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DEPARTAMENTO DE EDUCACIÓN

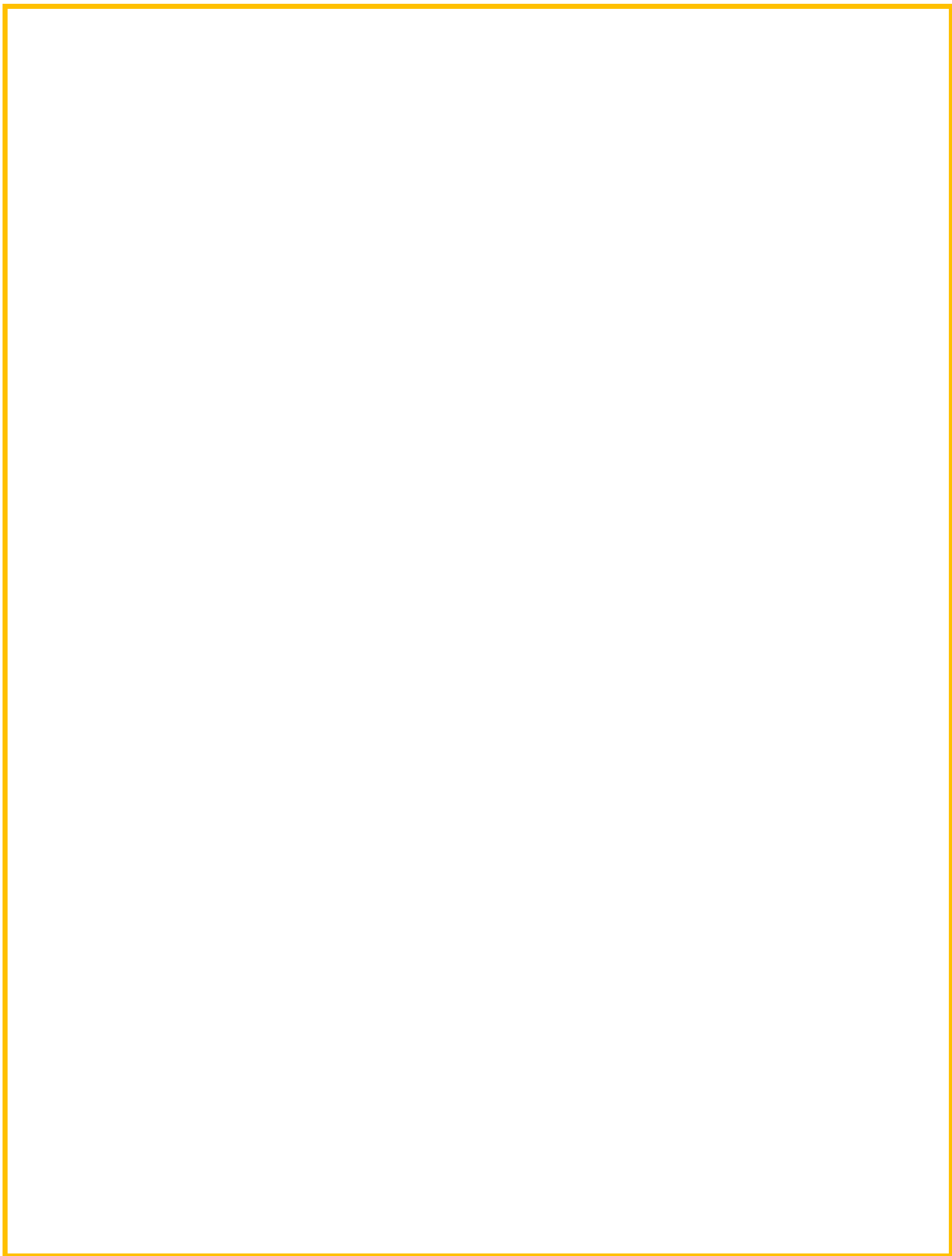
English Program

Gender Equity Manual

In pursuit of designing a new educational paradigm



December 2015





ESTADO LIBRE ASOCIADO DE
P U E R T O R I C O
DEPARTAMENTO DE EDUCACIÓN

**CO CURRICULAR ACTIVITIES OF GENDER EQUITY
ENGLISH PROGRAM**

**December 2015
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Para propósitos de carácter legal en relación con la Ley de Derechos civiles del 2 de julio de 1964, 78 Stat. 241, el uso de los términos maestro, director, supervisor, estudiante y cualquier otro que pueda hacer referencia a ambos géneros, incluye tanto el masculino como el femenino.

Message by the Secretary



LA EQUIDAD DE GÉNERO, AFIRMACIÓN ESENCIAL HACIA UNA NUEVA EDUCACIÓN PARA PUERTO RICO

La sociedad puertorriqueña se ha transformado vertiginosamente. Son muchos los retos que enfrentamos hoy día: políticos, económicos, culturales pero, sobre todo, sociales. Retos como los cambios paradigmáticos de los valores y el incremento en la violencia, para los cuales no existe una solución sencilla o única. Ante esa realidad, la sociedad nos exige que el sistema educativo sea instrumento eficaz para la atención de estos desafíos por medio de la formación integral de nuestra ciudadanía mediante principios de igualdad social.

La integración de la enseñanza de equidad de género en el Departamento de Educación tiene como fin atender un reto fundamental con el que, en principio, toda nuestra sociedad debe estar de acuerdo: las desigualdades sociales van en detrimento de la vida en comunidad. Nuestro compromiso es ayudar a concienciar a los estudiantes y al País de que todos los seres humanos merecemos el mismo trato y tenemos los mismos derechos.

La enseñanza de equidad de género es, sobre todo, un enfoque de análisis, una manera de aprender a mirar la realidad que nos ayuda a repensar las construcciones sociales y culturales de la distribución de roles que constituyen nuestra sociedad. Lo que pretendemos es integrar el principio de equidad en las oportunidades y en todas las políticas y prácticas cotidianas públicas de nuestro sistema; evitar desigualdades existentes en la sociedad; acabar con las discriminaciones; y promover el desarrollo integral de las personas.

Es tiempo de forjar desde la educación una cultura de equidad, que no es otra cosa que una cultura de solidaridad, una cultura en que hombres y mujeres compartan las mismas responsabilidades y reciban el mismo trato, sin importar su filiación o procedencia. Por medio de la enseñanza de equidad de género contribuiremos a seguir la transformación de nuestra sociedad al fomentar la equidad, la justicia, la convivencia solidaria, la participación democrática, la libertad y el respeto a la diversidad humana. En ese empeño de promover una enseñanza que fomente la equidad y el respeto entre hombres y mujeres, estamos seguros que contaremos con cada uno de los miembros de nuestra gran comunidad escolar.

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Message from the Office of Women Affairs



Estado Libre Asociado de Puerto Rico
Oficina de la Procuradora de las Mujeres

17 de diciembre de 2015

El conocimiento y el aprendizaje son el instrumento que tienen los pueblos para promover la Educación como principal herramienta de su desarrollo. Es a través de la educación que se crea y se evoluciona hacia una sociedad más justa y vanguardista, en la que se resaltan y promueven los valores de la justicia, el respeto a los demás y la equidad entre otros.

En Puerto Rico y a nivel mundial todavía quedan grandes brechas donde las niñas y los niños están ajenos y rezagados de los procesos de una enseñanza en equidad. Lo que produce y acentúa, particularmente en las niñas las desigualdades, el discrimen y la disparidad en la garantía de sus derechos humanos. Esa desproporción no favorece el establecimiento de una sociedad justa y libre de violencia para las mujeres. Las aulas del Departamento de Educación en Puerto Rico deben ser recintos donde logremos cultivar una cultura de respeto y respuesta adecuada a la lucha por la equidad por género y la prevención de la violencia doméstica.

Para el logro de esta finalidad y en unidad de propósito la Oficina de la Procuradora de las Mujeres en coordinación con el Departamento de Educación han desarrollado estos currículos de enseñanza que hoy presentamos ante ustedes y que están fundamentalmente resguardados por el respeto a los derechos humanos de todos y todas en Puerto Rico. El contenido de los mismos favorece la integración en los procesos de enseñanza de los conceptos y aspectos inherentes e indispensables sobre la equidad por género que fomenten relaciones saludables de una manera transversal.

La educación sobre equidad por género es la ruta segura hacia la erradicación de la desigualdad, la segregación, la invisibilización de la mujer, de la exclusión, la marginación y la opresión. Creemos en una sociedad en donde entendamos que hombres y mujeres somos diferentes pero iguales en nuestro derecho a la paz, la justicia y sobre todo en la equidad.

Como Procuradora de las Mujeres siento una inmensa satisfacción en que el fruto de la perseverancia, el tesón y la unidad de propósito produzca hoy los tan necesarios currículos de enseñanza en equidad por género y la prevención de la violencia doméstica.



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The English Program appreciates the valuable participation and commitment of all the professors who took part in the process of designing these activities. Their effort and mastery are a great contribution in creating, revising, and validating the document which frames the integration of the curriculum of gender equity to the curriculum of the English Program.

These lessons in teaching and learning are based on the curriculum of the program with the sole purpose of promoting profound pondering on the social inequities among men and women present in our society as a means to eradicate stereotypes, prejudice and discrimination.

The integration and use of these lessons encourage equity between men and women as the Universal Human Value to respect the dignity of all mankind in order to achieve the gender equity the law establishes, but most important, required in our society.

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Definition of Terms

The Department of Education recognizes the responsibility acquired by teachers and professors on creating our society from the basic of sane coexistence among the individuals of that society. Educating for equality of gender is fundamental to live in a society which is enriched by the diversity present in its members to enhance effective learning in our student body; in accordance to the educational practices and public policy of the Department of Education.

It take a village to raise a child, an African proverb used and quoted widely for its meaning and true essence of raising and educating a child. Whereas everyone in the village has an important role in the education for each and every child in their community. To educate requires encouraging the development of each individual in all aspects, which make it necessary to create awareness among the students in order to overcome the limitations of gender imposed on by society. The activities of all member of the school community must promote social justice leading to reducing, if not the elimination of prejudice undermining and underestimating any of its members.

To establish an appropriate and balanced dialogue, it is important that teachers and professors become familiarized with the terms utilized in the analysis study of this guide and its activities. The Department of Education of Puerto Rico defines these terms as follows:

1. **Self-esteem:** extent to which one person likes and feels good about oneself (Pruitt, Crumpler & Prothrow, 2000).
2. **Civics:** behavior of citizen and response to public rules (Real Academia Española, 2012).
3. **Culture:** can now be considered as the set of distinctive spiritual and material, intellectual and emotional features that characterize a society or a social group. It includes, in addition to arts and culture, modes of life, the fundamental rights of human beings, a system of values, traditions and beliefs that give people the ability to reflect upon relevant issues (UNESCO, 2013).
4. **Culture of peace:** the set of values, attitudes, traditions, behaviors and lifestyles that inspires and reflects upon: a) respect for life, human beings and all human rights; (b) rejection of violence in all its forms and the commitment to prevent violent conflict by attacking its causes to solve problems through dialogue and negotiation; (c) the recognition of the equality of rights of every individual to freedom of expression, opinion and information; (e) the adherence to the principles of freedom, justice, democracy, tolerance, solidarity, cooperation, pluralism, cultural diversity, dialogue and understanding among Nations, including ethnic, religious, cultural groups, and people; (f) a sustained and long-term development action centered on the human being and based on mutual

support; (g) the commitment to full participation in the process of satisfying the needs of development and protection of the environment of the present generation and future generations (UNESCO, 2013).

5. **Human rights:** essential rights that guarantee we can live as respected human beings where we can grow or fully exercise our qualities, our intelligence, talent and spirituality (UNESCO 2013).
6. **Discrimination :** to separate, exclude or segregate an individual from a group because of physical features, ideas, religion, culture, by its sexual orientation, economic position, or other apparent reasons by the depriving of opportunities.
7. **Diversity:** range of differences that encloses a variety of experiences, abilities, talents, perspectives, and culture of every person respecting age, sex, gender, sexual orientation, identity of gender, race, national origin, ethnicity, spirituality, functional diversity, among others.
8. **Stereotype:** fixed idea on a given group of individuals that describes a group of people in that group.
9. **Gender equity:** fair and just distribution of the benefits, power, resources and responsibilities between women and men (Pan-American Organization of health, 2009).
10. **Ethics:** set of rules and customs that value and that guide human behavior.
11. **Family:** Group of people who are in various ways that take responsibility for the physical, economic, spiritual, social, affective, and emotional needs of all its members. They may or may not be linked by blood ties.
12. **Gender:** refers to the social concepts of functions, behaviors, activities, and attributes that each society considers appropriate for men and women (World Health Organization, 2013). Socially constructed characteristics that define and related areas of the human being to work of feminine and the masculine.
13. **Gender Identity:** refers to the way in which the person is identified as recognized, in terms of the gender which can corresponds or not to their biological sex at birth (law 22-2013).
14. **Equality:** principle that recognizes the ability of all people to exercise the same rights. Equality is not the same as equity.
15. **Male Chauvinism (Machismo):** cultural attitudes or actions system that promotes the idea of the superiority of men over women.
16. **Abuse:** mistreating a person through word or deed (Real Academia Española, 2012).
17. **Sexual Orientation:** Means the capacity of each person to feel an emotional, affective or sexual attraction to people of a different gender, of the same gender, or to both genders (Law 22-2013).
18. **Patriarchate:** Demonstration and institution of male dominance over women, children in the family and of the extension of that domain of women in society in

general (Gerda Lerner, 1986). The institutionalization of this domain is exercised through the social structures, such as family, school, economy, army, religious institutions, media, and government among others.

19. **Peace:** It is more than the absence of war and conflict; it is a dynamic concept that should be considered in positive terms: the presence of social justice and harmony, the possibility that human beings carry out fully its possibilities and enjoy the right to a dignified and sustainable survival (UNESCO 1994).
20. **Gender Perspective:** a theoretical approach of analysis which facilitates to rethink the social and cultural constructions of the distribution of power between women and men and which directly affects, shapes and relates to people at all levels (Inter-American Institute of human rights, 2008).
21. **Prejudice:** preconceived negative opinion towards something or someone.
22. **Role by Gender:** set of duties, prohibitions, and expectations about the behaviors and activities considered socially appropriate for people who have a particular sex (Murguialday, n.d.).
23. **Sexism:** conduct, use of language, politics or other actions of people that express or sees a vision of superiority of one sex over another. Sexism determines discrimination in all areas of life and acts as a limiting factor in the educational, professional, and psychological development of people.
24. **Sex:** refers to the distinction between men and women based on their physical, anatomical and physiological characteristics. Sex does not equal gender.
25. **Socialization :** process through which people acquires a sense of personal identity, internalized behaviors, values and norms, that individuals consider correct in time and particular culture.
26. **Respect:** value and practice that recognizes the dignity of human beings as individuals. It is the fundamental basis for a just and peaceful coexistence of the people that forms a society. This value extends to institutions, nature, animals, among others.
27. **Violence:** intentional use of force or physical power, fact or threat to self, another person or a group, community or animals, that causes, or is likely to result in injury, death, psychological harm, developmental disorders or deprivation (OMS, 2003).
28. **Gender-Based Violence:** any act of violence towards any gender that may cause physical, sexual or psychological sufferings. All threats to such acts, coercion or arbitrary deprivation of liberty, whether it occurs in public or private life (OMS, 2007). It includes and goes beyond the relationship between couples.

English Program

Introduction and Recommendations

The first step to promote gender equality and develop gender-responsive attitudes is to be aware of gender issues, what it means, what needs to be done and how to accomplish it. This is why teachers play such a crucial role in every classroom. They are the actors / actresses who shape the success or failure of their students. They can detect and analyze the gender responsiveness of all students.

Understanding that teaching/learning materials are frequently gender-biased is key to help guide the students in identifying when women/girls are less frequently mentioned than men and boys, or whenever they are mentioned, girls and women are being projected as passive, shy, weak, while boys and men are adventurous, inquisitive, courageous, heroic and clever. Women's potential for excelling in non-traditional tasks may not be often mentioned, and women may be rarely referred to as managers, pilots, lawyers, scientists, doctors or heads of state. These stereotypes often found in textbooks may determine how girls and boys choose their subjects and ultimately, their careers.

Still, the teacher needs to go further than the textbooks, a gender sensitive teacher should keep in mind to give female and male students equal opportunity to write on the board, to answer, to present their work, to give similar classroom duties (cleaning, moving desks, etc.), and to encourage each one to be leaders or co-leaders.

The activities in this curriculum are not enough to address the gender perspective, especially when it is for the whole school experience. The teacher should examine each text, picture or material they are to give each day before introducing it to the students. Aside from the understanding of the material, the teacher should be keen to identify if it promotes gender equality or if, on the contrary, it perpetuates gender bias and stereotypes. Also if the material portrays or mentions men and women on the same degree, how often they appear, what kind of activity they are doing, what roles they play, and so on.

The curriculum presents syntax issues, making them confusing or irrelevant to gender perspective. Confusing the terms "gender" and "sex" as a same concept. Other activities were basically the same, repeated, even within the same grade. It also presents some activities that were well thought of with enough discussion and depth for the students to grasp the concept of gender and equity. Perhaps those could be acclimated for lower grades.

It is a concern that there are no novels included in the reading material, even for high school students. The English language has a great variety of women and men writers that should be introduced at this age group / grade.

Throughout this English Module, we have the opportunity to distribute the learning experience in phases from raising awareness in lower grades to discussing in depth the realities and consequences of gender bias and stereotyping. Yet, the module falls short on this opportunity, because the activities seem to be at random, without direction or an overall plan.

It is highly recommended to plan beforehand stages/phases throughout the grades and develop the activities according to that plan, so that when the student arrives to high school, they should have a solid concept of gender equity and can progress into changing our current paradigm.

Activity Guide

Gender Equity Curriculum

Class: English

First Grade:

Unit: 1.2 Our Diverse Community

Standard and Expectation:

1. S.5 Describe the personal experiences regarding human diversity, using new vocabulary and details about familiar topics, appropriate to situation.

Topic of the activity: Identifying and analyzing traditional gender roles in our diverse community.

Duration: 40 minutes

Description: Students will have the opportunity to identify jobs/occupations within the school setting and their community.

Purpose: The student will describe ways to help our community comprehend jobs/occupations can be performed by all human beings.

Objective: After identifying and analyzing traditional gender roles in our community, students will explore different types of jobs/occupations within the school and focus on how school workers meet community needs. (Such as teachers, counselors, social workers, janitors and others)

Activities:

Initial:

Ask students to brainstorm the different types of jobs in their school and community.

Developing:

List the responses on the board. Emphasize on the fact that any gender can/could do any of the occupations listed.

Ask students to give examples of skills that the jobs may require. Interact with the students when skills mentioned are gender related to break any stereotypes that may arise.

Ask students to role-play one of their favorite occupations.

Students may want to “dress the part” for the role-play activity.

Closing:

Have guest’s representative of the occupations to speak to the students, challenging stereotypes: A police woman, a female firefighter, female physician, male nurse.

Students can participate in field trips to local community sites such as the firehouse, post office, dentist, etc...

Materials:

Hand-outs

First Grade Worksheet 1

Bulletin Board

Colored Paper

First- Worksheet 1

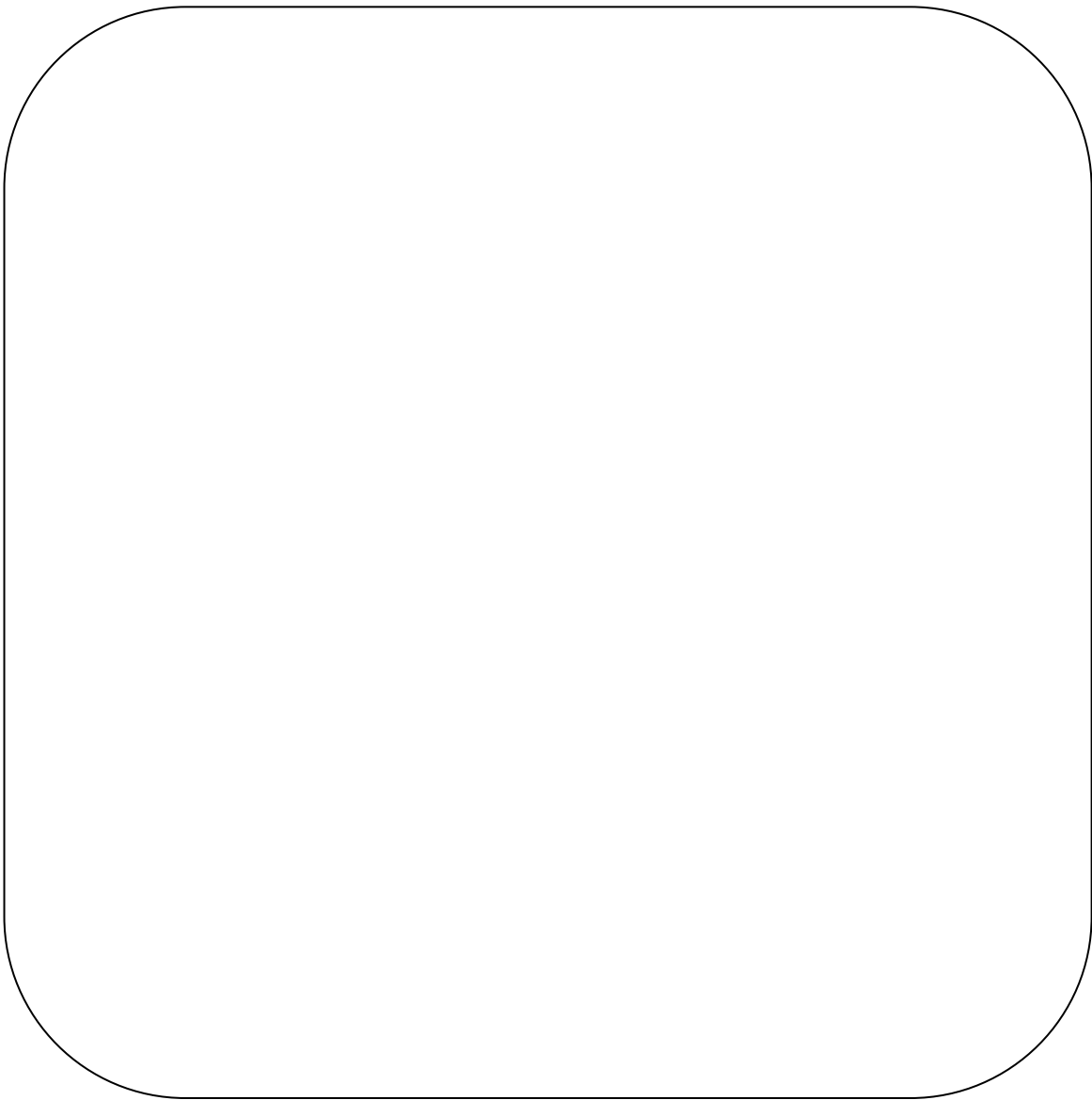
Unit 1.2

Our Diverse Community

My Name: _____

Have students draw a picture of their local community and the people who hold related jobs.

