − The student can compare excerpts from *Declarations of Sentiments* to ideas in *The Declaration of Independence*. − The student can connect contemporary conditions for women to ideas formed in the women's suffrage 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

Women's suffrage movements (1840s to 1920) 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.

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
- U.S. Constitution: 13th, 14th, 15th, 19th amendments

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.

Read and annotate excerpts from the *Declaration of Sentiments and Resolutions*. Compare 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 Café 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 women's suffrage movements and show 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.

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 women's suffrage? 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 women's suffrage movements? What strategies were used to achieve these goals?

Explain ways that women's suffrage movements were not inclusive of women of color.

What were the successes and shortcomings of the women's suffrage movements

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)

Unpacked Standards / Clear Learning Targets

Women's Studies Learning Target 4. Explain the major ideas, successes, and challenges of contemporary women's rights movements, including major achievements and setbacks.	**Essential Understanding** The major ideas, successes and challenges of women's rights movements. **Extended Understanding** Achievements and setbacks of current feminist movements.	**Academic Vocabulary** social justice riot grrls feminism patriarchy
Ultimate Learning Target Type: Knowledge	**Broad Learning Target:** − The student can explain major ideas, successes, and challenges of contemporary women's rights movements, including major achievements and setbacks. **Underpinning Knowledge Learning Target:** − The student can identify leaders of contemporary women's rights movements. − The student can identify and explain the major goals of contemporary women's rights movements. − The student can identify and explain major achievements and setbacks of contemporary women's rights movements. − The student can describe arguments that are critical of contemporary women's rights movements. **Underpinning Reasoning Learning Targets:** − The student can connect successes and limitations of earlier movements to ideas and changes in contemporary movements. − The student can compare ideas and strategies across all waves of women's movements. − The student can predict modern challenges and achievements born in contemporary women's rights movements. **Underpinning Skills Learning Target:** − 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

Contemporary women's rights movements have focused on addressing sexism in all aspects of social, political and economic life. Important leaders, organizations and ideas:

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

Beginning in the 1990s, feminists sought to place women in positions of social, political and economic power. Important 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

Feminist movements of the 21st century are 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 people, organizations, and ideas:

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

Instructional Strategies

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

Students research the Combahee River Collective and its role in shaping Black feminist perspectives.

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

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).

Create a graphic organizer comparing women's rights movements in American history.

Analyze images and create a Gallery Walk of historical and contemporary feminist activists, campaigns, and events.

Examine criticisms of modern feminism. 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 contemporary women's rights movements do you identify?
- Spend time talking with women in your life (family, friends, teachers, coaches, meteors, etc.) and ask them what their experience has been with the issues emphasized in contemporary movements, 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 are criticisms of contemporary women's movements?

Is contemporary feminism helping or hurting women?

Instructional Resources

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

The Combahee River Collective - https://www.blackpast.org/african-american-history/combahee-river-collective-statement-1977/

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

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

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

Rebecca Walker "I am the Third Wave" (TeachRock) - https://teachrock.org/wp-content/uploads/Handout-1-Rebecca-Walker-%E2%80%9CI-Am-the-Third-Wave%E2%80%9D.pdf?x96081

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Unit 3. Social Institutions and Structures

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
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. **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

Have students begin the unit by completing a "Who Does the Work at Your School and in Your Home" chart. After students have completed the chart, discuss their findings, and lead into their predictions on what their private and public sphere are.

Students research and complete a Supreme Court Case Rubric about the *Roe* v. *Wade* (1973) decision. Students locate and analyze articles and videos about the overturning of *Roe* in *Dobbs v. Jackson Women's Health Organization* (2022).

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.*

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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?

Instructional Resources

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. Explain the historical and contemporary contributions of women in business, politics, science, and technology, and evaluate the challenges they faced and the progress made toward gender equality.	**Essential Understanding** historical and contemporary contributions of women across key sectors **Extended Understanding** Evaluate the challenges women faced and the progress made toward gender equality	**Academic Vocabulary** entrepreneur representation innovation gender equality
Ultimate Learning Target Type: Reasoning	**Broad Learning Target:** − The student can explain the historical and contemporary contributions of women in business, politics, science, and technology, and evaluate the challenges they faced and the progress made toward gender equality. **Underpinning Knowledge Learning Target:** − The student can identify key women leaders in business, politics, science, and technology. − The student can explain the significance of their contributions. − The student can describe gender-based challenges and barriers. **Underpinning Reasoning Learning Targets:** − The student can assess the importance of diversity and representation.	