This is My Community:

A large, empty rounded rectangle with a thin black border, intended for a student to draw a picture of their local community and the people who hold related jobs.

First- Worksheet 2

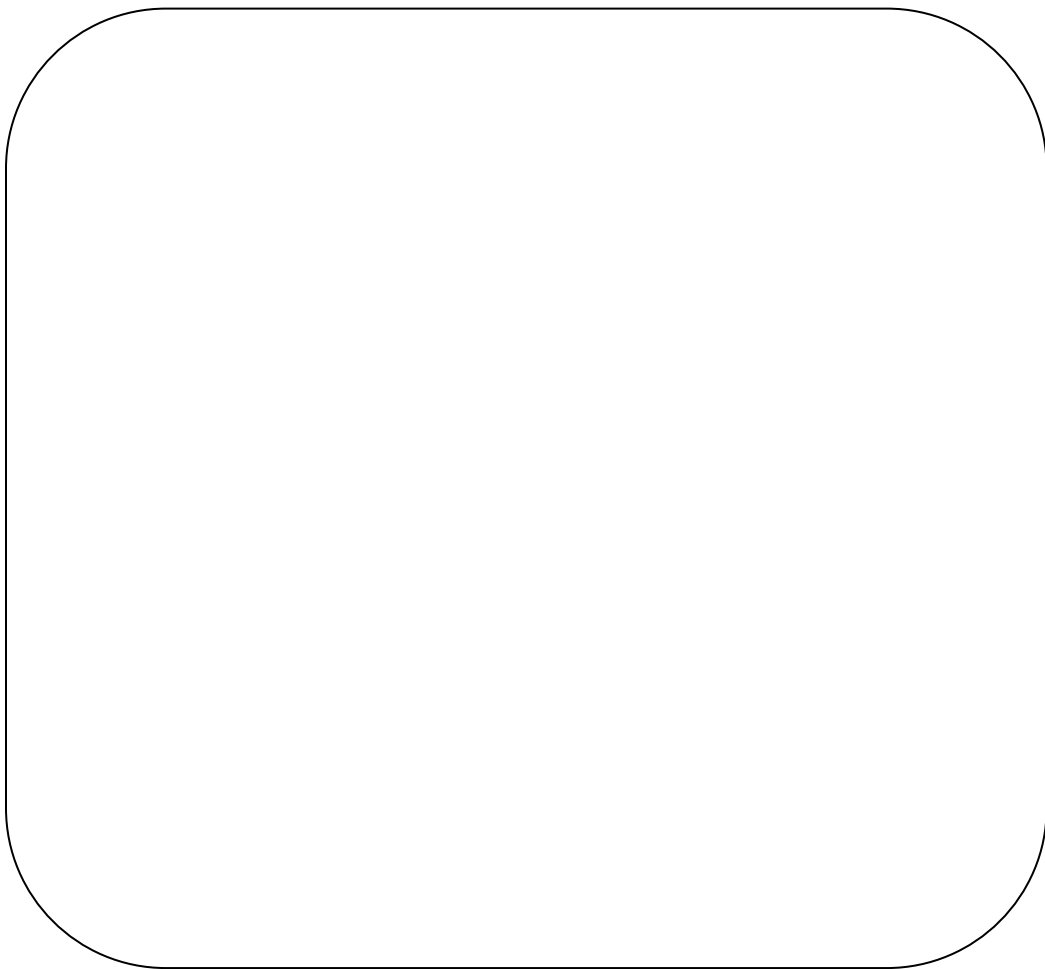
Unit 1.2

Our Diverse Community

Name: _____

Date: _____

Have students find pictures of people that represent the occupations discussed by the guest speakers and other occupations of personal interest. Have students cut and paste the magazine pictures to make a collage of the occupations discussed. Have students explain their collage to a partner. Display the collages on the bulletin board.



Activity Guide

Gender Equity Curriculum

Class: English

Grade: First

Unit: 1.4 How can I help?

Standard and Expectation: 1.S.3

Topic of the activity: Oral Presentation Gender Equity and Community Role Models

Duration: 45 minutes

Description: People who work within the community will be invited to share occupational information with students.

Each occupation should have a male and female role model to deliver the presentation.

Purpose: The students will discover equity among genders and distinguish the diversity of jobs within the community.

Objectives: The student will differentiate among various jobs in the community and discover that law requires jobs/occupations provide equal employment opportunities for genders (with the teachers help).

Activities:

Initial:

People who work within the community will be invited to share occupational information with students. Each occupation should have a male and female role model to deliver the presentation.

Developing:

Tell students that people who work in the community will be invited to the classroom to talk about their jobs. (Parents, post officers, police, school personnel, etc.) Contact and schedule the above mentioned individuals.

Closing:

Ask the speakers to emphasize the type of education and training required for them successfully perform their jobs.

Support the students in drawing the conclusion that men and women have to complete the same type of education and training process to acquire jobs.

Ask students to write a story about the occupation that interested them the most.

Students will work in small groups and role-play their favorite occupation.

Materials:

First Worksheet 1

Guest Speakers

Board

Magazines

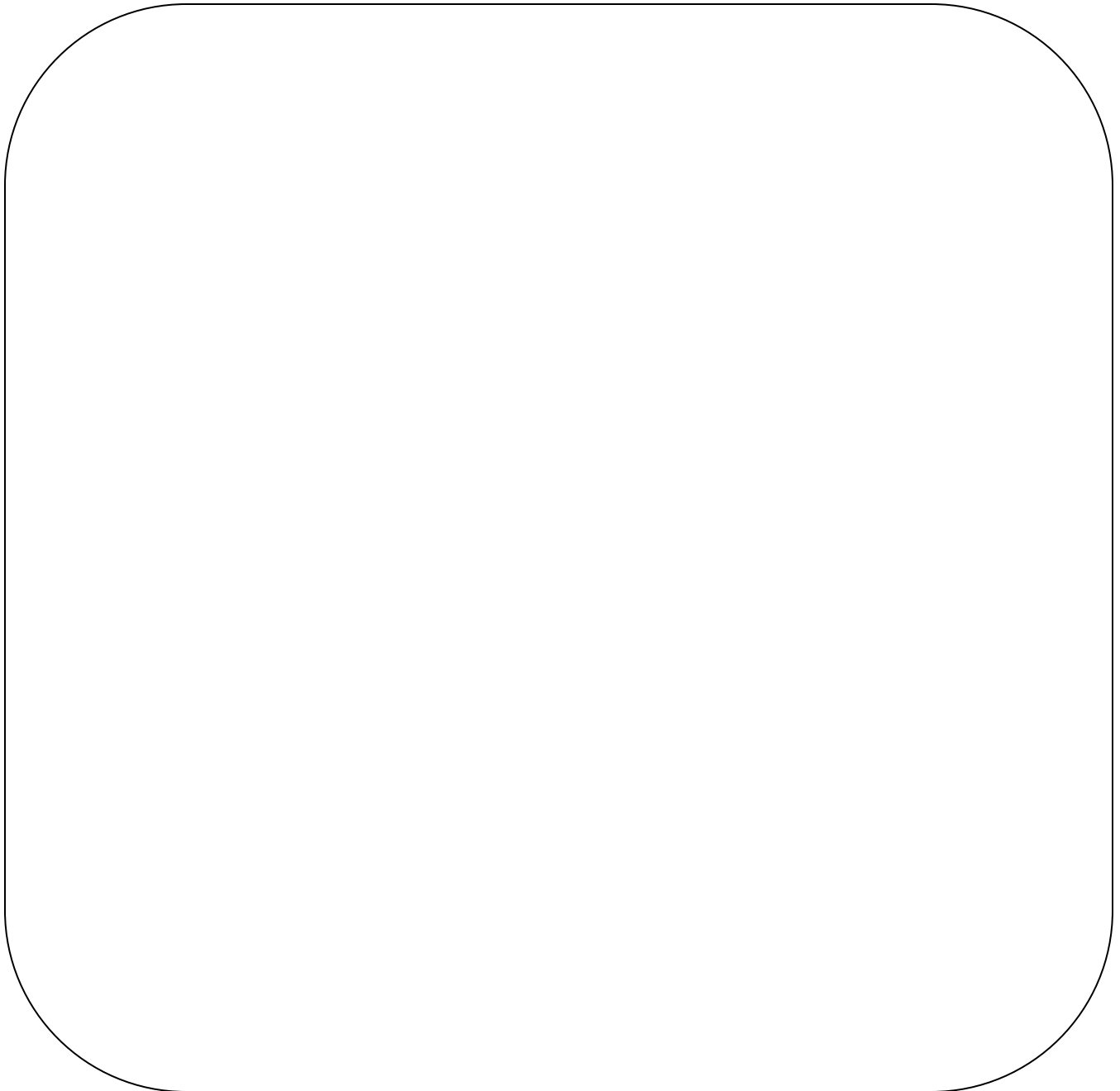
Scissors

Glue

Name: _____ First Grade - Worksheet 1
Date: _____

Gender Equity and Community Role Models

Have students find pictures of diverse people that represent the occupations discussed by the guest speakers and other occupations of personal interest. Have students cut and paste the magazine pictures to make a collage of the occupations. Have students explain their collage to a partner. Display the collages in the classroom.



Activity Guide

Gender Equity Curriculum

Class: English

Grade: First

Unit: 1.5 Let's Celebrate

Standard and Expectation: 1.R.7

Topic of the activity: Celebrating Diversity with Elmer

Duration: 60 minutes

Description: This lesson is used to promote respect of differences in the classroom and school.

Purpose: The lesson looks at what Elmer did and mentions reasons why people might hide who they really are to 'fit in'.

Objectives:

After the teacher reads the story Elmer, the students will discuss Elmer's similarities and differences when compared with all of the other elephants. Students will discuss their own similarities and differences and will learn how to respect those differences together.

Activities:

Initial:

1. Read Elmer to the class.
2. Guide students in completing the Celebrating Differences with Elmer

Developing:

1. Discuss Elmer's similarities and differences to the other elephants, then students' discuss their own similarities and differences among one another.
2. Talk to students about celebrating our differences and why we are special.

Closing:

1. Students draw and decorate their own elephant, then should write about why their elephant is special.
2. Students' elephants can be displayed with the "Our Elephants" poster.

Materials:

Elmer by David McKee (HarperCollins, 1989)

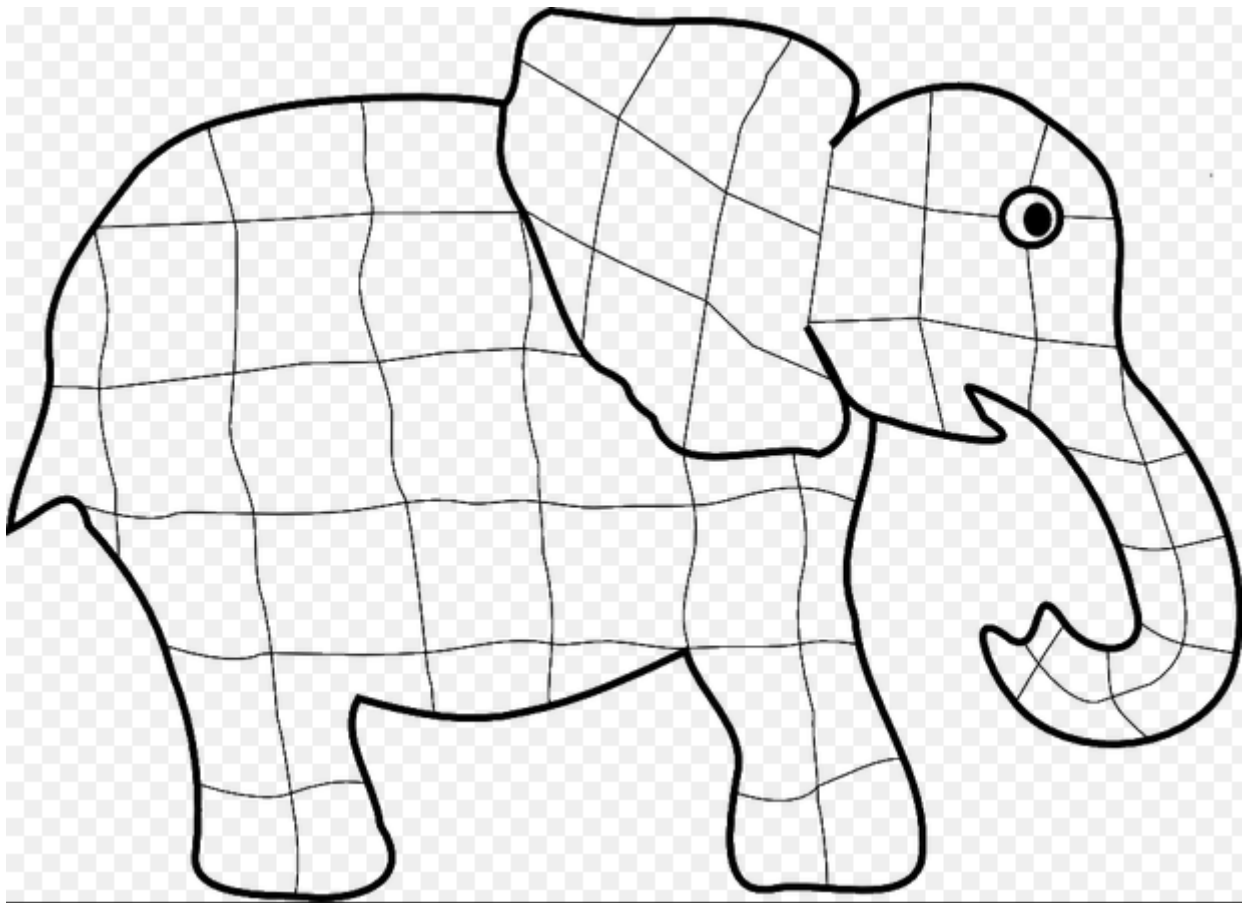
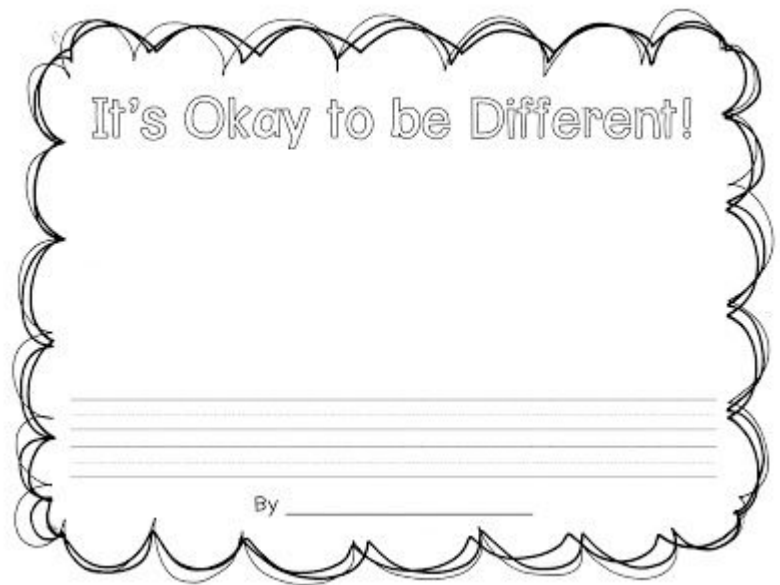
Blank Paper

Lined Paper

Pencils



(Attachment # 1)



Activity Guide

Gender Equity Curriculum

Class: English

Grade: First

Unit: 1.8 How We Change

Standard and Expectation:

1. S. 1: Participate in class, group and partner discussion by listening attentively, following turn-taking rules, and asking and answering questions about personal experience and stories with more elaborated responses, transitioning from one-or two responses and simple sentences.

Topic of the activity: The Real Me

Duration: 40 minutes

Description: Students will begin to explore the qualities that make them special in their own way. It is important for them to know and understand what makes them unique.

Purpose: After identifying and analyzing traditional gender roles in our community they will explore different types of jobs/occupations in the school community and focus on how community workers meet community needs with different genders.

Objectives: After identifying the gender roles in our community the students will explore the qualities that make them special in their own way and how important it is for them to know and understand what makes them unique correctly.

Activities:

Initial: Discuss the fact that we are all unique and special in different ways, and that it is important to share those unique qualities with others. Have students meet into small groups and share their “special” qualities.

Developing: After identifying their special qualities, students pair their unique qualities with roles they can have in their communities, comprehending that gender is not a limitation to what they can achieve.

Students should draw pictures of themselves and post their Worksheets on the bulletin board.

Closing:

Students identify their own special interests and possible community roles. They will draw pictures to illustrate them.

Ask students what they would wish for if they had the chance to make three wishes come true.

Materials:

First Worksheet 1
Bulletin Board
Colored Paper
Crayons

Name: _____

Date: _____

Check the best answer

<p>I am</p> <p>____ slow as a turtle</p> <p>____ fast as a rabbit</p> <p>I am</p> <p>____ neat and clean</p> <p>____ kind of messy</p> <p>The time I like best is</p> <p>____ morning</p> <p>____ night</p> <p>My hair is</p> <p>____ long</p> <p>____ medium</p> <p>____ short</p> <p>____ curly</p> <p>____ straight</p> <p>____ I do not have hair.</p> <p>I am</p> <p>____ noisy as a firecracker</p> <p>____ quiet as a mouse</p>	<p>I am</p> <p>____ ticklish</p> <p>____ not ticklish</p> <p>I am</p> <p>____ an indoor person</p> <p>____ an outdoor person</p> <p>I am more</p> <p>____ jokeful</p> <p>____ serious</p> <p>I am</p> <p>____ right-handed</p> <p>____ left-handed</p> <p>My face has</p> <p>____ no freckles</p> <p>____ a few freckles</p> <p>____ lots of freckles</p> <p>I eat like a</p> <p>____ bird</p> <p>____ horse</p> <p>I usually</p> <p>____ wear glasses</p> <p>____ do not wear glasses</p>
--	--

Name: _____

Date: _____

Finish each sentence

1) I love to _____

2) I used to _____

3. I do not like to _____

4. I want to _____

5. I have never _____

6. I wonder _____

7. I worry _____

8. I get into trouble when I _____

9. The best thing about being me _____

10. I like to dream about _____

Guide for Activities

Gender Equity Curriculum

Subject: English

Second Grade

Unit: 2.1 Bilingual and Proud

PRCS: 2.L.1a, 2.S.1, 2.S.3, 2.S.5, 2.S.5, 2.W.3

Activity Theme: When I grow up I want to be a...

Duration: 30 minutes

Description: This lesson helps young students explore the gender stereotypical beliefs that limits the types of activities and interests they pursue. Through a game about gender roles and musical instruments, small and large groups brainstorm and discuss children's literature that transcends gender barriers. Students increase their awareness of gender stereotypes and learn about ways to overcome them.

Purpose: The **Purpose** of teaching students about gender stereotypes is not to pressure them to pursue activities simply because they are gender non-conforming, but rather to broaden students' notions about the choices open to them.

Objectives: After having a conversation about musical instruments the student will engage in a learning game that challenges gender role stereotypes adequately.

After asking questions about gender roles the student will name activities regarded as only for boys or girls adequately.

Initial Activities:

Tell the students that they will participate in a brief matching game called Making Music. Divide the class into small groups of 3 – 5 students and provide each group with a Making Music handout and a set of Making Music (Student Photos). Have groups lay out the photos on a table and tell them that each of these children has signed up to learn a new musical instrument.

Development Activities:

Instruct groups to do the following:

Discuss which person they think should learn each instrument, and glue or tape the photos accordingly in the first column when the group has come to an agreement. (Tell students that they can only assign one person to each instrument.) Discuss about the musicians they like. Which instruments they play? Teacher must list them on the board.

Discuss which of the six instruments they would choose if they could learn a new instrument, and write their names accordingly in the second column. (Tell students that more than one person can choose the same instrument.)

Closing:

Reconvene the class and invite a representative from each group, one at a time, to share the groups' decisions. Post the completed handouts where everyone can see them and engage the class in a discussion using

Materials:

Making music Handout (One copy per small group)

Making music (Student Photos) (One copy per small group)

All Children Making Music (One copy)

Activity Guide

Gender Equity Curriculum

Subject: English

Grade: Second Grade

Unit: 2.3 Myths and Creation Stories

Standards and Expectations: 2.L.1, 2.S.1, 2.S.2b,

Theme: Everyone is Unique: A Lesson in Respect to Others

Duration: 90 minutes

Description: In this lesson, students search for the most positive aspects of some very unusual "people." The activity reinforces the idea that one can't always judge the quality of a person by their appearance; people should be appreciated for their differences.

Purpose: Teach students about respect for others' and their unique qualities combining art and language arts.

Objectives: After having a conversation about the word unique the student will demonstrate that they can:

- ✓ Define the word unique in their own words correctly.
- ✓ Create a unique person by following instructions.
- ✓ Mention the positive qualities of this person using respectful words.

Procedure:

Initial Activities: To begin the lesson, write the word *unique* on the chalkboard or on a chart. Younger students, especially, will be intrigued by this "unique" word! Ask students what the word means to them. Ask: *What is it that makes you unique among your classmates?* Next, draw a simple outline of a person on the board or chart. Draw two horizontal lines across the person's body. One line should divide the person's head (including the neck) and torso (shoulders to waist); the other should divide the torso and leg area (from the waist-down). Talk about one section of the body at a time. Discuss some of the features that might make up a person's head/neck. Lead students to understand that people can have blue eyes or brown eyes, small ears or big ears, curly hair or straight hair, dark skin, light skin, or a shade in between, freckles, glasses, or a hat, and so on. Write students ideas about a person's head on the board or chart next to the head area of the person you drew.

Discuss some of the ways in which people's bodies might be different. Lead students to understand that people can be skinny or heavy, muscular or frail, square- or round-shouldered, and so on. Talk about the kinds of clothing people might wear -- a T-shirt, a sweater, a scarf. Teachers write on the board the kinds of clothing student's mention. Write down some of the possibilities for students' name.

Finally, focus on the lower body (from the waist down). Point out that people can have skinny or stubby legs and their feet point in, out, or straight ahead. People wear pants, dresses, high-top sneakers, high-heeled shoes, construction boots, ballerina slippers, and so on. Write down students' ideas.

Development Activities:

Provide each student with a piece of white drawing paper measuring 2 square inches. Have students write their names on one side of the paper and draw on the other side of the paper the head of a person. Tell students that this should not be somebody they know; this *unique* person should come from their imaginations. Remind them to think first about the features the person's head will have; they can refer to the list they and their classmates created in the first part of the lesson. They should include as much detail as possible in their drawings.

It is very important that students fill up the entire square with the image of the person's head. Also, remind them their head could use a neck to sit on!

When students finish drawing a unique head, provide them with a sheet of paper that measures 4 square inches. After students write their names on one side of the paper, they should turn the paper over and draw the torso (shoulders to waist) of the person. Before they draw, remind students to imagine the features of the person's torso. How is the body shaped? What clothing is the person wearing? Once again, students should fill the entire space and draw as much detail as possible. *Think unique!*

When students finish drawing a torso, hand them a third sheet of paper; this time a 3- square inch. Have students write their names on one side of the paper, and draw the bottom part of their person (waist down to the feet). Remind students to fill up the space and include as much detail as possible. Once again, tell them to *think unique!*

As students finish their final square, have them check to be sure their names are on all three parts; then collect them. You might have students put the heads in one box or folder, the torsos in another, and the legs in a third.

Closing Activities: This part of the lesson might be done the same day or the next day. Distribute to each student a head, a torso, and a set of legs. Students should not get a body part that they drew. Have students tape together the three body parts to create a totally *unique* "friend." The new friends will be pretty unusual-looking people, to say the least! But...

Everybody is different, or unique. What a person looks like on the outside has nothing to do with what is inside! Every person has special talents, special qualities...

After students have had a good laugh about how the three body parts came together to create an unusual-looking person, ask each student to think up a name for his or her new "friend" and to give some thought to some of the characteristics the new friend might have. Ask: What special qualities does this unique person have? What special talents does the person possess? What do you have in common with your new friend? How are you different?

Students can add strips of paper with human qualities and abilities. They can also dress up their new friend.

Materials:

- 2- square inch of white drawing paper, one sheet per student
- 3- square inch of white drawing paper, one sheet per student
- 4- square inch of white drawing paper, one sheet per student
- art supplies (might include crayons, markers, or paints)

It is important to point out that regardless of the differences, each person has the same value. We might be different in some ways, but similar in so many others.

Activity Guide

Equity Gender Curriculum

Subject: English

Grade: Second Grade

Unit: 2.5 Heroes

Standards and Expectations:

2. L.1a 2.L.1g 2.R.1 2.S.1 2.W.1

Theme: "Bursting Stereotypes"

Description: Balloons serve as a conduit in this lesson in which students "burst" stereotypes that unfairly label individuals or groups.

Purpose: Students will learn that stereotypes make us judge people unfairly.

Objectives:

After the teacher explains and presents examples of stereotypes, the student will:

- Define the word stereotype.
- Classify statements in fair or unfair.
- Explain what a stereotype is and what they learned from the activity in their own words.

Procedure:

Initial Activities:

To begin the lesson, write the words *man* and *woman* side-by-side at the top of the chalkboard or on a piece of chart paper. Draw a vertical line between the two words to create a two-column chart. Have students set up a piece of writing paper in the same way. Then ask students to write words or phrases that describe the qualities or characteristics of a man under the word *man* and words or phrases that describe a woman under the word *woman*. To get the ball rolling, you might ask students to share a few ideas with their classmates. Following are some stereotypical students' responses:

Man -- active, sports-lover, short hair, hardworking, truck driver, breadwinner, strong

Woman -- loving, nurse, shop, likes flowers, cries easily, long hair

Give students a few minutes to compile their lists.

Arrange students into small groups and ask them to share their lists with group members. Then give each group two minutes to brainstorm additional words or phrases describing a man, and two minutes to brainstorm additional words or phrases describing a woman.

Bring the groups together to create a class list of words and phrases about men and women. Write them on the chalkboard as students share them. Then ask some of the following questions:

- Are you happy with the lists you have created? Do you see any changes you would like to make to them?

- Are there terms that do not belong under the heading they're under? Are there terms that might fit under both headings?
- Is it fair to say that *all* men _____ or that *all* women _____?

Development Activities:

Write the word *stereotype* on the chalkboard or chart. Ask students if they know what the word means. Write down the dictionary definition of the word. For example, *Scholastic Children's Dictionary* defines the term this way:

An overly simple picture or opinion of a person, group, or thing. *It is a stereotype to say all old people are forgetful. Write on the chalkboard or chart the following phrases:*

All old people are forgetful. Men are better at math than women are. African-American men are the best basketball players.

Give students a few moments to consider those phrases. Then ask them to share their reactions. Lead students to the conclusion that the statements are too general to be true; encourage them to recognize that it is unfair to make such sweeping statements. Help students make the connection between the phrases and the term stereotype.

Closing Activities: The teacher will present different examples of stereotypes like:

- Kids who are into computers are geeky.
- Young kids are noisy.
- People who wear glasses are smart.
- Poor people are lazy.
- All Puerto Ricans dance salsa.
- Women are better cooks than men.
- Girls are not as athletic as boys.
- All politicians are crooks.
- Everyone believes in God.
- Native Americans live on reservations.
- All physicians are rich.
- All U.S. people like to watch baseball.
- All tall people are good basketball players.
- Boys don't cry
- Boys don't play with dolls
- That is not girly

- Girls are neat boys are messy
- And others

Now it's time to grab from the closet the bag of inflated balloons or to stand near the bulletin board you have prepared.

- If you have created a bulletin board for this activity, ask students to read each sentence strip aloud and staple it next to a balloon on the bulletin board. When all sentence strips are stapled to the board, lead a class discussion about each stereotype. [Have a common pin concealed in your hand for the next part of the activity.] Ask students if the stereotype statements are fair statements. When you are satisfied that students have refuted the stereotype, swipe the balloon with the common pin. *Pop!* -- that stereotype has been burst.
- If you choose not to create the bulletin board, call students holding sentence strips to come one at a time to the front of the classroom. Have each student read aloud the statement on his or her strip and hold the strip up for classmates to see. Hold up a balloon as the strip holder calls on classmates to refute the stereotype on the strip. Once satisfied that the stereotype has been blasted, *pop* the balloon.

Ask students to share how they felt about the lesson. What did they learn? Were there times during the lesson when they felt angry or sad?

Materials:

2-dozen multi-colored balloons, inflated
 2-dozen paper or tag board sentence strips, 2-inches wide by 12-inches long
 Thumbtacks (optional)
 Crayons or markers
 Common pin

Activity Guide

Equity Gender Curriculum

Subject: English

Grade: Second Grade

Unit: 2.5 Heroes

PRCS: 2.L.1, 2.L.1.a, 2.L.1.g, 2.S., 2.S.2

Theme: Don't Laugh at Me

Duration: 30 – 45 minutes

Description: In this lesson, students will learn about caring, empathy and respect.

Purpose: Teach about empathy and respect.

Objectives:

After the teacher reads the storybook, “Don’t Laugh at Me” the student will:

- Answer questions correctly.
- Relate the story to real life situations adequately.

Class Activities:

Initial Activities:

Torn heart. Pass a large paper heart around the class and have each student tear off a small piece. When what is left comes back to you, explain that this is what it feels like to a person who is teased and bullied and made fun off on a regular basis. Hard to put this heart back together!

Discussion questions:

- What is bullying?
- What is teasing?
- Have you ever seen anyone teased in a mean way? (no names please)
- Has it ever happened to you?
- What are the effects of cruel teasing and bullying?

Development Activities:

Read the storybook to the group

- Discuss the illustrations and relate to real life situations. Ask students about the characters in the book and if they think their hearts are being torn.
- Allow students to comment on the illustrations, remembering not to mention anyone by name, unless it is a positive example.

Closing Activities:

Follow up discussion questions.

- What are your reactions to the storybook?
- Why do you think kids bully and tease? (Some reasons to point out: to get attention, imitation, feelings of superiority, peer acceptance, misunderstanding differences, media influences, among others)
- What are some things we can all agree to do to stop bullying and teasing?
- Survey: Who in this class will raise your hand and show you have the courage to do these things?

-

Materials:

Storybook - Don't Laugh at Me

Large paper heart to be torn

<https://www.youtube.com/watch?v=kJzaKQFBc4o> (story)

This is a great activity to talk about empathy and respect. But in order to include gender in the mix, it should include examples of gender-based bullying. For example:

- You run like a girl.
- You hit like a girl.

The activity could be developed for higher grades and use stronger words;

- You 'fag', "faggot", "lesbo", "freak"
- "Tomboy", "loser", "fatso"

Activity Guide

Equity Gender Curriculum

Subject: English

Grade: Second Grade

Unit: 2.6 Art and Author Study

Standards and Expectations: 2.L. 1c, 2.R.2.L

Theme: Boys and girls should be themselves.

Duration: 60 minutes

Description: In this lesson, students will develop awareness of being an individual, acceptance of others who like different things and to express oneself and think about others feelings.

Purpose: Teach about respect for others' unique qualities in this lesson that combines art and language arts.

Objectives:

After the teacher explains the concept of individuality and provide examples the students will demonstrate that they can:

- ✓ Explain what it means to be an individual in their own words.
- ✓ Identify problems with not treating people equally.
- ✓ Model how to treat people with respect acting out a script.

Procedure:

Initial Activities:

Do a KWL with the students, seeing what they know about the word individuality and what they want to know about it. Direct when necessary, having them think about what being an individual means. Take this into a discussion where kids share questions and experiences and get them focused on the lesson to be learned. For ESL children, show the class a poster with the word "individual" labeled and pictures (Ensure that the pictures presented have gender perspective. For instance;

- A boy playing with dolls, in a kitchen washing dishes or cleaning and sweeping.
- A girl playing with a basketball, cars or construction) for all kids to see what types of things all children can play with or like, such as dolls, blocks, cars, stuffed animals, etc. Talk through the poster with the kids and emphasize that all children are having fun and doing things that they like adequately.

Development Activities:

Read the story, William's Doll by C. Zolotow. Ask students to predict what they think the book will be about by reading the title and looking at the cover picture. Stop and discuss certain events and behaviors from the characters in the story after every few pages. For instance, how the father negatively

reacts to the boy's liking dolls, how the mother supports her son, and how the grandmother also supports him and buys him a doll in the end.

Closing Activities: After reading, talk with the students about if it was acceptable for William to like playing with dolls. Lead the students into discussing if it is ok to play with any toy and why. Talk about how William liking his doll makes him an individual; he does not care what others think of him. Invite all children to share whether they liked the story and why. Ask why it is important to be an individual and what would happen if everyone was too concerned about what others think.

Add the word individual to the Word Wall and ask someone to explain again what it means. Complete the KWL by having kids tell what they learned from the lesson. Have a group of kids come to the front of the classroom and have a script for how they will react next time they encounter someone who is different than them or someone who likes something they do not. At the end, have students explain why it is important to respect individuals and how it makes you feel when people are understanding and respectful.

Materials:

- Chart paper
- William's Doll by C. Zolotow
- Paper
- Crayons
- Poster with pictures of individuals playing with different things
- Script for students to act out how to behave when they encounter someone who is different from them.
- <https://www.youtube.com/watch?v=2Vhcqo3oZaA>

Activity Guide

Gender Equity Curriculum

Subject: English

Third Grade

Unit: 3.2 Immigration

Standards and Expectations: 3.L.1a, 3.L.1e, 3.S.1, 3.S.4, 3.R.1, 3.W.1

Theme: Cultural Diversity

Duration: 60 minutes – 90 minutes

Description: To make children aware of the many cultures that have richly contributed to the development of Puerto Rico and to teach them the importance of cultural diversity within and across groups.

Purpose: To help children compare and contrast accounts of immigrants who came to Puerto Rico. There are many influences that the children could relate in Puerto Rico such as:

- Dominicans
- Cubans
- Venezuelans, Columbians, Peruvians, etc.

Objectives:

After having a conversation about the word unique the student will demonstrate that they can:

- ✓ define the word unique in their own words correctly.
- ✓ create a unique person by following instructions.
- ✓ mention the positive qualities of this person using respectful words with appropriately.

Procedures:

Initial Activities:

Give students a brief background of the content information about “Immigrants” to America. Show photographs from immigrants to illustrate key points. Explain to students that most of us descend from people who came to America from another place, and that it is this diversity which makes our country so wonderful.

Development Activities:

Prepare students to hear the story Stone Soup.

1. Before reading, ask, “See if you can figure out how this hungry boy solves his problem.”
2. Read Stone Soup to the class.
3. Discuss story. “Was the stone magic? What made the soup better? Would it have worked with just a few of the vegetables in it? Yes, but it is better with a variety of vegetables in it.

4. Put up poster depicting our rich, diverse cultures.
5. "How is this soup like people? Remember, it was better and better as more items were added. How is that like our town, or like America?"
6. "What wonderful things has your own family brought to our world? Share some special traditions your family has." (Teacher shares her family traditions to give them ideas such as; special Jewish meal for Easter, codfish gravy for Christmas morning, birthday parties for even birthdays, family parties for odd birthdays, green milk and eggs or French toast for St. Patrick's Day, etc.)
7. "Are we all the same then? Is it good to have diversity in our culture?"
8. In a Venn diagram compare and contrast the different immigrants that came to America (USA) to those that came to Puerto Rico. Discuss in class.

Closing Activities:

1. let's make *Stone Soup* for ourselves.

* Have students help measure, pour milk, and serve crackers.

* Serve in plastic bowls with a plastic spoon and a napkin.

2. Review by saying, "We read *Stone Soup* and discussed how each different vegetable made the soup so much better. We decided that people are like this soup. Diversity of people make this world a much better place to live."

Assessment

Discuss which immigrant men and women have made an impact in our Puerto Rican society.

Using 6 frames, students will create a comic strip, depicting the knowledge they have gained about the immigrants' arrival in America (USA).

Materials:

Content information about "Immigrants"

Display photographs

Poster depicting our rich, diverse cultures

Stew Pot

Vegetables and hamburger (suggest frozen vegetables to avoid peeling and have

Hamburger pre-cooked)

Measuring cups and spoons

Full milk carton (gallon)

Paper towels

Crackers

Hot Pads

Scoop for dipping soup

Plastic bowls, spoons, napkins, cups

Story https://www.youtube.com/watch?v=P_TXIoIUbd4

Activity Guide

Gender Equity Curriculum

Subject: English

Grade: Third Grade

Unit: 3.2 Immigration

PRCS: 3.L.1a, 3.L.1e, 3.S.1, 3.S.1, 3.S.4,

Theme: What's righteous?

Duration: 60 minutes

Description: In this lesson, the students will recognize situations that are fair and unfair for humans.

Purpose: Teach about fairness and ways that students can show fairness to others.

Objectives:

After presenting situations about fairness and unfairness the student will be able to

- ✓ name situations related to fairness adequately.
- ✓ identify fair and unfair situations correctly.
- ✓ brainstorm ways that they can show fairness toward others appropriately.

Initial Activities:

1. Before students enter the room, divide the class into two groups by the month they were born (e.g., Jan.-June and July-Dec.). Then do the following:
 - Divide students into two groups without telling them why they are being separated. Direct the students in each group to sit in different areas of the room.
 - Choose one of the groups to favor. Without explaining why, give everyone in your favored group a few pieces of candy (or new pencils). Explain to the class that only one group will get the candy. That same group will be the only ones to get other special privileges (such as extra recess **Duration**, no homework, being first in line, etc.) Students in the other group likely will protest.
 - After a few minutes (or until someone in the other group says, "that's not fair!"), stop the exercise.
 - Ask students if they know what determined whether they were in the favored group or the non-favored group. Encourage all guesses and share the answer.
2. How did you feel during the exercise? Do you think you would have felt differently if you had been the one getting the candy and special treats than if you had been the one not getting the candy and special treats?

Development Activities:

1. (Note: Write the word, "fair" on the board.) Think about the following question: What does the word, "fair" mean to you? Pair up with another student and share your ideas

about the definition of fair. Try to come up with answers you both like and share them with the rest of the class.

2. Do you think that it was “fair” or “unfair” that some kids got candy and other special privileges? Why or why not? If not fair, what would have made it fair? Would it be fair to give the candy to students who earned it? Would it be fair if all students got the candy? Would it be fair if you picked 10 students names out of a hat to get the candy?
3. Do you think it is fair not to allow someone to do something because they are a female or male? (“Think about domestic chores in your home and how boys or girls are favored”.)
4. Take two craft sticks, two small circles, a crayon and a glue stick. Draw a happy face on one circle and a sad face on the other. Glue a “face” at the top of each stick. (Note: distribute cards with situations written on them.) Read the card. If you think the situation is “fair,” hold up your happy face. If you think the situation is “unfair,” hold up your sad face (Note: An alternative is to have students do thumbs up or down).
5. Hold up the cards with the situations that are “unfair.” Why are they unfair? Which do you think is the most unfair? Why?
6. Choose one of the unfair situations and talk with your classmates about how you could turn it into a fair situation? Share answers with the class.
7. Discuss the following: Do you think the rules in your classroom are usually fair? Share examples.
 - Why do you think it is important that the rules in the classroom are fair?
 - How would you feel if only certain kids got candy or special privileges based on what they looked like or whether they were a boy or girl?
 - What does treating people fairly mean?
 - Have you ever seen anyone being treated unfairly or treating someone unfairly yourself? What can you do if you think someone is being treated unfairly?

Closing Activities:

Get out a piece of paper and art materials. Divide the paper in half by drawing a line down the middle. On the left side of the paper, draw a picture of something you think would be unfair. It can be something that is unfair in class, in your family, on a team or in your community. Then on the right side of the paper, draw a picture of how that same situation could change to become fair. Write a sentence under each picture that describes what is “unfair” and what is “fair.”

Materials:

Bag of candy (or new pencils)

Craft sticks (two for each student)

Paper cut into small circles (two for each student)

Art materials (paper, crayons, glue sticks)

Handout: Fair or Unfair (PDF) (reproduce and cut out cards)

Activity Guide

Gender Equity Curriculum

Class: English

Grade: Third

Unit: 3.4 News / 3.7 Outer Space

Standard and Expectation: 3.L.1a, 3.L.1e, 3.S.1, 3.W.6, 3.W.FS.9,

Topic of the activity: Let's Create an Ad

Duration: 90 minutes

Description:

Students explore resources on how to become an astronaut, write job descriptions for three categories of astronauts, and compose ads for astronaut positions about their space travel event to be held at their school.

Purpose: To learn about occupational planning using gender equity, students explore the education, background, and personality traits required of astronauts.

Objective: After studying different famous astronauts and discussing why there are not as many women as men astronauts, the students will demonstrate the ability to write a newspaper ad about themselves as an astronaut with the teachers help.

Activities:

Initial:

1. Read and discuss the story I Want to Be an Astronaut by Byron Barton
<https://www.youtube.com/watch?v=zan4Zq73iRU>

Developing:

1. Provide students with examples of job ads and job descriptions.
2. Discuss the information provided in each kind of document and help students notice the differences between them.
3. Organize students into three groups and assign a position -- either a pilot, mission specialist, or payload specialist -- to each group. Be careful while distributing or assigning positions. Avoid giving boys traditional positions such as pilot, etc.

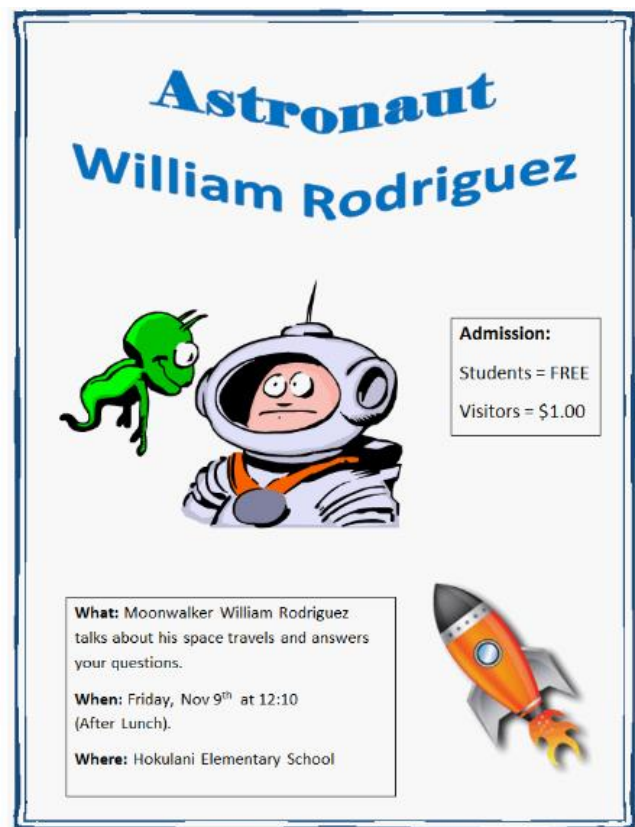
Closing:

1. Pretend you are a famous astronaut coming to your school to talk about space travel and answer student questions about being an astronaut.
2. Have each group write a job description and job ad for each assigned position. Teachers must focus why it does not matter if you are a female or male.
3. Create an ad with its title announcing your visit. (Example See Attachment # 1)
 - a. Use your name in the title.
 - b. Insert one or more clipart graphics about astronauts and / or space.
 - c. Write your event's admission times and ticket prices.
 - d. Write the details of what, when, and where using lively words.
 - e. Add your own creative and exciting information.
 - f. Add a fun border to your ad.

Materials:

Paper
Pen/pencil
Pictures
Crayons

(Example Attachment # 1)



Activity Guide

Gender Equity Curriculum

Class: English

Grade: Third

Unit: 3.5 Democracy & Citizenship

Standard and Expectation: 3.L.1b, 3.S.2, 3.S.4

Topic of the activity: Gender Shouldn't Limit You!

Duration: 50 minutes

Description:

In the following unit Democracy & Citizenship the students will learn about the political gender biases. The teacher will discuss list of characteristics that a president of a country should possess. The students will select a class president.

Purpose: Learning about sexism will influence the students' ability to recognize and combat gender discrimination.

Objectives:

After the student brainstorm about the characteristics of a president, the students will choose a class president with teacher's guidance.

Activities:

Initial:

1. Explain to students that today they are going to vote for a class president.
2. Begin by discussing with students the various duties of a class president -- for example, making choices about class parties, leading students out during an earthquake drill, or assigning students to care for class pets.

Developing:

1. Have students brainstorm a list of characteristics that a president should have -- for example, leadership, ability to make decisions, intelligent, etc. (Attachment 1).
2. Tell the students that they are going to vote on who should be class president. Ask students not to let their neighbors see their vote.
3. Give each student a slip of paper and a pen or pencil. Have them write for whom they will be voting for. Have them place their paper ballot in a ballot box.

Closing:

1. Take the slips out and tally the votes.
2. Announce the vote, and debrief with the class:
 - Which gender got the most votes? How many more votes?

Activity Guide

Gender Equity Curriculum

Subject: English

Grade: Third Grade

Unit: 3.5 Citizen and Democracy

PRCS: 3.L.1, 3.L.1b, 3.W.1, 3.W.4

Theme: Who Matters?

Duration: 120 minutes

Description: To understand the concept that the Human Rights of all people are important no matter how small or big or how young or old they are.

Purpose: Teach about the importance of human rights.

Objectives:

After the students listen to the story Horton's Hears a "Who", the students will:

- answer questions through class discussion adequately.
- explain the importance of human rights and responsibilities for everyone with the teacher's guidance.

Activities:

Initial Activities:

Read Aloud. Have students gather on the rug to listen to Horton Hears a Who by Dr.

Seuss. Teachers can prompt the students to participate in the reading by having them complete each line with the correct rhyming word.