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Content Elaborations

Throughout history, women have made strides in business, overcoming social and institutional barriers to success. Some notable leaders in business include:
- Madam C.J. Walker – First female self-made millionaire in the U.S.; developed hair care products for Black women.
- Indra Nooyi – Former CEO of PepsiCo; known for her leadership and emphasis on sustainable growth.
- Whitney Wolfe Herd – Founder of Bumble; youngest woman to take a company public.

Women have also transformed the political landscape around the world. Some notable political leaders of the 20th and 21st centuries:
- Margaret Thatcher – First female Prime Minister of the UK.
- Angela Merkel – Long-serving Chancellor of Germany, widely respected for her leadership.
- Kamala Harris – First female, Black, and South Asian Vice President of the U.S.

Women in science and technology have made transformative contributions, despite often working in the shadows of their male counterparts. These include:
- Marie Curie – Nobel Prize winner in Physics and Chemistry for work on radioactivity.
- Rosalind Franklin – Crucial contributor to the discovery of DNA's double helix.
- Jane Goodall – Pioneering primatologist and conservationist.
- Ada Lovelace – First computer programmer.
- Grace Hopper – Developed the first compiler; coined the term "debugging."
- Radia Perlman – Created the algorithm behind the Spanning Tree Protocol, foundational for the internet.

Instructional Strategies

Warm-up Prompt: Can you name a woman who has changed the world in business, politics, science, or technology? What did she do?

Assign students a woman from the categories above to research and present a brief summary of her achievements and obstacles faced. What challenges did these women face because of their gender? How did they overcome those challenges? What impact do their contributions have today?

Discussion topics:
- Which woman's story inspired you the most and why? What does her success tell us about the importance of gender equity?
- Should more policies be implemented to ensure equal representation of women in leadership roles?

Give each student a date and woman in history. Students create entries for a collaborative classroom timeline using index cards or digital tools like Padlet or Canva.

Sample Assessments and Performance Tasks
What are some common challenges faced by the women we studied? How did they overcome those challenges? What qualities helped them succeed? Choose a field (business, politics, science, or technology). How would that field be different today if women had not contributed to its development? Summarize a recent news article featuring a woman leader, scientist, entrepreneur, or political figure. Design a hall of fame that highlights the contributions of women across different fields. Choose one historical and one contemporary woman from the same field). Write a short essay comparing their experiences, challenges, and impacts. Include a reflection on how opportunities for women have changed—or haven't—over time.

Instructional Resources
Women in Science Educational Resources - https://www.worldwildlife.org/teaching-resources/toolkits/women-in-science Smithsonian American Women's History Museum - https://womenshistory.si.edu/topics/women-business Women in Business and the Workforce Library of Congress Resources - https://guides.loc.gov/women-business-workforce/library-of-congress-resources National Women's History Museum Learning Resources on Women's Political Participation - https://www.womenshistory.org/public-programs-events/women-vote-women-win/learning-resources-womens-political-participation Women in American Politics in the Twentieth Century - https://www.gilderlehrman.org/history-resources/essays/women-american-politics-twentieth-century

![Columbus City Schools logo]

Unit 4. Women as Agents of Change

Unpacked Standards / Clear Learning Targets		
Women's Studies Learning Target 7. Analyze the role of women in contemporary global societies.	**Essential Understanding** The role of women in global societies **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, 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

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

"The 3 Deadliest Words in the World" (TEDx Talks) - 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

<table>
<tr><td colspan="3" align="center">**Unpacked Standards / Clear Learning Targets**</td></tr>
<tr>
<td>**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.**</td>
<td>**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.</td>
<td>**Academic Vocabulary**
individual action
collective action</td>
</tr>
<tr>
<td>**Ultimate Learning Target Type: Skill**</td>
<td colspan="2">**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.</td>
</tr>
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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 of 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 wish to be more active?

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

Action plans and presentations are the summative assessments.

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

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

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

C3 Teachers: Taking Informed Action video - https://youtu.be/PC6J4tc3_TY

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