Development Activities:

Discuss. After the story is read, lead the students in a discussion on the lesson of the story: "a person's a person no matter how small." As a class, discuss the following questions:

- What did Horton do that was so important?
- What would have happened to the Who's if Horton didn't protect them?
- What was the lesson of this story? What does, "a person's a person no matter how small" mean?
- Are you given the care and respect you deserve? Is everyone? Should emphasize ...

Regardless of their color?

Their origin?

Their language?

Their religion?

Their sex?

Their sexual orientation?

Their politics views?

- Have you ever met a person like Horton?
- Why was it so hard for Horton to convince others that the Who's existed and needed to be saved?
- How can we be friends to others even if we can't see them?

Closing Activities:

Reflect and Create. After the discussion, ask students to think about what they say to Horton would if they were a Who and have them write it down on the speech bubble in the handout. Ask students to make Horton the elephant using glue and the construction pieces in the handout. Finally, ask students to add the flower and their words to Horton.

Connect. Explain to your students that not only does everyone matter, but that everyone also has human rights, including children, which helps ensure that we are all cared for and respected. There is even a special document created just for them called the Convention on the Rights of the Child (CRC). Share a child-friendly version of this document with students. Read several of the rights out loud to the class.

Draw. Have students draw pictures that represent an idea or right from the CRC and post them with the students' elephants around the room.

Materials:

Horton Hears a Who by Dr. Seuss

Handout: Elephant Construction Pieces

Child-friendly version of The Convention on the Rights of the Child:
www.unicef.org/rightsite/484_540.htm

Curriculum for Gender Equity 4th Grade

English Gender Equity Activity 4

Subject: English

Fourth Grade

Unit 4.5 Non-Fiction Study

Standards and Expectations: 4L.1, 4.S2c 4.R.71, 4.R.91, 4.W.3 *, 4.LA.1

Duration: 120 minutes

Description: The students work in cooperative/ pair groups to write a list of questions and interview their parents, grandparents or guardians about the jobs they had when young. The students will compare each generation of jobs by using a T-Chart to establish male and female jobs and years.

Purpose: Students will complete a T chart about their grandparents and parents jobs today. They will answer the question: What are the differences between the jobs men and women have done throughout time?

Objective: The students will write questions and interview family members about their jobs. They will compare the gender with the jobs.

Example: A grandmother that works today as an engineer and a father that stays home as a caretaker for the children.

Process:

- 1-The teacher provides the students with instructions to interview their family members about their jobs. Including the students' grandparents, parents or other family members.
- 2- The teacher requests students to give samples of questions.
- 3-The teacher will write sample questions on the board.
- 4- The teacher divides the students in pairs or groups. The students will complete the list of questions and interview 2 family members. With the information obtained the students will complete a T chart. Grandparents / Parents \ Other Family Members
- 5- Students compare their findings and they share with their peers.

Materials:

Board
Sample interview questions
Markers
T-Chart graphic organizer
Comic Strip worksheet
Pictures of haircuts (?)
Poster board

English Gender Equity Activity 5

Subject: English

Grade Fourth Grade

Unit: 4.6 Family Interviews

Standards and Expectations: 4.L.1c, 4.L.1e, 4.S.2c, 4R.3l, 4.R.9l

Duration: 120 minutes

Description: The students work in small groups drawing pictures that represent job shared by both genders.

Process:

Initial

1-The teacher will present a Venn Diagram Graphic Organizer.

Title: Roles of Men and Women, Roles Shared Today.

2– The teacher will paste some samples and will encourage students to describe the responsibilities of each job and how it is a matter of knowledge and skills. Oral discussion of how every person can do each job.

Developmental:

Students will take turns presenting pictures and explaining who usually does the job and why.

Closing

Teacher helps the students to summarize the results of the Venn diagram

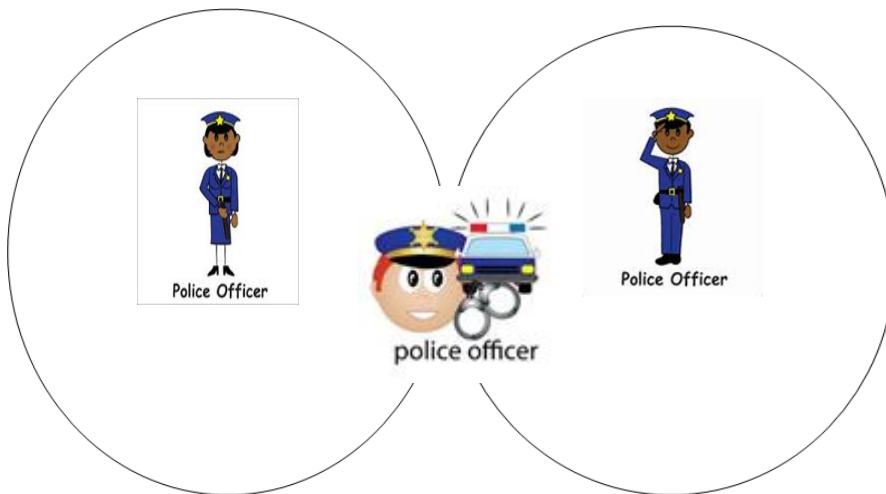
Materials:

Board

Pictures from magazines and newspapers

Poster board with a Venn diagram

Tape or glue.





English Gender Equity Activity 1

Subject: English

Grade: Fourth Grade

Unit: 4.1 Writing Dialogue

Standard and Expectation: 4.W.6, 4.S.5

Duration: 120 minutes

Description: After reading the story “The Paper Bag Princess”, by Robert Munsch the students will compare the roles of the characters in the story. The student will describe the internal and external character traits and their awareness of gender roles. Students will retell the story changing the roles of the characters.

Purpose: Students will identify character traits and stereotypes of role models which are different and represent gender equity.

Objective: After reading the story “The Paper Bag Princess” students will identify the relationships of gender roles in the story. The students will write a dialogue using characters exchanged gender roles and stereotypes that both, they and society, hold on men and women.

Process:

Initial

The teacher asks the students to mention stories about a prince and a princess. Brainstorm on gender stereotypes found in fairytale stories. Such as, Brave, Frozen, Pocahontas. They will comment on their experiences. The teacher writes on the board the students’ responses.

Developmental:

The teacher will tell students to pay attention to roles of the characters in the story and stereotypes. They can also share how the roles of a prince and princess have changed. Then the teacher will present the story “The Paper Bag Princess” in copies, or video. Students will answer the following questions according to the short story:

1. Who are the characters in the story?
2. Describe the characters roles and traits in the story.
3. How do the characters react in the story?
4. What stereotypes evolve from the story?

Closing

The teacher will write on the board "Describe the main characters "roles.

The students will describe how the characters reacted in the story and the stereotypes developed.

Last, the students will give samples of changing gender roles.

Complete Character Traits Chart

Materials:

Board

Story "The Paper Bag Princess" (attachment pdf)

3. Character Traits Chart (Page1, 2 & 3 only)

LIST OF CHARACTER TRAITS

active	funny	outgoing
adventurous	gentle	peaceful
affectionate	generous	pleasant
alert	good	polite
ambitious	graceful	popular
bold	grateful	powerful
bright	groovy	quick
brave	happy	quiet
calm	helpful	quirky
cheerful	honest	rational
clever	honorable	reliable
confident	hopeful	responsible
cool	humorous	sensational
cooperative	intelligent	sensible
courageous	interesting	serious
courteous	jolly	skillful
curious	joyful	smart
daring	joyous	thankful
dependable	kind	thoughtful
determined	lively	trustworthy
eager	loving	understanding
easygoing	loyal	useful
energetic	mature	victorious
excited	mysterious	virtuous
expert	nice	warm
faithful	noble	wordy
fair	nurturing	youthful
friendly	obedient	
fun	original	

The Paper Bag Princess Story & Craft

Elizabeth is a beautiful princess who wears fancy clothes and is about to marry Prince Ronald, when a dragon destroys her clothes and her castle and carries off Prince Ronald. Wearing a paper bag, Elizabeth finds the dragon and outwits him to save Ronald. But Ronald is ungrateful and tells her to "come back when you are dressed like a real princess." Read Robert Munsch's The Paper Bag Princess to find out how Elizabeth outsmarts the dragon AND lives happily ever after – without Prince Ronald – and make your own Paper Bag Princess puppet.

What You'll Need:

*The Paper Bag Princess by Robert Munsch

*Paper bag

*Princess template below (or paper to make your own)

*Crayons, markers, colored pencils, etc.

*Glue

*Scissors

Preparation:

*Print one copy of the Princess template (either MS Word OR PDF) per child.

Activity:

*Read The Paper Bag Princess out loud.

*Discuss with your children the importance of being kind to others and being appreciative of what others do for you. How would you outsmart the dragon if you were Elizabeth? How would you react to Elizabeth saving you if you were Ronald? Talk about the different ways this story could have ended. Which way do you prefer?

*Color in Elizabeth's head and arms and decorate her paper bag dress. Cut out her head and arms.

*Hold the paper bag with the bottom facing up to make her dress and glue Elizabeth's head to the bag. Glue her arms to the sides of the bag.

*Once your puppet is dry, use her to recreate your favorite scenes from the book or create new scenes.

Outsmart the dragon in other ways, tell Ronald how hard you worked to save him, etc.

Suggested Resources:

- <http://www.amazon.com/gp/product/0920236162?ie=UTF8&tag=galifras-20&linkCode=as2&camp=1789&creative=390957&creativeASIN=0920236162> The Paper Bag Princess at Amazon.com
- <http://www.assoc-amazon.com/e/ir?t=galifras-20&l=as2&o=1&a=0920236162> width="1" height="1" border="0" alt="" style="border:none !important; margin:0px !important;" />
- <http://www.robertmunsch.com/books.cfm?bookid=27> : Robert Munsch's official site where he tells the story behind The Paper Bag Princess. You can also listen to the story here.

English Gender Equity Activity 2

Subject: English

Grade: Fourth Grade

Unit: 4.3 Making Predictions, Inferences and Connections about Characters

Standard and Expectation: 4.R.1, 4.W.8

Duration: 120 minutes

Description: After reading the story “Hairs” (Attachment) the students will bring pictures of different types of haircuts. Working in groups they will paste and classify the haircuts by gender boy or girl. The students will talk about why they think we associate haircuts to gender. How is this today? Students will complete a comic strip about getting a haircut that we associate with a different gender.

Purpose: Students will identify haircuts associated with genders .The students will comment on today's hair styles and how they are applied to anyone.

Objective: After reading the story “Hairs” (Attachments 4.3) the students will complete a comic strip about a person getting a haircut that is associated with another sex creatively.

Process:

Initial

The teacher asks the students about how their hair grows and who decides the style of haircut they get. They will comment on their experiences. The students will bring pictures of haircuts from old magazines.

Developmental:

The teacher will explain to the students that they will paste a picture and describe the haircut and who usually gets the style. The teacher and student will write a sentence for each picture to include in Hamburger Paragraph. The gender equity theme will be emphasized by the teacher.

Closing

Students will work in groups/ pairs completing a comic strip about a person getting a different hair cut style associated with a the opposite sex.

Materials:

Board

Story Hairs (Attachment)

Comic Strip worksheet

Pictures of haircuts

Hamburger Paragraph

Poster board

Hairs

from *The House on Mango Street*
by Sandra Cisneros

Everybody in our family has different hair. My Papa's hair is like a broom, all up in the air. And me, my hair is lazy. It never obeys barrettes or bands. Carlos' hair is thick and straight. He doesn't need to comb it. Nenny's hair is slippery—slides out of your hand. And Kiki, who is the youngest, has hair like fur.

But my mother's hair, my mother's hair, like little rosettes, like candy circles all curly and pretty because she pinned it in pin curls all day, sweet to put your nose into when she is holding you and you feel safe, is the warm smell of bread before you bake it, is the smell when she makes room for you on her side of the bed still warm with her skin, and you sleep near her, the rain outside falling and Papa snoring. The snoring, the rain, and Mama's hair that smells like bread.

Hamburger Writing

Main Idea: _____

Detail #1: _____

Detail #2: _____

Detail #3: _____

Closing Sentence: _____

English Gender Equity Activity 3

Subject: English

Grade: Fourth Grade

Unit: 4.4 My Story: Exploring Figurative Language and the Writing Process

Standard and Expectation: 4.R.1, 4.W.8

Duration: 120 minutes

Description: After reading the story “The House on Mango Street” (Attachment provided) the teacher will ask their students how they were given their names. Then the teacher will give samples of names that are shared by women and men alike. The students will select a name like “María” or “Angel” that is used by men and women in Puerto Rico. How would you feel if you have a name that is often used for a male or a female?

Purpose: Students demonstrate respect to the names and the people. The students will interview their parents, grandparents, other family members and neighbors about their names. Students share with classmates.

Objective: After reading the story “The House on Mango Street “ (Attachment below) The students will discuss questions about the story and complete a paragraph about a man or a woman getting a new name with teacher guidance.

Procedure:

Initial

The teacher asks the students about how they got their names. Names used by both genders will be presented.

The teacher asks the following questions:

1. Are women diminished because of their strength?
2. Have men treated or treat women as property? Is it a type of violence?
3. Why was the grandmother full of sadness? Was she free?
4. Why does the main character repel the name itself, not wanting to be like her grandmother and erases her name as “X” as if it was better to be nobody?
5. Why is the meaning of her name so important?

Note: Teachers must be prepared to deal with questions regarding transgender and transsexual people that change their names. They must also be prepared to talk about violence: Domestic Violence.

Developmental:

The teacher brainstorms on a given topic. Students will respond providing sentences. The teacher will copy the sentences on the board.

Closing

The students will work in groups/ pairs to complete the paragraph. The students will share their Work with the group. A discussion of names and gender bias will be developed according to story and personal experiences.

Materials:

Board

“The House on Mango Street” short passage.

Paper

My Name

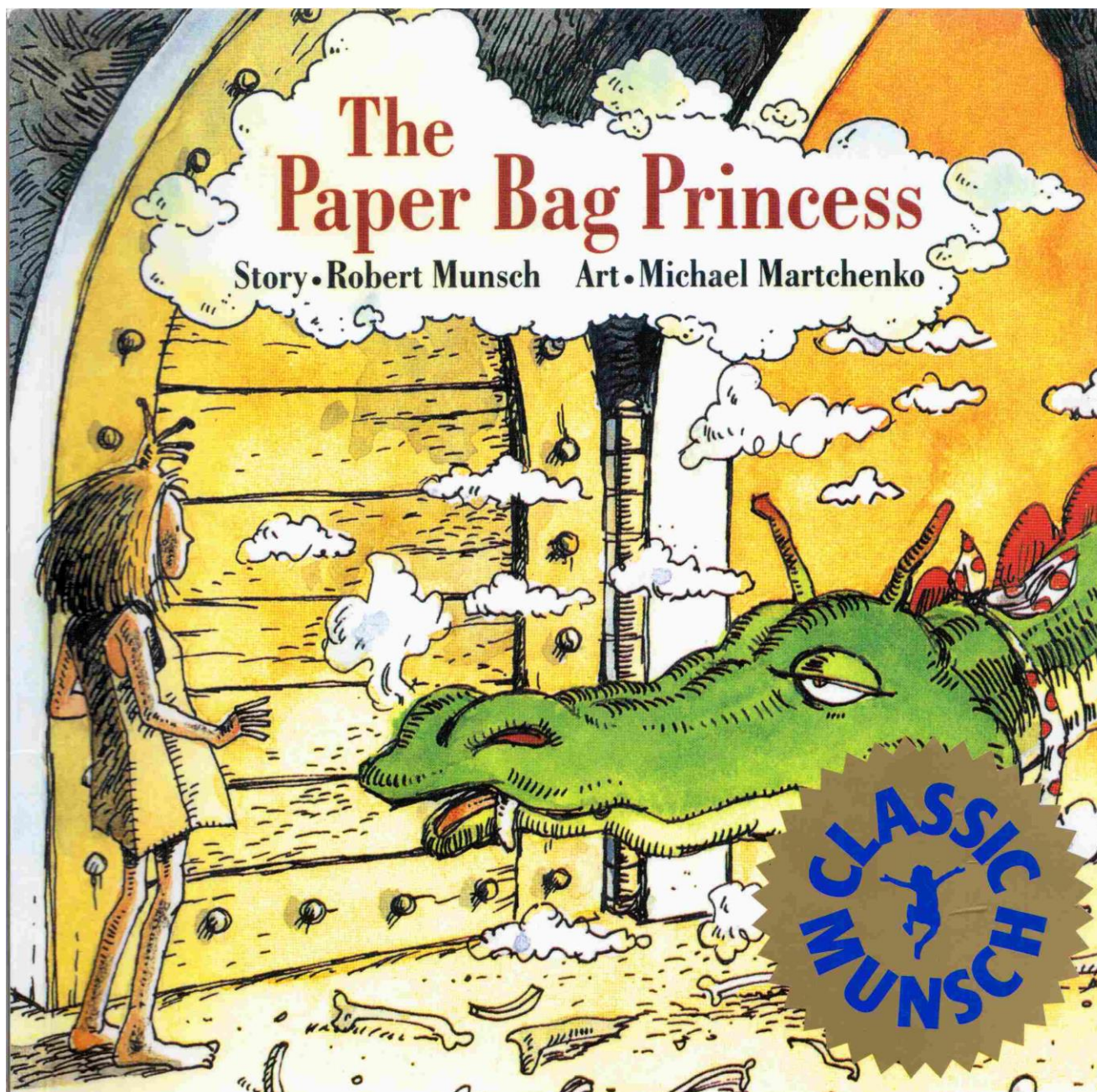
In English my name means hope. In Spanish it means too many letters. It means sadness, it means waiting. It is like the number nine. A muddy color. It is the Mexican records my father plays on Sunday mornings when he is shaving, songs like sobbing.

It was my great-grandmother's name and now it is mine. She was a horse woman too, born like me in the Chinese year of the horse--which is supposed to be bad luck if you're born female-but I think this is a Chinese lie because the Chinese, like the Mexicans, don't like their women strong.

My great-grandmother, I would've liked to have known her, a wild, and a horse of a woman, so wild she wouldn't marry. Until my great-grandfather threw a sack over her head and carried her off. Just like that, as if she were a fancy chandelier. That's the way he did it.

And the story goes she never forgave him. She looked out the window her whole life, the way so many women sit their sadness on an elbow. I wonder if she made the best with what she got or was she sorry because she couldn't be all the things she wanted to be. Esperanza. I have inherited her name, but I don't want to inherit her place by the window.

At school they say my name funny as if the syllables were made out of tin and hurt the roof of your mouth. But in Spanish my name is made out of a softer something, like silver, not quite as thick as sister's name Magdalena--which is uglier than mine. Magdalena who at least- can come home and become Nenny. But I am always Esperanza, would like to baptize myself under a new name, a name more like the real me, the one nobody sees. Esperanza as Lisandra or Maritza or Zeze the X. Yes. Something like Zeze the X will do.



English Gender Equity Activity 5.1

Subject: English as a Second Language

Fifth Grade

Unit: 5.1: Communities Create Heroes

Standards and Expectations: 5.L.1.d, 5.R.1, 5.R.2L, 5.S.1, 5.W.8

Theme: “My Neighborhood hero is” Essay

Duration: 180 minutes

Description: In the following unit, “Communities Create Heroes”, students investigate and search for positive role models in their neighborhood or society. In order to indicate the equity of gender, each student will conduct a simple investigation process in looking for important female role models that have contributed to their neighborhood or society. With this information the student may execute a character trait description poster. This poster will be presented to the classmates.

Purpose: The **Purpose** of this activity is to discover positive female role models in society.

Objectives: After brainstorming the concepts: hero, neighborhood, and society the student will:

Short term

- ➔ recognize influential female role models in Puerto Rico with teacher guidance.
- ➔ listen attentively and with open mind to all viewpoints with respect, and.
- ➔ analyze the positive attributes of each role model.

Long term

- ➔ develop independent thinking regarding standardized gender roles.
- ➔ develop appreciation of female roles and their positive contributions to our society.

Steps/ Process

Initial: Defining concepts such as “Hero”, “Neighborhood”, and “Society”.

- ➔ Brainstorm the terms provided.
- ➔ Guided questions to guide students into nonfiction heroes.

Developmental: Identifying specific heroes

- ➔ Students make a checklist of Male and Female known heroes or heroines.
- ➔ Each student choose 1 male and 1 female hero/heroine from the checklist.
- ➔ Students undergo a simple investigation of the hero or heroine chosen.
- ➔ The student creates a character description poster based on the person.

Closing: Presentation

- ➔ Students present the posters to his/her classmates.

Materials:

Posters

Crayons

Markers

Pictures

Library

Computer lab (if available)

English Equity Gender Activity 2

Subject: English as a Second Language

Grade: Fifth grade

Unit: 5.1: “Leaders in my community”

Standards and Expectations: 5.L.1a, 5L1b, 5.R.3.L, 5.R.9L, 5.S.1, 5.S.5

Theme: Finding leaders through literature

Duration: 120 minutes

Description: In the following unit, “Leaders in my community”, students will read two compositions based on one male and one female leader. After reading these compositions, orally and through group work, the students will compare and contrast the characteristics of both leaders and their experiences in a Venn diagram.

Purpose: The **Purpose** of this activity is for the students to analyze the importance of each sex recognition role in the accomplishments that identifies them as a leader. Additionally, students are to recognize each leader’s challenges.

Objectives: After identifying female and male leaders the student will:

Short term

- ➔ recognize influential characteristics that leaders provide.
- ➔ listen attentively and with open mind to all viewpoints.
- ➔ analyze the positive attributes of each male and female as a leader.

Long term

- ➔ develop independent thinking regarding standardized gender roles.
- ➔ develop appreciation that both female and male leaders may accomplish the same goal.

Steps/ Process

Initial: Activate Background Knowledge

- ➔ Guided questions to help the students identify the female and male leader that they are going to work with.
Example of Guide Questions:
 1. Identify male/female role leaders in your community.
 2. Would you like to be like the role leader of your community?
 3. What qualities does this role leader have that make you want to be like either one?
 4. Are those qualities of a specific gender?
 5. Did their gender pass an obstacle in achieving their goal?
- ➔ Show a video/ pictures or power point that has each leader in order for the students to describe and explore the targeted leaders.

Developmental: Reading Comprehension and analyzing process

- ➔ Students read two different short passages about each leader.
- ➔ Questions, provided by the teacher, will be given to review story elements and relevant events of each passage.
- ➔ After a group debate, the students will create a Venn diagram of each leader, therefore comparing and contrasting their characteristics and experiences with each other.

Closing: Dialogue Journal

- ➔ Students choose one leader in order to describe the person and explain the reason this person was preferred above the others.

Materials:

Posters
Markers
Worksheets
Projector
Computer lab
White board

Reading Examples:

- ➔ Sonia Sotomayor
- ➔ Esmeralda Santiago
- ➔ Tomas Rivera (Writer)
- ➔ Ricky Martin
- ➔ Rita Moreno

What Constitutes a Role Model?

Characteristics of positive role models include:

- ☐ Feels a sense of duty to better "society" or work for the common good of the Community.
- ☐ Compassionate
- ☐ has developed powerful and effective habits of the mind and soul
- ☐ can work through challenges
- ☐ Committed to what he or she does
- ☐ Capacity to achieve goals and obtain self-fulfillment
- ☐ possesses high standards and values
- ☐ Admired for courage and strength
- ☐ Models forgiveness
- ☐ Trustworthy
- ☐ Demonstrates humility
- ☐ Peaceful
- ☐ Wise
- ☐ Admits when they are wrong
- ☐ genuine love
- ☐ Discernment - understands the whole situation

English Equity Gender Activity 3

Subject: English as a Second Language

Grade: Fifth grade

Unit: 5.7: “Issues facing the local community”

Standards and Expectations: 5.L.1, 5.LA.6, 5.R.9I, 5.S.4, 5.S.6, 5.W.1,

Theme: Problems in the community

Duration: 180 minutes

Description: Create a speech about a problem of gender inequality in the community, researching the issue and proposing possible solutions as the person persuades community members to take action. A suggestion of speech topics that are abuse against women, children, the elderly or of bullying because of sexual orientation or gender identity.

Purpose: The **Purpose** of this activity is for students to investigate the current events in their culture and society.

Objectives: After recognizing society problems, the student will:

Short term

- ➔ investigate a current events that is affecting him/her related gender.
- ➔ identify social problems related to gender inequity.

Long term

- ➔ develop independent thinking regarding standardized gender roles.
- ➔ develop investigation and critical thinking skills.

Steps/ Process

Initial: Recognizing problems in our society.

- ➔ Group discussion of problems in our society.
- ➔ Graphic organizer to demonstrate the ideas of the students’ base of the theme problems in our society.

Developmental: Newspaper relations

- ➔ Students will choose different articles from the newspaper based on acts of violence.
- ➔ The teacher provides a guideline for the speech.

Closing: Oral speech

- ➔ Students give the oral presentation. The speech can be recorded in order to give constructive criticism. A rubric will be created by the educator.

Materials:

Newspaper

Markers

Computer

Projector

Poster

White board

Camera

English Gender Equity Activity 4

Subject: English as a Second Language

Grade: Fifth

Unit: 5.3 Discovering My Neighbors

Standards and Expectations: 5.L.1d, 5.R.2b, 5.R.4L, 5.S.5, 5.W, 7

Theme: An influenced neighborhood character

Duration: 120 minutes

Description: In the following unit “Discovering my Neighborhood “students will choose two important people from their neighborhood or community. Students will search for positive roles in the life of the male or female. Students are to show his/her critical thinking of character selected by writing a Reader’s Response letter.

Purpose: The activity is to discover important female and male roles in our communities.

Objectives:

Short Term

After identifying influential male and female roles in their neighborhood, the student will: analyze positive roles with the teacher’s help.

Long Term

➔ Develop appreciation of female or male characters in neighborhoods.

Process/Steps

Initial: Character selection

- ➔ Guided questions for students to select role models from their community or society.
- ➔ Provide a list of diverse human characteristics.

Development

- ➔ Identify importance of characters from communities or society as important role models.
- ➔ Explain importance of selecting two role models from community.
- ➔ Investigate information about role models.
- ➔ Discuss how these role models are different from gender roles.

Closing

- ➔ Prepare a letter about male/female role models and their roles in the community or society.
- ➔ Hand in a letter to teacher.
- ➔ Prepare an oral presentation of letter about male/female role models.

Materials:

Paper

Markers

Board

Notebooks

English Gender Equity Activity 5

Subject: English as a Second Language

Grade: Fifth

Unit: 5.4 Community Celebrations

Standards and Expectations: 5L1a, 5R2I, 5S2, 5W6

Theme: “Celebrations around the World”

Duration: 120 minutes

Description: In the following unit “Community Celebrations” there are various cultural aspects. This is for students to establish connections with worldwide roles to create awareness of male/females and their roles.

Purpose: The **Purpose** of Community Celebrations is to create awareness of male and female roles in different cultures and think/reflect on them.

Objectives: After brainstorming about gender roles around the world, the student will,
Short Term

- ➔ recognize roles based on male and female retrospectives.
- ➔ listen attentively and with open mind to all viewpoints.
- ➔ analyze the difference between gender roles around the world.
- ➔ analyze how gender roles are based on stereotypes.

Long Term

- ➔ Develop awareness of gender roles around the world.
- ➔ Recognize celebrations of our community and around the world.
- ➔ Analyze importance of community celebrations around the world and relate to own community.
- ➔ Evaluate how gender roles have changed in the last decades.

Process/Steps

Initial

Discussion regarding:

- ➔ What celebrations / customs are detrimental to women’s health, life and wellbeing?
- ➔ What is the celebration about? - For instance, Thanksgiving Day
- ➔ Where there women within the pilgrims?
- ➔ What roles did the women have, if any? How about now, what roles do the women play during that celebration?
- ➔ Cooking / cleaning / decorating / who else can carry out these chores?
- ➔ Which ones are beneficial?
- ➔ How can we make a culture change when it supports the wrong things?
- ➔ Video based on celebrations and discussion
- ➔ Compare and contrast different celebrations with personal customs.

Developmental

- ➔ Identify male and female roles in different celebrations and distinguish which ones are part of stereotypes.

- ➔ Out of four celebrations (Christmas, Hanukah,) the student will choose the celebration that most resembles the festivity that they celebrate.
- ➔ The students identify the roles of male/female and their culture and celebration.
- ➔ Students will use graphic organizer to establish differences and similarities of the gender roles.

Closing

- ➔ A class debate may be given to ask opinions about gender
- ➔ A poem about celebrations may be prepared

Materials

Posters
Crayons
Markers
Paper
Pictures
Notebooks

English Equity Gender Activity 1
Sixth Grade
Unit: 6.1 Characters Facing Challenges

Standards and Expectations

6. LA.4b
6. R.1
6. S.2b
6. S.6a
6. W.8

Theme: Puerto Rican women and men that have challenges with language in another country.

Duration: Sixty minutes

Description: The student mentions Puerto Rican's facing challenges with language in another country.

Purpose: Recognize how the main character and the individual men and woman from Puerto Rico challenge language barriers in another country.

Objectives: After defining language barriers, the student will,

- Identify gender and /or race-biased language with the vocabulary we use in everyday life correctly.
- Understand the importance of a spoken language in another Country.
- Recognize challenges in male and female Experiences in another country appropriately

Procedure:

1. Introduction: Defining the language barriers according to short story read in class with unit 6.1
 - Hand out copies of "Occupation Checklist" to individual students. (See attachments)
 - Read off the listed occupations.
 - Describe any jobs that students might not be familiar with.
2. Have students fill out checklist, matching occupations to Male, Female, or both by circling the correct response.
3. Discuss a hand out "Gender Language" worksheet about women/men race biased language in order to recognized male/female occupations. Ask students, "What you think, how do challenges lead to a new learning in day life?"

4. Have each student share their answer in class.
5. Discuss how jobs/occupations are not exclusive of a specific gender.

Materials:

Occupation Checklist
Pencils
Newspapers

Evaluation: Assess students' completion of checklist; assess involvement in survey, group discussion and other assigned work.

English Equity Gender Activity 2

Grade: Sixth

Unit: 6.2 Non-Fiction Study: Challenges Facing Communities

Standard and Expectations

6. L.1
6. R.1
6. R.2I
6. R.4I
6. R.10
6. W.8
6. LA.4
6. LA.4
6. LA.4a
6. LA.6

Theme: Reading Non-Fiction Text from important male/ female role models.

Duration: Sixty minutes

Description: The student creates a checklist of male/female role models.

Purpose: The student will investigate different newspaper, magazines and text with important male/female Role models from the communities.

Objectives: After defining role model, the student will,

- Develop vocabulary words that are gender and race neutral.
- Recognize the vocabulary words, gender and in race neutral.
- Recognize neutral role models male/female from the community in the newspapers, text, Magazine and web.
- Understand that “role model “is not “gender role”.

Materials:

“Role model characteristics” worksheet

Index cards (3”x 5”)

Overhead projector

Transparencies

Procedure:

1. Introduction: Define the word role model traits in a checklist.
2. Have students fill a checklist of difference male/female role model.

3. Using transparencies and an overhead projector the student will see each occupation

To complete his role model checklist.

4. The student will search for kinds of traits and occupations from a checklist of Neutral role models.
5. Class should discuss any other issues concerning male/female role model.

Why some occupations are traditionally gender designated? Is this fair? How can we change this?

Evaluation: Assess students' completion of checklist; assess involvement in survey, group Discussion and other assigned work relevant to theme of Unit 6.2.

English Equity Gender Activity 3

Grade Sixth

Unit: 6.3 Non-Fiction Study: Newspapers and Current Events.

Standards and Expectations:

6. L.1a
6. L.1c
6. S.2
6. S.2a
6. S.2c
6. S.3
6. S.4
6. R.3l
6. R.4.l
6. R.6l
6. R.8
6. R.9l
6. W.1
6. W.5
6. W.7
6. W.8
6. LA1
6. LA.1a
6. LA.1g
6. LA.2a
6. LA.3a
6. LA.5d
6. LA.5^a

Theme: Female and Male Expository Text Features: Newspapers.

Duration: Sixty minutes.

Description: The student writes a news article about peoples' efforts as workers and community helpers.

Purpose: Recognize effort as workers and community helpers.

Objectives: -Students will write a three paragraph essay effectively about a female or male worker as a community helper in their country.

Develop interest towards the female and male worker and the importance of both in the community and the country.

-Recognize current events and situations around a female and male worker in daily life in a news article.

Procedure:

1. Have students recognize female and male community helpers and workers in their country.
2. Consider female and male importance in the community, write a three paragraph essay about how they make the greatest effort in their community and cities.
3. Have each student identify and collect examples of different female and male text features in a newspaper. See how many different female and male community helpers they come up with. Talk about the differences of each individual character in the community or cities mentioned.
4. Using the examples from the newspapers asks students if they understand the importance of each female and male in the community or cities before completing a news article about community helpers or workers.
- 5 Analyze characteristics of helpers and whether those characteristics are exclusive of women or men.

Materials:

Newspapers
Markers
Rulers

Evaluation: Evaluate students' writing news article about each female and male community helpers or workers.

English Equity Gender Activity 4

Grade: Sixth

Unit 6.4: Memoirs: Exploring Personal Challenges

Standard and Expectations

6. R.4L
6. LA.4
6. LA.4a
6. LA.4b
6. LA.4c
6. LA.4d
6. LA.5c

Theme: Memoirs of Puerto Rican actors and actresses who encountered a new and unknown language while living in another country.

Duration: 120 minutes.

Description: The student is going to create an acting reader's theater from a memoirs text.

Examples: (**Esmeralda Santiago and José Ferrer**)

Purpose: Understand how Puerto Rican actors and actresses challenge new language learning in another country.

Objectives: After reading and acting out a character, the student will

- Identify gender and /or race-biased language with the vocabulary we use in everyday life correctly.
- Understand the exclusive nature of the use of this new language.
- Develop and recognize a new language that is gender and race neutral.
- Challenge others to use gender and race neutral language.

Procedure:

1. Acting in a class theater interpreting a Puerto Rican writer like Esmeralda Santiago in *When I Was a Puerto Rican* and an actor as Jose Ferrer to search how they encounter new and unknown language in another country? Students must emphasize the nature of new language, its use by gender and race
2. After discussing the memoirs of Esmeralda Santiago and José Ferrer, have students think about ways to document their own lives by writing a script.
3. Have groups of two students recognize experiences of fair and neutral gender/race situations in both Puerto Rican actors.
4. Talk about the life of the actor or actress to be interpreted in a life drama.
5. The students act in a class theater representing Esmeralda Santiago and José Ferrer.
6. Talk about memoirs or other Puerto Rican writers who have traveled to other countries and learned the English language.

Materials:

Note cards and markers
Gender language worksheet
Script worksheet

Evaluation:

Evaluate students' class participation used by two groups (drama and lists to see behavior during the acting time and a writing and oral rubric).

English Equity Gender Activity 5
Grade: Sixth
Unit: 6.5 Exploring Poetry

Standard and Expectations

6. L.1
6. S.3
6. R.7L
6. W.7
6. W.8
6. LA.1h
6. LA.5
6. LA.5a
6. LA.5b
6. LA.5c

Theme: The student selects a poem written by a male writer and a female writer to present to the class.

Duration: 120 minutes.

Description: The student reads the short poem to the class.

Purpose: The student will select two short poems from important male and female writers from other countries to read and discuss similarities and differences in class.

Objective: Read and understand gender race-biased language used in everyday life.

Process:

1. Have student investigate and select different short poems from text by important male and female writers from different countries.
2. Consider choosing one short poem from a male and female to distinguish similarities and differences within each poem.
3. Have student read the short poem in class.

Materials:

Poems examples
Gender language worksheet
Note cards and markers.

Evaluation: Evaluate students' work, class participation, and behavior during the reading.

Activity Guide

Gender Equity Curriculum

Subject: English

Seventh Grade

Unit 7.1: Being Puerto Rican through Folktales

PRCS: 7.L.1b 7.L.1d 7.LA.1a 7.LA.1b 7.LA.2a 7.LA.2b 7.LA.3a 7.R.3L 7.R.5L 7.S.1 7.S.2a 7.S.4 7.W.4

Theme: Reader's Theater: Adapt a Puerto Rican Folktale in to a Play changing roles according to gender equity.

Duration: 120 min.

Description: Adapting a traditional folktale to "The Pesky Goat"

Purpose: To value and illustrate the traditional roles within a new gender perspective.

Objectives: After evaluating traditional folktales the student will write a play adapting a Puerto Rican Folktale exploring a gender equity theme with the help of the teacher.

Steps:

Initial:

1. Open discussion on gender roles within various traditional folktales.
2. Choose a Traditional folktale to rewrite from different gender perspective.
3. Example: Josefina (Pesky Goat to Don José or her being a mechanic)

Suggestion

Development:

1. The student edits and revises the text of a Puerto Rican folktale into a play format (cutting out lines, revising narration by shortening it for the narrator) (see Attachment: 7.1 Performance Task – Sample Reader's Theater Script).
2. The student revises and proofreads the script to ensure it has the description of setting, characters, problem and solution, and dialogue of characters.
 - Guidance on how to adapt a story to a script:
<http://www.aaronshep.com/rt/Tips1.html>
 - Guidance on how to stage a play:
<http://www.aaronshep.com/rt/Tips2.html>

Closing:

- The teacher chooses to have all students perform in one or two plays, The students select roles (have multiple narrators) and crew (directors, props, plan and create background scenery).
- Guidance on how to read or perform a play:
<http://www.aaronshep.com/rt/Tips3.html>

Materials:

Various Folktales

Attachment: 7.1 Performance Task – Sample Reader's Theater Script

Activity Guide

Gender Equity Curriculum

Subject: English

Grade: Seventh

Unit 7.2: Puerto Rico Travel Brochure

PRCS: 7.L.1b 7.L.1d 7.LA.1a 7.LA.1b 7.LA.2a 7.LA.2b 7.LA.3a 7.R.3L 7.R.5L 7.S.1 7.S.2a 7.S.4 7.W.4

Theme: Women in Puerto Rico Today

Duration: 120 min.

Description: Evaluating women roles in today's society

Purpose: To value and illustrate the traditional roles within a new gender perspective.

Objective: After evaluating women in society the student will write an expository paragraph describing the women chosen.

Procedures:

Initial:

1. The student selects and researches women in Puerto Rican society of whom they are proud of.
2. Teacher initiates class discussion of the role of women in today's society.

Development:

1. The student will write an expository paragraph describing a woman and her role in today's society.
2. The teacher selects a graphic organizer that will best help organize information (See Attachments: 7.2 Graphic Organizer – Sequencing Chart, 7.2 Graphic Organizer – Timeline, 7.2 Graphic Organizer – Main Idea and Details Pyramid, 7.2 Graphic Organizer – Cause and Effect, and 7.2 Graphic Organizer – Venn Lines)
3. The student must use the rainbow writing strategy to organize paragraphs (See Attachment: 7.2 Performance Task – Rainbow Writing Paragraph Organizer).
4. The teacher has students engage in peer and self-editing (See Attachment: 7.2 Writing Tool – Paragraph Checklist)

Closing:

1. The students illustrate a poster that portrays the theme of their paragraph and present it to the class.

Materials:

7.2 Graphic Organizer – Sequencing Chart,
7.2 Graphic Organizer – Timeline,
7.2 Graphic Organizer – Main Idea and Details Pyramid,
7.2 Graphic Organizer – Cause and Effect,
7.2 Graphic Organizer – Venn Lines

Activity Guide

Genre Equity Curriculum

Subject: English

Grade: Seventh

Unit: 7.3: Poetry: My Identity

PRCS: 7.W.2 7.W.6 7.W.7

Theme: Strong Women and Gentle Men

Duration: 120 min

Description: Using poetry to express our own gender perspective

Purpose: To value and illustrate the traditional roles within a new gender perspective.

Objective: After class discussion the student will analyze the role that different gender roles and how popular culture influences them.

Procedures:

Initial: Have a class discussion on

1. Who are the leaders in your school, community or country? Are they male or female?
2. What do you think is meant by "strong women" and "gentle men"?
3. Now, as then, we are shaped by the images around us. Imagine if your community had a "Whites Only" sign up for water fountains or restrooms. How would that shape (or misshape) your identity? The power to resist and to rebel rests in being able to see things differently than the way things are presented to you.
4. Non-violence requires women and men to accomplish their goals. In this lesson, students will take popular magazines and look at how the media portray girls and boys differently.

Development:

1. Found Poem

- A Found Poem is made up of words or phrases from something you read. It uses someone else's words, but in a new way. Students can, of course, find words in newspapers, magazines, pieces of literature, documents, oral histories and narratives. They also can be spoken words that students hear in the hallways or
 - at the lunchroom or other.
- Guide students in creating Found Poems that address the gender roles and expectations affecting their lives:
 - **Step One** Flip through a magazine or piece of literature and cut out words that catch your eye.
 - **Step Two** Choose 10 main key words or phrases that describe how you see each gender represented or addressed.
 - **Step Three** Arrange these words or phrases in a pleasing and meaningful

way to make a poem. Write, type or use the pieces you've ripped out of magazines. Glue them to poster board. Illustrate it with drawings or pictures.

- After you do one for both genders, what do you notice when you compare and contrast font size and color? Why do you think magazine people chose these for each gender?
- **Step Four** Write or find a response to how you see genders represented differently in the media and explain your poem to the class.
- **Step Five** Where can you strategically put this poem for others to see it? Who is your audience? Why is it important that they see it?

Closing:

Follow-up Discussion

1. Do these poems represent gender bias students? Why or why not?
2. Can gender be fluid?
3. Can all genders have all attributes?

Found Poems Model Encourage students to arrange their poster boards as shown in the model PDF of the poem below.

Every Girl Every Boy *by Crimethinc*

For every girl who is tired of acting weak when she is strong, there is a boy tired of appearing strong when he feels vulnerable. For every boy who is burdened with the constant expectation of knowing everything, there is a girl tired of people not trusting her intelligence. For every girl who is tired of being called over-sensitive, there is a boy who fears to be gentle, to weep. For every boy for whom competition is the only way to prove his masculinity, there is a girl who is called unfeminine when she competes. For every girl who throws out her E-Z-Bake oven, there is a boy who wishes to find one. For every boy struggling not to let advertising dictate his desires, there is a girl facing the ad industry's attacks on her self-esteem. For every girl who takes a step toward her liberation, there is a boy who finds the way to freedom a little easier.

Materials:

Scissors

Glue

Poster-board

Several magazines

Model Found Poem handout

Activity Guide

Gender Equity Curriculum

Subject: English

Grade: Seventh

Unit: 7.4: Author's Purpose

PRCS: 7.R.3I, 7.W.1, 7.W.4, 7.W.5, 7.W.7, 7.W.8

Theme: Meeting Women Writers from our country and their Purpose

Duration: 120 min

Description:

Purpose: To value and illustrate the traditional roles within a new gender perspective.

Objective: After discussing various women writers the student will identify women writers and author's **Purpose** correctly.

Initial:

Discussion Starters

- Choose a woman writer -- Gloria Anzaldúa, Mitsuye Yamada, Tillie Olsen, for instance. Who is she? Are you familiar with her works? Is she a major writer? Why or why not?
- What obstacles did women face in trying to write, to get published? Do these obstacles exist today?
- Why have women writers been largely left out of mainstream anthologies? The Internet is a wonderful vehicle to help students get acquainted with the many female writers who were once published but have been lost in obscurity. Such Web sites as [A Celebration of Women Writers](#) can help students identify many women writers. As a warm-up exercise, ask students to search by author name at the *Celebration* site and address the following questions:
- What other works did Mary Wollstonecraft Shelley (related by birth and marriage to three famous reformer-writers, and most famous for penning *Frankenstein*) write in the latter part of her career? Do you think she is a feminist given her roles as dutiful wife and mother?
- Who is Harriet A. Jacobs? What is the title of her work? Can you find writings by other women slaves? List them.
- Who are Jerema Lee, Zelpha Elaw and Elizabeth (-surname unknown) (1766-c. 1866)? Can you identify other women preachers and their works? What roles did these women preachers play within their church and in relation to their male counterparts?
- Who is Sarah Moore Grimke? What writings by other suffragists can you find?

Development

1. Have students choose two Black women writers and prepare a presentation about them. The presentation should include a brief biography, the reading of a selection from their works, and some visual (e.g., poster, collage, sculpture) to demonstrate the student's interpretation of the woman's life and works.

2. Choose two women writers, a white woman and a Black woman who are/were contemporaries of one another. Compare and contrast the circumstances in which they wrote (e.g., what is their economic background? Are they free, married, enslaved or colonized?). How were their works published and received?

Closing:

The students will present their research to class.

Materials

Read: **The "Lost" Writer**

Difficult as it may be, the search is a valuable learning experience. Students are amazed at how many women's works are out of print. One student observed: "If these women tried to do anything academic or creative, every barrier in the world was placed against them. It is amazing to rediscover these women who faced almost insurmountable obstacles throughout their writing careers." Another said, "It made me realize how easily someone who was successful and talented can be not only forgotten but almost erased."

Equally rewarding are the public readings, which are advertised college-wide. The noontime event with refreshments draws students from other literature classes, some faculty, staff and, often, several parents. The readings offer a special forum not only for the otherwise "lost" writers, but also for the students' own articulations. Tavia Moody, a bright, attentive 20-year-old student, explains why she chose a piece written by Maria Jane Jewsbury in her twenties to a young woman friend: "The passage was about what education had meant to her, about what reading and writing meant to her." For Moody, the issues of women's relationships and learning are germane to her own choices as a young college woman.

Other students read passages from Fanny Fern, Rebecca Harding and Gertrude Stein, for example that reflect their concerns: marriage, mother/daughter relations, independence and "beauty." Each student reads strongly and with pride. You can see their faces light up when the audience asks for copies of the passages they read.

The Women and Literature course is important to me because women writers have changed my life in so many ways; in a personal and professional aspect. I feel passionate about writers like Luci Tapahonso, a wonderful, Native American lyrical poet and storyteller whose work remains largely unknown in the classroom. Equally important, my students feel moved and encouraged by these forgotten lives and works. What's more, they have now acquired the tools to discover forgotten women writers on their own.

The Web has made possible the re-emergence of women writers who were once influential but are less known today, such as Margaret Fuller (1810-50, writer and journalist who inspired the women's rights and Transcendentalist movements); Zitkala-Sa (1876-1937, author of many works, including *Old Indian Legends* and autobiographies about Native American experience); and Margaret Askew Fell [aka Margaret Fox] (1614 - 1702, Quaker leader who championed the equality of_____.

Activity Guide

Gender Equity Curriculum

Subject: English

Grade: Seventh

Unit 7.5: Persuade and Present

PRCS: 7.R.8, 7.W.2, 7.W.4, 7.W.6, 7.W.7, 7.W.8

Theme: Going to Bat for Girls Activity

Duration: 240 min

Description: Gender Equity

Purpose: To value and illustrate the traditional roles within a new gender perspective.

Objective: After evaluating male and female roles in different scenarios the student will write an essay, illustrate and pursue roles in new gender perspective with creativity.

Procedures:

Initial: Discuss Gender Equity with students

Development:

1. Read Article "Going to Bat for Girls"
2. Discussion Questions

Answers will vary. The following are basic points that may be covered.

- Who is the central character of this story, and what is her challenge?

Naomi Fritson is a Nebraska farm wife and mother. With great courage and sacrifice, she sets out to gain equal opportunities for her daughter and other girls in school sports.

- List and discuss three examples of gender inequity in the Minden, Neb., school sports program at the time of this story. How does Title IX address your examples?

The pep band routinely played at boys' games and rarely at girls' games; girls were required to play in the inferior gym; football games were scheduled for the most popular times -- Friday and Saturday nights. Title IX specifically states that boys and girls should have equal opportunities in the exercise of their athletic interests, the use of equipment, travel arrangements, coaching opportunities, locker room and competitive facilities, publicity and scheduling of games.

- Why did Naomi decide to challenge her school district in court?

Naomi filed a Title IX lawsuit because nothing was being done to change the policies after repeated attempts on her part to bring about gender equity in sports.

- Describe the effects Naomi's complaint and lawsuit had on her family, community and friends. What were some of the sacrifices made by members of Naomi's family while the case was being litigated?

Within the family, Naomi's father told people that he was ashamed of her; Sarah found herself becoming increasingly isolated from her friends. In the community, newspapers published demeaning cartoons; Naomi received angry letters and obscene phone calls; other parents refused to sit near her at sporting events. Naomi's family made tremendous sacrifices during the litigation period. Naomi and Dean donated several thousand dollars for bats, balls and mitts to equip a girls' team. Naomi shuttled the girls to games. Sarah joined the baseball team. Dean's coaching schedule caused him to neglect his crops.

- How did Naomi's lawsuit affect the sports programs in Nebraska? Why do you think this happened?

Naomi's efforts had a domino effect on Nebraska's school systems. Fearing lawsuits, several school systems took it upon themselves to improve their girls' sports programs and add softball.

- How do boys' and girls' sports opportunities compare at your school? Answers will vary.

Choose from the following activities:

3. Write a personal essay on gender equity, considering questions such as the following: From your own experience and observation, in what ways are males and females at your school and in your community treated differently because of their gender? How do you and your peers view those differences? What makes some differences in treatment more acceptable than others? Which ones would you most like to change, and why? In mixed-gender groups of four or five, exchange essays and discuss.
4. Collect the sports pages from your local paper for several weeks. Create a visual representation comparing coverage of male and female sports events and participants. Share with the class. Write a letter to your local newspaper based on your findings.

Closing: Share and present essay with visual representation to the class.

Materials:

"Going to Bat for Girls" article

Recompilation of Sport related news where women are portrayed.

Vocabulary

- gender equity (fair distribution of benefits, power, resources and responsibilities between women and men)
- inequities (instances of unfair or unequal treatment)
- preferential (giving advantages to one person or group over another)
- settlement (an understanding reached to resolve a conflict)
- Title IX (a 1972 federal law requiring federally funded schools to give females the same opportunities as males in all education programs)

Going to Bat for Girls

Two hundred years ago, it was widely believed women had a smaller capacity to learn than men. As a result, the educational system was geared primarily toward males.

Over time, women fought against — and toppled — many of the barriers that prevented them from getting an equal education. But as recently as 30 years ago, they still faced daunting hurdles.

Studies showed female students were being shortchanged from grade school through graduate school. In fact, many colleges and professional schools set limits on the number of young women they would admit. Others refused to admit women at all.

In 1972, Congress acted to eliminate gender discrimination in schools by passing what is referred to as "Title IX" of the Education Amendment Act. It requires federally funded schools to give females the same opportunities as males in all education programs, including athletics.

In principle, the law was simple. But getting schools to comply with Title IX has been another story. One family in Nebraska seeking equal resources for girls at their community high school found out just how resistant to change some people can be.

The events that changed Naomi Fritson's life — and the lives of high school students across Nebraska — began on a cold March night in 1992.

Fritson, a part-time school bus driver, went to watch a girls' basketball game in the small farming town of Minden where she lives. But when she arrived at the school's main gym, Fritson was told that the game had been moved to a lesser facility known as the "girls' gym."

The reason for the change: A boys' game had been rescheduled and the boys *always* played in the main gym.

The explanation unsettled her.

The main gym, after all, could seat about 500 spectators; the girls' gym only about 50. The main gym had a new sound system, a concession stand and a public restroom; the girls' gym had none of these features. Moreover, the main gym housed all the locker rooms, which meant the girls had to change into their shirts and shorts and run outdoors — often in frigid temperatures — to the girls' gym.

These inequities troubled Fritson. Her own daughter, Sarah Casper, was about to begin high school. Fritson worried that the preferential treatment boys received at school would make Sarah feel she was somehow less important than her male peers or her two younger brothers.

Fritson raised the topic with other parents and learned that many of them had also noticed the difference in how young male and female athletes were treated at the high

school. But no one, she found, was willing to speak up about it. Several mothers said simply: "It's only four years. You'll get used to it."

But Fritson wasn't about to "get used to" a situation that could harm her daughter. She was prepared to fight for what was fair, even if it meant challenging authority and going against public opinion.

A community of about 2,700 people, Minden is dominated by cornfields as far as the eye can see. In late summer, the stalks tower head-high. In the evening, the dust from the fields rises up and meets the last rays of sun, creating dramatic red sunsets in the vast sky.

Minden is a community that takes great pride in its pioneer past. A sprawling museum in the center of town and billboards for miles around constantly remind residents that frontiers people passed this way in the mid-1800s as they headed west in search of gold, religious freedom and adventure.

Fritson was born and raised here. In Fritson's family, her father made all the decisions, and her mother -- like many women of her generation -- quietly followed along. But somehow Fritson developed an irrepressible drive to think for herself. So, on a winter day in 1992, Fritson went home to the 1,000-acre corn and cattle farm where her family lives and fired off a letter to the school superintendent.

"Whether outright or subconsciously, these girls are going through the Minden system treated, and feeling, like second-class citizens," Fritson wrote. As evidence, she pointed out three examples of unequal treatment. First, the pep band routinely played at boys' games and rarely at girls' games. Second, girls were required to play in the inferior gym. And, third, football games were scheduled for the most popular times -- Friday and Saturday nights -- while girls' volleyball games were held during the week when the crowds were smaller and the athletes would have to squeeze in homework after the game.

When Fritson met with the superintendent, he agreed that gender equity was important. But he argued that football had to be played on the weekend and girls' games during the week because fans were more interested in boys' sports than girls'.

The superintendent's response only fueled Fritson's anger. She pounded out another letter. People weren't naturally more interested in boys' sports than girls', she wrote. The school encouraged that attitude by treating female athletes as second-rate; they offered girls fewer teams to play on, inferior athletic equipment, poorly maintained fields, older buses, fewer and less experienced coaches, and less publicity.

It was true, the superintendent agreed, that girls were sometimes shortchanged when it came to resources. That was unfair and should be corrected. But one thing would not change, he insisted, and that was Friday night football. The school depended on income from its fans, and they were most likely to attend weekend games.

Fritson attended more meetings and wrote more letters, but still nothing happened. Then she remembered a poster she had seen hanging in a school hallway. It said if students felt they had been discriminated against, they could file a Title IX complaint with the Office of Civil Rights.

Fritson had never heard of Title IX, but she soon learned it was a federal law that required all public schools to offer equal opportunities to boys and girls or lose funding. Many Title IX battles focused on the funding of girls' sports programs.

Since its introduction in 1972, Title IX had been quietly opening doors for female athletes, and they were bounding through. In fact, when Naomi attended high school in the 1960s there were no girls' athletic teams in Minden at all.

Administrators had decided years before that sports made girls "unladylike." Minden had indeed come a long way since Fritson's school days. But as far as she was concerned, it still had a long way to go in creating a level playing field for girls.

However, Fritson didn't want to file a formal complaint. Her kids attended the schools, and she loved her job working as a bus driver. She suggested that the administration ask a Title IX representative to discuss the issue with them. The school superintendent agreed, and at the end of the meeting, Fritson left with a copy of the law in her hands.

That night, she and her husband sat at the kitchen table and looked the law over. It said that boys and girls should have equal opportunities in the exercise of their athletic interests, the use of equipment, travel arrangements, coaching opportunities, locker room and competitive facilities, publicity and scheduling of games.

On almost every point she had raised, Fritson realized there was a federal law backing her up. Now that administrators were better informed about the law as well, she was optimistic that things would change. But months went by and still nothing happened. Fritson filed a complaint.

The Office of Civil Rights had assured her that the complaint would be confidential. But her name soon showed up in the newspaper. When Fritson contacted the Office of Civil Rights to ask what happened, she recalls, they said her name had slipped out. In a big city, it might have been a minor problem. In this small town, it was a big one.

People in Minden, surrounding communities and across the state erupted in fury -- not at the school's alleged discrimination against girls but at Fritson. As one television reporter put it, she had challenged "a nearly sacred ritual" -- Friday night football -- and had "the gall" to ask: Why can't boys and girls share the weekend spot? Meanwhile, rumors spread that her demands for equality could lead to cuts in football, a sport one local minister is said to have described as "Nebraska's state God."

Newspapers published demeaning cartoons, caricaturing Fritson as a crank, and people posted them in stores. Unknown voices woke her with obscene calls in the middle of the night. When she attended sports events, other parents avoided sitting near her. Boys

shouted obscenities at her as she walked across the school grounds. Even her father told people he was ashamed of her, adding: "I don't know how I failed in bringing her up."

Fritson wasn't the only family member who felt the sting of the attacks. Sarah didn't talk much about her feelings, but her mother knew the controversy was hard on her. Since Fritson had begun this battle, Sarah had grown increasingly isolated.

"I thought I had all these friends," Sarah later told a newspaper reporter, "and all of a sudden, they wouldn't look at me."

Worried that she was ruining her daughter's high school years, Fritson broke down in tears. Yet she couldn't imagine sitting quietly by while the school system treated Sarah and other girls unfairly. For a mother, it was an impossible dilemma: She could fight for her daughter's rights and subject her to the community's wrath or give up the battle and let her daughter submit to gender discrimination. Either way, Sarah would suffer.

Sarah secretly wished her mother would postpone her fight until she was out of high school. Then, one day, something happened to change her mind. Sarah had worn a T-shirt to gym class that said, "Title IX Now." Some classmates, who equated Title IX with an attack on football, stole the T-shirt from her locker. When Sarah learned that it was a former close friend of hers who had arranged the scheme, she was shocked and hurt.

Sarah came home in tears. That's it, Fritson decided. It's over. But the T-shirt incident had stoked Sarah's own determination to change the system. She asked her mother to keep fighting.

Soon after, Naomi and Sarah discovered they were not alone in their battle. In Omaha, Nebraska's largest city, two men also had been fighting for female athletes by supporting girls' softball.

Ron Osborn was a successful men's softball player who had begun coaching women's softball at local universities to earn extra money and gain access to a gym. He repeatedly heard parents ask: Why isn't softball offered in high schools, where the girls might have a chance to win a scholarship?

To his mind, the young women of Nebraska were being prevented from fulfilling their athletic potential. And he wasn't going to sit back and watch that happen to his daughter.

So Osborn and Sherm Posca, a child psychiatrist, put together a plan: With the help of supporters, they would raise money, buy uniforms for players and encourage parents to run their own teams to show schools that girls were interested in softball. Then they would ask the schools to sponsor the teams.

Almost immediately, 40 private teams had sprung up, including one that came together around Naomi Fritson's kitchen table. She and Sarah brainstormed a list of possible players and invited them to try out.

Naomi and her husband, Dean Casper, plunked down several thousand dollars for bats, balls and mitts. Dean also coached the team, while Fritson shuttled the girls to and from games. Sarah did her part by joining the newly formed team.

Their decision demanded sacrifices. Sometimes, Dean stood behind home plate watching other farmers drive by with their harvested crops and felt he should be home working, too. But he believed that Sarah and other girls should have the same opportunities boys did. The work would have to wait.

All told, 13 Minden girls joined the team. Under the shadow of a giant grain silo looming over center field, the girls cracked balls, pulled down high-flies and learned how to pitch. They ended their first season with a winning record.

Believing they had proven girls' interest in softball, Dean and Naomi asked the school to sponsor the team. They pointed out that this would balance the number of sports teams available to boys and girls, which then stood at four to three. But the board rejected the appeal, saying there were too few area teams for Minden girls to play.

Fritson was nearly at her wits' end. Her campaign had dragged on for three years. The complaint she had filed with the Office of Civil Rights had not produced the changes she wanted, and Sarah was about to enter her senior year. The only thing left to do was file a lawsuit.

The Fritson-Caspers had talked with lawyers before, but no one offered much encouragement. Then Fritson met Kristen Galles. Formerly a softball player for Creighton University in Omaha and now a lawyer, Kristen knew the thrill of being a female athlete. She was also well acquainted with the Title IX law, and she was confident that Naomi and Sarah could win this case.

So, in April 1995, the Fritson-Caspers and Galles made history, filing one of the first Title IX lawsuits against any high school in the country. Supporting them in the case was the National Women's Law Center in Washington, D.C.

The community was outraged. The superintendent denounced the lawsuit's charges. Parents wrote to the local papers, saying that "the girls just want to be left alone." And one Minden resident wrote Fritson, "You've had your day in the sun. Now find a rock and crawl under it."

But no matter what people said, Fritson knew the law was on her side. And justice, she believed, was just a matter of time. A flurry of lawsuits were being filed around the country on behalf of girls in high school and college athletic programs.

About a year later, recognizing a growing movement toward equity in school sports, the Minden school district administrators offered a settlement. They promised to start a girls' softball team, offer equal equipment to girls, provide comparable transportation to and scheduling of games, hire equally experienced coaches, give the same amount of publicity to girls' and boys' teams, and pay Fritson \$75,000 for attorney fees and damages.

"Minden felt that it was in the best interests of all concerned that this matter be settled in order to move the school district forward," Minden school Superintendent Scott Maline told the press.

Fritson was relieved that her long, difficult struggle was over. She still smiles when she remembers attending the first Minden High School's girls' softball game. "They lost, but they didn't care," she recalls. "They played their hearts out."

The family's legal victory didn't end in Minden. Their lawsuit, along with three more their lawyer filed against other Nebraska schools, put administrators throughout the state on notice. Fearing similar legal challenges, several dozen Nebraska schools took it upon themselves to improve their girls' sports programs and add softball.

As it turned out, Sarah Casper never had the opportunity to reap the rewards of their victory; she had graduated by the time Minden High School made any changes. But she is satisfied knowing that other young female athletes are benefiting from them now. She says the experience taught her a lot about what happens when you buck the system.

"I learned how standing up for something you believe in can cause lots of problems, and how things can get a whole lot worse before they get better," Sarah told a newspaper reporter. "You see just how much people hate change."

As for Naomi Fritson, she looked through her photo albums after this battle ended and realized that four years were missing. Since then, she has dedicated herself to catching up on family life. But she never doubts that she did the right thing.

"Everybody wonders what their function in life is," she says. "For me, I think this was it."

This article is from the Teaching Tolerance curriculum kit A Place at the Table.

Activity Guide

Gender Equity Curriculum

Subject: English

Eighth Grade

Unit: 8.1

Standard and Expectation: Reading 8.R1, 8.R.2

Theme: Character Analysis

Duration: 2-3 days

Description: The overall objective of this lesson is to provide opportunity, through the language arts curriculum, for students to think about what it means to be intelligent and fast (able to run)/athletic. The lesson is about breaking down stereotypes of characteristics and behaviors attributed by gender through character analysis.

Duration: 2 days

Purpose: Character Analysis

Objective: Provided a series of activities, the students will recognize gender bias and stereotyping in school by:

1. Using their reading and listening skills.
2. Reading the story The Necklace by Guy Maupassant to discuss gender.
3. Complete the "Character Traits and Textual Evidence."
4. Recreating and writing their own characters.

Students will use higher order thinking/reasoning skills, such as comparison/contrast, induction, deduction, and constructing supporting sentences for their conclusions. This will be done through teacher questioning and presentations of students.

Procedures:

Initial: Using a few model short stories, the teacher leads the class to identify the elements of the of the plot and character analysis.

Activities

Story is constructed from the following 6 components

- Characters - Main characters, minor characters, and character development
- Dialogue- Reveals character; advances plot
- Setting - time, place, mood, and atmosphere
- Plot - six basic plots with a central conflict; plot motivation; setbacks
- Point of View - First person, third person
- Beginnings, Transitions, and Endings

Development:

- 1) Distribute copies of text: The Necklace and highlighters to students.
- 2) Explain difference between reading for comprehension and reading for analysis.

Reading for comprehension	Reading for analysis
Focus on understanding story	Focus on investigating writing
Looking at whole picture	Zooming in on tiny pieces
Acting as a reader	Acting as a scientist or detective

- 3) Walk the students through the annotating steps below. Before beginning, tell the students not to worry about being right or wrong; rather, make decisions based on knowledge and gut instinct.
 - a) Highlight words associated with wealth and beauty in pink.
 - b) Highlight words associated with poverty and homeliness in yellow.
- 4) It is up to the teacher whether or not to stop for discussion and sharing after each step of the annotation process. Essentially, the activity should follow the following process:

After giving students a few minutes for highlighting, the instructor should invite students to share what one thing they have highlighted.

This is an excellent opportunity to gauge understanding, engage the entire class, and create a low-stress moment for participation by those students who typically don't share their work. In some cases the instructor may simply highlight the word and call on the next student, but in other cases a follow question of "Why did you highlight that word?" and if it is necessary and needed to further discussion to promote metacognition.

- 5) Once the shared annotations are marked, the teacher will lead the students in a class discussion of what those annotations reveal. This is the most crucial step. It is not enough for students to identify similes; we want to move them forward in understanding WHY an author uses them – in general and in specific circumstances. Often students need help finding patterns, but seeing patterns in writing leads to a deeper understanding of a text.

Fleshing out a character

What does this character think about the society s/he lives in?

What plans does this character make?

Important things s/he said (2)

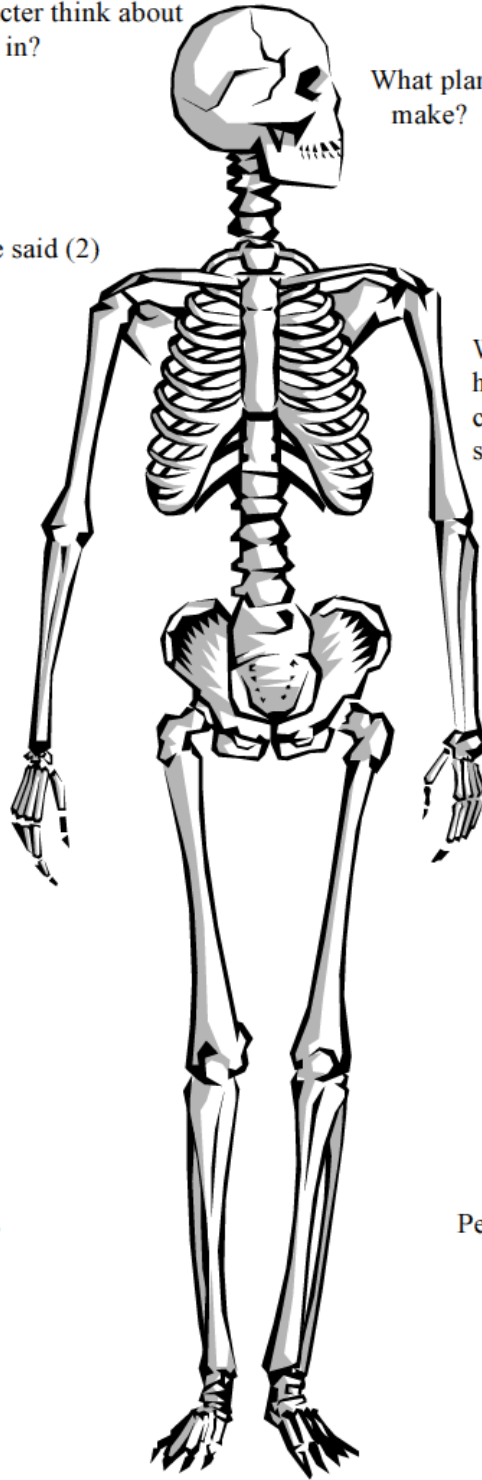
What is at the heart of his/her personality that causes him/her to act and say what he/she does?

What s/he did

What s/he tried to do

Personality strengths

Personality weaknesses



Sample Character Traits (From: Read, Write, Think, 2004)			
able	demanding	Hopeless	restless
active	dependable	humorous	rich
adventurous	depressed	ignorant	rough
affectionate	determined	imaginative	rowdy
afraid	discouraged	impatient	rude
alert	dishonest	impolite	sad
ambitious	disrespectful	inconsiderate	safe
angry	doubtful	independent	satisfied
annoyed	dull	industrious	scared
anxious	dutiful	innocent	secretive
apologetic	eager	intelligent	selfish
arrogant	easygoing	jealous	serious
attentive	efficient	kindly	sharp
average	embarrassed	lazy	short
bad	encouraging	leader	shy
blue	energetic	lively	silly
bold	evil	lonely	skillful
bored	excited	loving	sly
bossy	expert	loyal	smart
brainy	fair	lucky	sneaky
brave	faithful	mature	sorry
bright	fearless	mean	spoiled
brilliant	fierce	messy	stingy
busy	foolish	miserable	strange
calm	fortunate	mysterious	strict
careful	foul	naughty	stubborn
careless	fresh	nervous	sweet
cautious	friendly	nice	talented
charming	frustrated	noisy	tall
cheerful	funny	obedient	thankful
childish	gentle	obnoxious	thoughtful
clever	giving	old	thoughtless
clumsy	glamorous	peaceful	tired
coarse	gloomy	picky	tolerant
concerned	good	pleasant	touchy
confident	graceful	polite	trusting
confused	grateful	poor	trustworthy
considerate	greedy	popular	unfriendly
cooperative	grouchy	positive	unhappy
courageous	grumpy	precise	upset
cowardly	guilty	proper	useful
cross	happy	proud	warm
cruel	harsh	quick	weak
curious	hateful	quiet	wicked
dangerous	healthy	rational	wise
daring	helpful	reliable	worried
dark	honest	religious	wrong
decisive	hopeful	responsible	young

CHARACTER TRAITS & TEXTUAL EVIDENCE

FOR _____

CHARACTER TRAIT #1:	
Quote (pg. ____):	<i>Commentary:</i>
Quote (pg. ____):	<i>Commentary:</i>

CHARACTER TRAIT #2:	
Quote (pg. ____):	<i>Commentary:</i>
Quote (pg. ____):	<i>Commentary:</i>

Character Analysis

Directions:

1. Complete the “Character Traits and Textual Evidence.”
2. Take your quotes and analysis and formulate it into a well-written paragraph using the following outline to help you. Don’t forget transition words.
 - A. Write a sentence containing the first adjective (character trait).
 - B. Write a sentence using your first quote that supports your first adjective.
 - C. Incorporate the quote, don’t just copy it.
 - D. Write a sentence explaining how the quote supports the trait.
 - E. Repeat steps B and C for the other quote.
 - F. Write a sentence containing the second adjective (character trait).
 - G. Write a sentence using your second quote that supports your second adjective.
 - H. Incorporate the quote, don’t just copy it.
 - I. Write a sentence explaining how the quote supports the trait.
 - J. Repeat steps F and G for the other quote.
 - K. Revise and edit your paragraph.
 - L. Turn in!

Changing Characters

Directions:

Rewrite the paragraph and change the sexes of each character (example: if the first character is a woman change her name to a man’s name or vice versa). Analyze if the character when changed of sexes make sense yes/no. Why? What will the society think of these role change? What does the student think of these role changes? Are gender roles changing today?

Assessment:

Students can be assessed on their participation during the activity, their annotations on the excerpt, and/or in a follow-up writing activity in which they are asked to explain their analysis in a paragraph or more.

Closing:

1. The student revises his/her drafts as needed.
2. The student draws pictures on each page, representing the element discussed.
3. The student discusses his/her work with the teacher in a one-on-one conference in order for the student to demonstrate the ability to use appropriate language to discuss and analyze the characters in a story.

Materials:

Paper

Copies of the excerpted text;

Three different colored highlighters;

Pencil or pen

Overhead projector or document camera

The Necklace pdf

<http://photos.state.gov/libraries/hochiminh/646441/vant/The%20necklace.pdf>

Reference

Pankiewicz, Megan (2015)

<http://www.hasdk12.org/cms/lib3/PA01001366/Centricity/Domain/1238/Neclace%20intro%20awesome%20ideas.pdf>

Activity Guide

Gender Equity Curriculum

Subject: English

Grade: Eighth

Unit: 8.2 Memoirs and Transformative Decisions

PRCS: 8.S.3, 8.R.3I, 8.R.3Ia, 8.W.2, 8.W.2, 8.W.4, 8.W.5, 8.W.8

Theme: Evaluating gender roles in fairy tales Asian Cinderella Tales

Duration: 120 min

Description: Expose students to Cinderella stories from Asian cultures as well as to a memoir of a Chinese woman who experienced a “Cinderella” existence in real life in China. Expose students to cultural differences but also to make them aware of social and gender prejudices and bias.

Purpose: To value and illustrate the traditional roles within a new gender perspective.

Objective: After reading various types of genres, the student will use story elements establishing differences between a fairytale and a memoir.

Procedure:

Initial:

1. Present the Fairy Tale stories by reading them aloud to the class.

Development:

Development:

1. After **each** story, have students (divided into groups of 4/5) fill out the grid sheet with the appropriate answers.
2. Have a discussion and feedback from the class, using an overhead to clarify group answers.
3. Have a discussion as to why there are Cinderella stories and how they might serve as a “lesson” for a particular society. Have questions and discussion as to gender roles, values and if these roles are changing? Why?
4. Present the memoir “The Chinese Cinderella: The true story of an unwanted daughter”. This book may be read out loud or copies given to each student to read.
5. Students receive the packet, “Teacher Notes” and answer the questions in their journal entries or on separate paper.
6. Have class discussion of the book and a compare and contrast activity as to the fairy tales and the true story. Be sure to have students read about Adeline Yen Mah, before the discussion (see website address).
7. Students will be asked to do **one** of the following culminating projects:

A. Write their own Cinderella story incorporating all of the elements discussed

B. Write a short research paper on women's roles/history in Japan, China, or Korea and Puerto Rico.

C. Write a comparative essay on the role of Cinderella verses the role of Mulan in Chinese literature and society. Have them try to find examples in Chinese history to back their hypothesis/evaluation.

Closing:

Assessment: Completion of the Cinderella Grid sheets, class discussions, group cooperation, Teacher Notes question packets completed and final culminating projects being turned in will be the basis of assessment of unit.

Materials:

Asian Cinderella Grid Sheet

Copies of Books: **The Korean Cinderella**
Yeh Shen
Lily and the Wooden Bowl
Chinese Cinderella: The True Story of an Unwanted Daughter

Teacher's Notes/ Handout: The Chinese Cinderella, Questions and

Discussion

1. Websites:

- a. www.learner.org/channel/workshops/conversations/conversation/objectifying/extension.html
- b. www.surlalunefairytale.com/cinderella/other.html
- c. www.adelineyenmah.com
- d. www.geocities.com/Hollywood/50821/mulanfaq.html
- e. www.chinapage.com/mulan.html

Activity Guide

Gender Equity Curriculum

Subject: English

Grade: Eighth

Unit: 8.3 Persuasive Letter

PRCS: 8.S.3, 8.R.3I, 8.R.3Ia, 8.W.2, 8.W.2, 8.W.4, 8.W.5, 8.W.8

Theme: Dictating Hairstyles, Constitutional Rights

Duration: 120 min

Description: Teaching the Constitution can sometimes be a bore—for educators and for students. This lesson posits the First and Fourteenth Amendments of the Constitution within a framework that’s likely to resonate with students: Can schools dictate their hairstyles?

Purpose:

Explore the Constitutional Rights first and Fourteenth Amendments

Objective:

In this lesson, the students will:

1. Develop a deeper understanding of freedoms guaranteed by the First and Fourteenth Amendments of the Constitution;
2. Discuss how government interests (the interests of public schools) can sometimes contradict with those freedoms;
3. Read and interpret informational texts with **Purpose**, and
4. Share what they’ve learned verbally and in writing elements.
5. Analyze how gender stereotypes impact the rules that are used in schools.

Procedure:

Initial:

Discuss:

1. Does living in a free country mean we should be able to do anything we want?
2. How should we balance the need for social order against the need to protect individual liberties?

Development:

1. Find a partner and work together for five minutes to record at least three questions you have about the following statement: “Schools should be able to prohibit inappropriate student hairstyles on campus.”
2. Share your questions with the rest of the class. List the questions on the board or on an overhead. If another pair already has raised one of your questions, place a star by it. Are there any other questions needing to be added to the list?
3. As you read Can Schools Dictate Your Hair? Handout, look for answers to the questions on the board, especially ones with one or more stars. Which questions were answered satisfactorily? Which were not? Why?

4. After this brief class discussion, break into four inquiry groups—a freedom of expression group, a liberty interest group, an equal protection interest group and a due process group. Each of your inquiry groups has a particular task in examining the news stories (Parents Upset over New Hair Policy and Kicked Out for Pink Hair):

- If you are in the “freedom of expression” group, identify the stories related to that theme. What claims are students making, if any, about hair policies’ impact on their ability to express themselves?
- If you are in the “liberty interest” group, identify the ways the stories relate to that theme. What claims are students making, if any, about the ways hair policies are interfering with their individual freedom?
- If you are in the “equal protection interest” group, identify ways the stories relate to that theme. What claims are students making, if any, about the ways hair policies may impact individuals and groups differently, i.e., boys and girls, cultural groups, etc.?
- If you are in the “due process” group, identify ways the stories relate to that theme. What is the compelling government interest in the hair policies? What are the public schools trying to accomplish with them?

Your group has 30 minutes. Refer back to definitions in the Can Schools Dictate Your Hair? Handout as necessary. Each member of the group should jot down notes as you go along.

5. Create new groups of four so that one of you represents the “freedom of expression,” “liberty interest,” “equal protection interest” and “due process” groups, respectively. Each member should take about three minutes to share findings from his or her inquiry group. After each member has had a turn, refer back to the questions listed on the board. Spend three minutes discussing: Which questions have been answered satisfactorily? Which have not? Why? *(Note: Ask small groups to report back to the class to briefly share outstanding questions identified in their discussions.)*

Closing:

Assessment

individually, write a persuasive letter to the school administration to the following writing prompt: What steps should schools take to create hair policies that respect the Constitutional rights of students and support school environments that are focused on learning? This is an opportunity to demonstrate the knowledge you’ve gained about how schools should balance students’ individual freedoms with the need to have social order in schools.

Materials:

Copies of the Can Schools Dictate Your Hair? Handout

Copies of the following news stories or Internet access to them:

Parents Upset over New Hair Policy and Kicked Out for Pink Hair

The GIST template, from the International Reading Association (optional)

Glossary

Freedom of expression [frēdəm əv ik spre sh ən] (*noun*) Extends from the First Amendment of the Constitution, which guarantees freedom of speech. Court decisions have expanded the concept beyond mere verbal communication; protected speech now includes non-verbal expressions as well, i.e., wearing a symbol on one's clothing.

Liberty interest [libərtē int (ə) rist] (*noun*). The guarantee that the government will not deny or interfere with individuals' freedoms, especially without due process.

Due process [d(y) oō pră ses] (*noun*) The requirement that laws and regulations must be related to a legitimate government interest (i.e., crime prevention) and will not contain provisions that result in the unfair or arbitrary treatment of individuals.

equal protection interest [ēkwəl prə tek sh ən int(ə)rist] (*noun*) The guarantee that the government will treat an individual or class of individuals the same as it treats other individuals or classes in like circumstances
<http://www.tolerance.org/sites/default/files/general/>

Activity Guide

Gender Equity Curriculum

Subject: English

Grade: Eighth

Unit: 8.4 Personal Essays and Beliefs

PRCS: 8.L.1 8.L.1b 8.S.2 8.S.3 8.S.6 8.W.3 8.W.8

Theme: Evaluating gender roles in fairy tales Asian Cinderella Tales

Duration: 50 min

Description: This activity encourages students to learn about the adults who work in their school while they gain understanding of gender bias and stereotyping while acquiring research strategies for writing essays.

Purpose: Using surveys as a tool for research.

Objective: After a class discussion the student will acquire survey strategies for writing an essay about adults that work in their schools.

Procedures: Initial:

1. Discuss: To prepare for this activity, think about all of the adults your students come in contact with each day: nurses, custodians, principal, teachers, media specialist, counselors, etc. Briefly survey each adult on your list. Find out what other occupations or positions he or she held prior to arriving on your school setting. Be sure that you can explain all careers identified. (ask students to ask also in their communities)

Development:

1. With students, write two lists on the board. On the left-hand side, list the adults who work in your school. Consider including photographs in case students do not know the adults by name. On the right-hand side, list all the occupations these staff members held in the past.
2. Instruct students to match the position with the person they think held it. Students can talk with each other, make predictions and share their assumptions openly. Allow 10 to 15 minutes of speculation and discussion about which occupation goes with which adult.

Closing:

1. Reveal the actual matches. Ask students if any of the outcomes surprise them and why. Listen and discuss gender stereotypes and prejudicial statements. This activity creates an opportunity to talk about gender stereotypes and how they can limit our perceptions, identities and interactions.

Materials:

Board

Survey

Activity Guide

Gender Equity Curriculum

Subject: English
Grade: Eighth
Unit: 8.6

Standard and Expectation:

8.S.1; 8.L.1; 8.L.1b; 8.S.5b; 8.R.6l; 8.W.1a; 8.W.8; 8.LA.2; 8.LA.2b

Activities Theme: Sharing Descriptions and Opinions

Theme: To learn that people have different beliefs and values from one another.

Duration: 2 days

Purpose: To examine stereotypes that students and society hold of what men and women should be. To learn that people have different beliefs and values from one another.

Objective: Provides a series of activities the students will Examine stereotypes that both they and society hold of what men and what women should be. Compare the dialogue of a male and a female character to identify ways that the dialogue tags (he said, she wailed, etc.) relate to the stereotypes discussed in class.

Procedure:

Initial: Begin with a sponge activity—an activity at the beginning of class that focuses students on the upcoming lesson. Like a sponge, it absorbs distractions and allows students to approach the lesson figuratively "clean." In other words, it's an opening activity that transitions students to the class. As the sponge activity for this lesson plan, have students respond to the following question in their journals or on loose leaf: "Being male/female means..." Have male students respond to the male prompt and the female students to the female prompt. Ask students to come up with as many responses as they can.

Development:

1. At one end of the room post a large sign labeled "Agree" and at the other end post a large sign labeled "Disagree." In the center of the room, post a sign labeled "Unsure."
2. Explain to students that you are going to read several statements, none of which have a "right" or "wrong" answer. As each statement is read, tell them that they are to take a position in the room based on whether they agree, disagree, or are unsure about the accuracy of the statement.
3. Read some or all of the statements below and allow time for students to take a position following each one. Tell them to observe how people change positions from one topic to the next.
 - A. Students should not be required to recite the Pledge of Allegiance in school. (Does not apply in Puerto Rico.)
 - B. Public schools should require all students to wear uniforms.
 - C. Parents should carefully monitor how their children use the internet.
 - D. Video games make teens violent.

- E. Most young people do not respect adults.
 - F. Most adults do not respect teenagers.
 - G. Rap music makes teens violent.
 - H. Prejudiced people cannot be changed.
 - I. Jokes that focus on ethnicity, race, sexual orientation, or gender identity reinforce prejudice.
 - J. The media unfairly portrays certain groups of people.
 - K. There is too much focus on diversity and multiculturalism in the school curriculum.
 - L. People whom the government suspects of being dangerous to the United States should be carefully watched and their activities monitored.
 - M. Anyone who wants to go to the United States should be allowed to enter.
 - N. Since the World Trade Center and Pentagon terrorist attacks, the world is no longer safe anywhere.
 - O. Bullying is a normal part of adolescent behavior.
 - P. School violence is a major problem in this country.
 - Q. Women should stay at home and men go to work
 - R. Men always should pay on a date
 - S. Jealousy is normal if you really love someone
 - T. Boys don't cry
 - U. Girls should be feminine
4. Ask students to make general observations about the lesson and to explain how they felt sharing their opinions on some of the topics. Guide a whole-group discussion using some or all of the following questions:
- a. How did it feel to take a position on some of the topics?
 - b. If there was a particular topic that you were unsure about, what information would you need in order to form an opinion?
 - c. How did you feel when you saw others taking a completely different position from yours on a topic? Were any of your classmates' opinions surprising to you? Explain.
 - d. Was there a statement read where you were clearly in the minority in your position? Did you consider changing your position to conform to the majority? Why or why not?
 - e. What do you think was the **Purpose** of this lesson?
 - f. How does the variety of beliefs and opinions that people hold present challenges when people work and live together? How can different opinions be beneficial?
 - g. Do you think people sometimes pretend to agree with another person in order to avoid conflict?
 - h. Do you think it likely that people change their opinions on topics like the ones presented in this lesson? If so, what kinds of things are likely to cause opinions to change?

Closing:

In small groups have students discuss the lesson. Instruct them to consider the various ways that people come to hold their beliefs, opinions, and values and make a list on a

piece of paper. After all groups have completed the discussion, prepare a composite list of their responses on chart paper or on the board.

As an additional activity, encourage students to ask their parents or other family members the same questions and compare those responses to their own.

Materials:

Paper

Three large pieces of construction paper with the following words, written in very large letters, one on each sheet of paper: "Agree," "Disagree," and "Unsure"

Reference

Building Community and Combating Hate (2004). Retrieved from:
http://www.partnersagainsthate.org/educators/middle_school_lesson_plans.pdf

Activity Guide

Gender Equity Curriculum

Subject: English

Ninth Grade

Unit: **9.1 Genres overview, Elements of Fiction**

Standard and Expectation:

9. L.1a; 9.L.1b; 9.L.1d; 9.W.4; 9.S.1; 9.S.3

Activities Theme: **Elements of Fiction**

Theme: *The Nervous Plane Pilot Woman*

Duration: 2-3 days

Description: Write a fictional narrative short story using the following situation. **The Nervous Plane Pilot Woman:** "Check the landing gear! We're about to crash," yelled the pilot to her copilot as she anxiously adjusted the throttle of the plane.

Purpose: Identify the elements of fiction in the short stories

Objective: After discussing the elements of fiction and the short stories, students will write a fictional narrative short story using a guideline.

Procedures:

Initial: Using a few model fictional narrative short stories, the teacher leads the class in identifying the elements of fiction.

Fiction is constructed from the following 6 components

- Characters - Main characters, minor characters, & character development
- Dialogue- Reveals character; advances plot
- Setting - time, place, mood, & atmosphere
- Plot - six basic plots with a central conflict; plot motivation; setbacks
- Point of View - First person, third person
- Beginnings, Transitions, and Endings

Development: Teacher will explain all the elements of the short story provided below. Then, students will work with the worksheet of the **Student's Fictional Narrative Short Story Guideline** to create their own short story based on the situation given.

Characters

The main character is also known as the **hero** or **heroine**, or the **protagonist**. In stories with good guys and bad guys, the **villain**, or **antagonist**, can be a main character (Ex.: Wolf in Three Little Pigs).

Minor characters are the others in the story who interact with or help the main characters. They are used to enhance and help reveal the main characters' personae, often by contrast. Sometimes they are referred to as **foils** (Ex.: Cinderella's stepsisters).

Writers reveal their characters through five means:

1. What they **say**
2. What they **think** (a book's advantage over film or stage)
3. What they **do**
4. Direct **description**
5. **What the other characters say or think** about them

Dialogue

Dialogue can:

1. Reveal character traits and show the action
2. Advance the plot.
3. Contain a speaker tag that names the speaker
4. Contain stage directions that help show (not tell) the action

Setting

Setting involves **time, place, weather, and surroundings**, all helping to create a specific **mood** or **atmosphere**. To reveal these elements, writers depend on **descriptive writing**, calling on all the senses to convey an image to the reader. Good description will involve as many of the 5 senses as possible.

The elements chosen by a writer to reveal the **historical time setting** may include:

Manner of speech

Jargon

Slang

Clothing

Vehicles

Money

Tools

Names

Customs

Manners

Food and drink, etc.

Mood, or **atmosphere**, can be indicated through the author's choice of **verbs**, as well as **nouns** and **adjectives**. Strong verbs are always best. **Weather** can also be used to indicate the atmosphere in a story.

Ex.: The cat went across the lawn. [Weak mood]

The skinny black cat slunk across the dark, rain-soaked lawn.

[Stronger mood]

Plot

There are **6 basic plots** for most of all fiction that have been used by all writers and may be used by beginning writers without fear of plagiarism. These may be used alone or in combination and form the basis of nearly all story conflicts, for books, plays, movies, television programs, etc.

1. **Lost and Found** - Person or object is lost and recovered
Ex.: The Incredible Journey or Home Alone
2. **Character vs. Nature** - Character survives a natural calamity
Ex.: Jaws or Volcano
3. **Character with a personal problem or goal** - character solves it and reaches goal or changes attitude or feelings
Ex.: Freckle Juice or Rudy or Rocky
4. **Good Guys vs. Bad Guys** - good guys usually win
Ex.: The Three Little Pigs or most westerns

5. **Crime and Punishment or Mystery and Solution** - Character solves a mystery or crime and the culprit is caught or punished
Ex.: Matlock or Murder She Wrote
6. **Boy meets Girl** - Problems or misunderstandings arise; Characters resolve differences or clear up misunderstandings
Ex.: Romeo and Juliet or Snow White or Cinderella

Complications of Plot: Building Suspense

The **conflict, goal, problem, or what the main character wants** should be set up in the first sentence, paragraph, page, or chapter, depending upon a story's length. If not **stated outright**, it should at least be **hinted at** very strongly,

Writers need to create tension in order to keep their readers interested. Writers want their readers to wonder, "What happens next?"

Writers do this in several ways:

1. **Time pressure** - The character has a limited amount of time in which to accomplish a goal or solve a problem.
Ex.: Rumpelstiltskin, Hansel and Gretel
Other time pressures include:
Forces of nature - tide coming in, impending storm, etc.
Deadline dates - preparations, contest entry deadlines, athletic training for a specific contest, mortgage payment, bomb set to go off, harvest before the rain/frost, onset of winter, etc.
Arrival of holiday - birthday of Christmas gifts to make, etc.
2. **Setbacks** - The **most important part of the plot** is the series of setbacks the main character faces in trying to resolve the conflict or attain the goal. In well-developed fiction, there are often 3 or more of them. The **series of setbacks** make up the middle of the story. The main character overcomes each successively more difficult setback - the last one in a grand way to a satisfactory close.

Events or setbacks that might temporarily prevent the characters from solving their problems are:

- **injuries**
- **weather**
- **losses**
- **mistakes**
- **misunderstandings**
- **mishaps or accidents**

3. **Reader Is In On a Secret the Character Doesn't Know** - Tension rises when the reader learns something through the narration that the character doesn't know. The reader becomes anxious for the character.
Ex. The saddle girth is frayed and about to break.
A villain is hiding in the house. A trap has been laid.
4. **Anticipation of a Major Scene** - Characters set up the tension through their dialogue about the Big Event or their warnings. They anticipate another character's arrival or action(s).

Point of View

Point of view refers to **how the author of a story speaks to a reader, through whose eyes the events are viewed** or reported. Beginning writers should concentrate on one of 2 basic points of view:

1. **Third Person Point of View** – (most common) The **author acts as a narrator. NOT a character** in the story, who knows everything and tells the reader what the main characters are thinking and doing. The author uses the third-person pronouns such as **he, she, and they**, as well as the characters' names to tell the story.
2. **First Person Point of View**- The author tells the story from the main character's point of view. The author uses the first-person pronouns such as **I** and **me** to tell the story. First person can make a story more believable. To overcome the problem of having to have the main character present in every scene in order to relate the events, writers sometimes have minor characters simply tell the main character about events he or she missed.

Beginnings, Transitions, and Endings

Beginnings

Beginning writers can learn to "hook" their readers in the first sentence. This can be done with any of the following techniques:

- The **author introduces the main character** by name.
- The **main character**, named, **is thinking** of something.
- The author **describes the setting (place)**.
- The author **tells the setting (time)**.
- The author **sets up the conflict in the first sentence**.
- The **character is talking** (dialogue).
- **An event is in progress**.
- **Combinations** of any of the above.

- A **letter or note** is read.
- A **prologue** (background information) tells of events from the past that set up the story

Transitions

Narrative fiction is characterized by the passage of time. A writer helps the reader follow the story's events, in time and place, by using transitions that show changes in time, place, characters, or action. Transitions can be one word, a phrase, or a whole sentence to show these changes clearly for a reader.

See your text for a chart or list of appropriate narrative transition types

Ex.: The following morning . . . or A hundred years passed . . . (shows change of time)

Meanwhile, back at the ranch . . . (shows change in place)

While Cinderella worked hard to finish all of her chores, her wicked stepsisters were busy plotting against her. (shows change in characters)

Endings

The conclusion of a fictional narrative **must reveal the end of the conflict** and/or the lesson learned or insight gained by the characters from the experience. If you have trouble, go back and identify which of the 6 basic plots that you have chosen to use in your story, and make sure that you have an ending that fits the type.

- End with a **universal word**.
- End with **Finally, Eventually** . . . ,
The last thing I need is another broken heart.
Eventually, the scar and the pain will fade, and I will go on.
- End with a **quotation from one of the characters**.
Like my grandma always says, "If life hands you lemons, make lemonade!"
- End with the **main character's feelings about the event**.
I knew then that I had succeeded. I was overjoyed to have finally found my happily-ever-after.
- End with a **prediction or advice**.
The next time he came across a strange-looking little man, he walked right on by.
- End with a **summary statement**.
No matter how you look at it, laughter is good medicine

Writers who can't seem to find the right ending may need to review the basic plot types and their corresponding resolutions. They might also try writing several endings and see which one works best.

Students will develop a short story using the following situation: **The Nervous Plane Pilot Woman**: "Check the landing gear! We're about to crash," yelled the pilot to her copilot as she anxiously adjusted the throttle of the plane.

Student's Fictional Narrative Short Story Guideline

Elements	Observations
<u>Characters:</u> <u>Main Character</u>	
Minor Characters How are they revealed?	
<u>Setting</u>	
<u>Plot</u>	
<u>Complications of Plot:</u> (The conflict, goal, problem, or what the main character wants should be set up).	
<u>Setbacks</u> The most important part of the plot is the series of setbacks the main character faces in trying to resolve the conflict or attain the goal. In well-developed fiction, there are often 3 or more of them . The series of setbacks make up the middle of the story. The main character overcomes each successively more difficult setback - the last one in a grand way to a satisfactory close.	
<u>Point of View</u> (Point of view refers to how the author of a story speaks to a reader, through whose eyes the events are viewed or reported). 1. Third Person Point of View or 2. First Person Point of View	

<u>Beginning (The Hook)</u>	
<u>Transitions</u> A writer helps the reader follow the story's events, in time and place, by using transitions that show changes in time, place, characters, or action. Transitions can be one word, a phrase, or a whole sentence to show these changes clearly for a reader.	
<u>Ending</u> The conclusion of a fictional narrative must reveal the end of the conflict and/or the lesson learned or insight gained by the characters from the experience.	

Closing:

1. The student revises drafts as needed.
2. The student draws pictures on each page, representing the element discussed.
3. The student discusses his/her work with the teacher in a one-on-one conference in order for the student to demonstrate the ability to use appropriate language to discuss and analyze the elements of short stories.
4. The students analyze what stereotypes were used in the story and why.
5. The student proposes a new approach to the story avoiding the use of gender stereotypes.

Materials:

Paper
Construction Paper
Crayons
Glue
Scissors
Sheet of Story Elements
Student's Fictional Narrative Short Story Guideline

Activity Guide

Gender Equity Curriculum

Subject: English

Grade: Ninth

Unit: **9.2 Communicating My Ideas**

Standard and Expectation:

9.L.1; 9.L.1a; 9.L.1c; 9.L.1d; 9.S.1; 9.S.2; 9.S.2b; 9.S.3; 9.S.5; 9.R.1; 9.W.1; 9.W.8; 9.LA.2; 9.LA.6

Activities Theme: Features of Personal Narrative and Memoir

Personal Narrative on: The Other SEX is...Opinions and Feelings Concerning the "Opposite" Sex

Duration: 2-3 days

SUBJECTS: English, Health, Life Skills

Theme: **My Opinion on the Other Sex**

Description: This is a student writing-based activity that explores preconceptions, attitudes, and anxieties concerning the "opposite" gender. Discussion is stimulated by student reading of personal narratives.

Purpose: Identify the elements of personal narrative and explores preconceptions, attitudes, and anxieties concerning the "opposite" sex.

Objectives: After discussing their feelings and opinion about the opposite sex the students will write a three paragraph essay and present verbally to the class.:

Long Term

To develop healthy, equitable, and realistic attitudes toward the other sex.

Procedure:

Initial: Ask students to discuss in writing their feelings and opinions about the "opposite" sex. Give a required length to insure some thought and uniformity for reading time when used as a classroom activity. Example: 150 words. Students may want to consider the following questions in their essays:

- In what ways are you different from other students in your class?
- How are you the same as other students in your class?
- Is friendship with the other sex different from same sex friendship? How and why?
- Do you change your actions and activities when you're in the presence of the other sex? How and why?
- Is there

Development: Students will begin to work with the worksheet of the guidelines given. Separate students according to gender for presentation of essays. Each student reads his/her paper to the class.

Have listeners respond in two ways:

A. Write a short response to the reader.

Remember: **Beginnings, Transitions, and Endings Beginnings**

Beginning writers can learn to "hook" their readers in the first sentence. **Transitions** can be one word, a phrase, or a whole sentence to show these changes clearly for a reader.

B. Offer verbal responses. Ask students to find points they agree with. Explain that responses and viewpoints need to be kept positive.

- **Bring class back together. Have students volunteer to read their essays.**
- **Allow free discussion.** Ask students to consider the following: Was the discussion different with the whole class present? Why or why not?

Closing:

At the end of the discussion, ask students for positive statements about the other gender and record them on the board under male or female headings. Point out commonalities. Ask students to list the statements that could be switched to other gender column.

EVALUATION:

- Student writing may be assessed in terms of effort, creativity, content, and style.
- Speaking and listening skills may be noted during oral presentations and subsequent discussions.

Materials:

Use student's writing exercise as material for this activity.

Paper

Notebooks

Sheet of Story Elements

Computer

Projector for Presentations

Reference:

Don't Flounder Get Off the Hook: Consider the Non-traditional Occupations (Gender Equity Activity Booklet) (n.d.). Retrieved from:

http://www.eed.state.ak.us/tls/cte/docs/nto/gender_equity.pdf

Activity Guide

Gender Equity Curriculum

Subject: English

Grade: Ninth

Unit: 9.3 Communicating About Our World Through Informational Text

Standard and Expectation:

9.S.2a; 9.S.3; 9.R.1; 9.R.4I; 9.W.8; 9.LA.3; 9.LA.4; 9.LA.4a; 9.LA.4c

Activities Theme: What Differences Does a Word Make? Analyzing Gender and Race Language Bias

Theme: **Determining Word Meanings from Context Clues to Analyze Gender and Race Language Bias**

Subjects: Career Awareness, English, Health, Life Skills

Description: This is a fun and creative activity that gives students the job of **“CREATOR OF NEW WORDS.”** In this activity, students will identify language that is gender or race biased. Then they will work to create language that is bias free.

Purpose: Identify language that is gender or race biased and create bias free words.

Objective: Provided a short reading selection the student will identify gender.

Procedure:

Initial: Cover the bottom of the **“Gender Language”** worksheet. This will make students to come up with their own examples.

Hand out "Gender Language" worksheet to the students and read it aloud. Ask, who agrees and who disagrees with the information provided? Why?

Development: Students will begin to work with the worksheet of the guidelines given.

1. Considering gender and race have students meet in pairs and list as many "language mistakes" as they can.
2. After the lists are created, have students think of ways to change the words to make them gender/race fair and neutral. Have groups make their own unbiased vocabulary flash cards.

GENDER LANGUAGE

What difference does a name make?

Throughout the years, jobs have been identified by titles that cause us to think in terms of different genders. For many years certain jobs were only performed by one gender, but as times have changed and more women enter the work force jobs once reserved for certain genders have changed. Men's jobs such as policeman, fireman, or fisherman were once male jobs, and women's jobs such as housewife, nurse, and teacher were recognized as female jobs.

As the times have changed, many women and men have entered jobs that were once gender specific. Now we hear job titles such as flight attendant, fisherperson and homemaker. Language has had to change to reflect the change of the workforce.

We still have words to describe careers and jobs that we have found hard to change. On job sites we still use foreman to describe the person in charge of the worksite. When we think of the history of construction sites we remember that at one time only men were employed as construction workers. In hospitals when a nurse is called into a room, we are surprised when it is a male that walks into the room. To this day some occupations are still thought to be gender specific even though males and females alike have crossed the career boundaries for many years.

Although these gender-biased labels reflect our past more accurately than the present, they are still used. Some will try and tell us that some titles are "inclusive" and can be used for both men and women. This is not true. What would happen if a group of males were referred to as "you gals?" Yet females are called "you guys" all the time.

As careers change and more men and women cross over the gender line to work in these jobs, we need to consider the words used to describe new occupations. We need to reinforce positive gender recognition in the workplace, both in traditional and non-traditional jobs.

Here are some words and job titles. Can you think of ways you would change these titles to make them more gender fair or neutral?

foreman repairman fisherman congressman manpower	housewife weatherman mailman policeman sportsmanship	anchorman man made meter maid cleaning lady men working	journeyman freshman manhole landlord tomboy
--	--	---	---

GENDER LANGUAGE

<u>WORDS AND PHRASES</u> DEAR SIR: "YOU GUYS" BACHELOR'S DEGREE ILLEGITIMATE CHILD STEWARDESS WHITE LIE MANMADE WOMAN'S INTUITION LAYMAN HEROINE TOMBOY POLICEMAN DRAFTSMAN MANHOLE OLD WIVES' TALE HOUSEWIFE SUFFRAGETTE	CONGRESSMAN MANKIND LANDLORD CHAIRMAN BLACK LIE SPORTSMANSHIP LADY LUCK CLEANING LADY MAN AND WIFE FRESHMAN WORKMAN'S COMPENSATION WAITRESS MACHO MALE NURSE LEGAL ALIEN MINORITY
--	---

Closing:

1. Have each group share their flash cards. See how many groups came up with different and/or the same names. Talk about the difference fair language makes in our judgments of others.
2. Use the Teacher Language Cards and ask students if they know the connotations behind each term. Ask students if they can come up with ideas of where the term originated and how it has changed today.
3. Evaluate students' class participation, small group lists and behavior during group work.

Materials:

Paper

"Gender Language" worksheet

Make language cards using the attached list of words and phrases. (3"X5" index cards are best.)

✓ Note cards and markers.

Reference:

Don't Flounder Get Off the Hook: Consider the Non-traditional Occupations (Gender Equity Activity Booklet) (n.d.). Retrieved from:
http://www.eed.state.ak.us/tls/cte/docs/nto/gender_equity.pdf

Activity Guide

Gender Equity Curriculum

Subject: English

Grade: Ninth

Unit: 9.4 It's a Matter of Opinion

Standard and Expectation:

9.L.1; 9.L.1a; 9.L.1b; 9.W.1; 9.W.1a; 9.W.7; 9.W.8; 9.LA.1; 9.LA.2; 9.LA.2b

Activities Theme: Men's Work or Women's Work? Identifying and Analyzing Traditional Gender Roles in the Workplace

Theme: Evaluating the Effectiveness of Persuasive Styles

Subjects: Career Awareness, English, Math, Health, Life Skills

Duration: 2-3 days

Description: Using the Occupation Checklist at the end of this activity, students will match jobs and careers to gender to write an essay to persuade others to avoid gender stereotyping in the workplace. The desired outcome from this activity will be, the discovery and discussion of persistent gender stereotyping, with its wage and status implications, in terms of career opportunities.

Purpose: Persuade others to avoid gender stereotyping in the workplace

Objective: Through class discussion the student will use occupation and career readiness vocabulary without difficulty.

Procedure:

Initial:

1. Introduction: Defining the occupations.
 - Hand out copies of "Occupation Checklist" to individual students.
 - Read off the listed occupations.
 - Describe any jobs that students might not be familiar with.
2. Have students fill out checklist, matching jobs and careers to 'Male', 'Female', or 'Both' by circling the correct response.
3. Using transparencies and an overhead projector or Infocus Projector (if not available use a large chart) poll the students on each occupation and write the result on the master checklist.

There are many approaches to conducting the following class survey in a meaningful way.

 - Poll students on how and why they answered the way they did.
 - Have students conduct research of the occupations. You may want to divide the class and assign each group several occupations.
 - Another method would be to find out the areas of controversy, assign groups to research those areas.

Development:

The class, with the teacher's help, answers the following questions. Ask for a student volunteer who will plot the results of the questions on the board.

- Which group “male” or “female” had the largest number?
- Which jobs require working with people? Which group had the larger number?
- Which jobs have the most “status,” and, of those, how many are designated “males” and how many “females?”
- Which jobs offer the most salary potential, and, of those, how many are designated “males” and how many “females?” This will require research to complete.
- Which jobs require the most/least amount of education, and, of those, how many are designated “males” and how many “females?” Will also require research.

Class should discuss any issues concerning gender as they arise.

The focus should always be steered to “WHY?” Why some jobs are traditionally gender designated? Why is there an inequity of wage and status along gender lines? ***The students should also use this information to write a persuasive essay on gender equity in workforce.***

Closing:

Assess students' completion of checklist; assess involvement in survey, group discussion and other assigned work.

Using this information, students will write a persuasive essay on gender equity in workforce. Teacher will use a rubric to evaluate the essay.

RELATED ACTIVITIES:

1. For a math connection, have students create graphs of a variety of occupations to show percentage of male and female employees, wages for each gender, highest level of education for each gender, etc.
2. A research component has been touched on for this activity. While requiring more time and effort, researching specific occupations in terms of opportunity, availability, skills required, etc., would be a valuable and eye opening experience for the students.
3. After research has been completed, have student's choose one occupation to write a short research paper about.

Materials:

Paper

Occupation checklist

Overhead projector if available

Library and Internet resources

Computer and projector

Reference:

Don't Flounder Get Off the Hook: Consider the Non-traditional Occupations (Gender Equity Activity Booklet) (n.d.). Retrieved from:
http://www.eed.state.ak.us/tls/cte/docs/nto/gender_equity.pdf

**FEMALE/MALE
OCCUPATION CHECKLIST**

Check whether you believe it is a male's occupation, female's occupation, or both.

JOB	Gender		
	Male	Female	Both
Construction Worker	Male	Female	Both
Flight Attendant	Male	Female	Both
Social Worker	Male	Female	Both
Secretary	Male	Female	Both
Elementary Teacher	Male	Female	Both
Hair Stylist	Male	Female	Both
Model	Male	Female	Both
Store Clerk	Male	Female	Both
Veterinarian	Male	Female	Both
Physical Education Teacher	Male	Female	Both
Cook	Male	Female	Both
Photographer	Male	Female	Both
Nurse	Male	Female	Both
Computer Analyst	Male	Female	Both
Machinist	Male	Female	Both
Dental Assistant	Male	Female	Both
Artist	Male	Female	Both
News Reporter	Male	Female	Both
Telephone Operator	Male	Female	Both
NASA Technician	Male	Female	Both
CAD Specialist	Male	Female	Both
Pharmacist	Male	Female	Both
Baby-sitter	Male	Female	Both
Newspaper Editor	Male	Female	Both
Cashier	Male	Female	Both
Mechanical Engineer	Male	Female	Both
FBI Investigator	Male	Female	Both
Plumber	Male	Female	Both
Librarian	Male	Female	Both
Bank Teller	Male	Female	Both
Dietitian	Male	Female	Both
Licensed Practical Nurse	Male	Female	Both
Security Guard	Male	Female	Both
Day Care Worker	Male	Female	Both
Police Officer	Male	Female	Both

**FEMALE/MALE
OCCUPATION CHECKLIST (Cont.)**

JOB	Gender		
	Male	Female	Both
Bookkeeper	Male	Female	Both
Graphic Artist	Male	Female	Both
Technical Writer	Male	Female	Both
Lawyer	Male	Female	Both
Gardener	Male	Female	Both
Radio Announcer	Male	Female	Both
Forest Ranger	Male	Female	Both
Physical Therapist	Male	Female	Both
Occupational Therapist	Male	Female	Both
Speech Therapist	Male	Female	Both
Homemaker	Male	Female	Both
Accountant	Male	Female	Both
Musician	Male	Female	Both
English Teacher	Male	Female	Both
Auto Body Instructor	Male	Female	Both
Dairy Farmer	Male	Female	Both
Auto Mechanic	Male	Female	Both
Factory Worker	Male	Female	Both
Gas Station Attendant	Male	Female	Both
Pilot	Male	Female	Both
Professional Athlete	Male	Female	Both
Computer Programmer	Male	Female	Both
Truck Driver	Male	Female	Both
Landscaper	Male	Female	Both
Bartender	Male	Female	Both
Clothing Designer	Male	Female	Both
Carpenter	Male	Female	Both
Physician	Male	Female	Both
Architect	Male	Female	Both

Activity Guide

Gender Equity Curriculum

Subject: English

Grade: Ninth

Unit: 9.5 Making Connections

Standard and Expectation:

9. L.1 9.L.1a 9.L.1b 9.R.1 9.R.1a 9.R.2I 9.R.6I 9.R.8 9.R.10 9.W.1 9.W.1a 9.W.7 9.W.8
9.LA.1 9.LA.2 9.LA.2b

Activities Theme: The Types of Characters & How to characterize them

Theme: Developing Critical and Analytical Thinking about Literary Characters

Subjects: Career Awareness, English, Health, Life Skills

Duration: 2-3 days

Description: The student will define characterization, the types of characters and avoid stereotypes in gender.

Purpose: Persuade others to avoid gender stereotyping in the workplace.

Objective: After class discussion the student will define characterization and stereotypes in gender characterization, types of characters and avoid stereotyping adequately. In this lesson, students identify stereotypical images of girls and women as represented by female action heroes. After viewing an excerpt from children's television programs that feature male or female action heroine, students deconstruct the traits of the main characters and compare the female action heroes to their male counterparts. Students discuss the **Purpose** of television stereotypes, and whether these gender stereotypes influence the attitudes or behavior of boys or girls. In small groups, students then assume the role of television producers who wish to create a television series about male or female super heroine free of gender and other stereotypes.

Procedures:

Note: The heroine of this lesson is for students to articulate what qualities they enjoy or admire in a female action hero, and why. The teacher should point out that it's not "bad" to enjoy such attributes — but that it's important for students to be aware of the ways in which girls and women are (or are not) portrayed.

Initial:

The class will begin with introducing characterization and the five types of characters. The class will talk about books they have previously read in other English classes and think about the characters and what type of character they are.

Explain to students that although cartoons featuring male action heroes have been a staple of children's television for over fifty years, the idea of female action heroes is fairly new: it's only recently that they've achieved any presence on children's TV. As a result, this lesson will focus primarily on the images of girls and women appearing in these programs.

1) Give notes on the board with definitions of the six terms.

2) pass out hand-out #1 (matching hand-out).

- The students will be broken into groups and assigned a character from the story. (A story we are presently reading in class). They will characterize their character, write a paragraph supporting their ideas, and share with the class.

Development:

Guided Discussion

- Divide your blackboard into two sections, headed “Male Action Heroes” and “Female Action Heroes.”
- Ask students to think of television programs that feature action heroes, and list them under the appropriate heading.

Have students analyze why they enjoy watching these programs, and get them to pinpoint the characteristics that make male and female protagonists into true action heroes/heroines. List these qualities under the appropriate column heading.

Look at the two headings, and decide:

- What are the similarities between male and female superheroes?
- What are the differences?

Show a short clip of a television program that features a female super heroine such as, Wonder woman, Cat woman or Electra. Before viewing the clip, ask the students to note down the characteristics that are associated with the girls and women appearing in the program, as well as those of any boys and men. What are some points they might be concerned about? Make sure that they consider aspects such as appearance, behavior and attitudes.

After the clip, list the students’ findings and discuss the characteristics they noted. Ask:

- Did you find that the characteristics of boys and men, and of girls and women, were stereotypical?
- Which of these characteristics might be limiting? How?
- Which of these characteristics might be positive? How?
- Do any of these characteristics accurately reflect the qualities of real girls and boys?
- What might happen if most children’s programs portrayed boys and girls in a stereotypical manner?
- Do the toy action figures of these superheroes counter these stereotypes, or reinforce them?
- If students have younger siblings who play with television action figures, do they create their own stories or stick with the plot lines of the program?

Activity

Divide the class into small groups with each group assuming the role of television producers who have been asked to create a new superhero cartoon series for students. These producers want the program to be entertaining, and also to be non-stereotypical: it should provide good role models for young viewers. Tell the students to be creative!

Make a list of the various positive characteristics your female or male action hero should have. Some examples might be: girls and women leading others, fighting for important causes, showing bravery, caring about their female friends, and being interested in matters other than attracting the attention of boys or men. Examples of positive characteristics for boys and men might be taking care of

others, finding ways of solving problems other than fighting, and being sensitive and caring.

Every heroine or hero needs a trusty sidekick. What might her/his non-stereotypical traits be?

Draw pictures of your female/male action hero and her/his friends. Remember to incorporate characteristics that challenge conventional stereotypes.

Create a storyboard for an episode of the new TV program. What happens in it?

What action elements are different from a conventional show?

Have each group present its work to the rest of the class.

- 1) Ask if there are any questions
- 2) Walk around the classroom during group work to see if any groups have questions
- 3) Comment on what the students found when they present their character
- 4) Before class is over, once again go over the definitions with the students.

Closing:

The students will be redirected to the goals on the board, as well as the six definitions. This will be the student's final chance to ask any questions they might have.

The students will understand the lesson if they can successfully characterize the characters in the group assignment. The following day the student will pass in his/her homework, which also demonstrates their understanding. At the end if the students are asking a lot of questions, it will be clear that the lesson was not successful.

Extension Activity:

- Distribute the handout *From Sailor Moon to The Legend of Korra*
- Have students read the essay, and then complete the accompanying questions.

Materials:

Paper

Hand-outs: 1) In class- Matching sheet. There will be a list of terms on the right that the student will have to match with a list of definitions on the left hand side.

For the extension activity, or to use as a teaching background, photocopy the student handout *From Sailor Moon to The Legend of Korra*

For more information about television stereotypes, photocopy the *Stereotypes* teaching background

Locate a short clip of a TV program featuring a female superhero

Reference:

<http://unicef.org>

Adapted by Media Smarts, from "Gender Issues in *Sailor Moon*," by Alice Te of the Toronto Board of Education. http://mediasmarts.ca/sites/mediasmarts/files/pdfs/lesson-plan/Lesson_Female_Action_Heroes.pdf

From Sailor Moon to the Legend of Korra: Female Action Heroes

The study of gender, action heroes and cartoons offers tremendous opportunities to reflect on cultural gender stereotypes, and what it means to be male or female in today's society. As we explore and compare cartoons, we can deconstruct media messages about gender stereotypes that perpetuate traditional male and female roles — and contemplate alternatives to them.

Before *Sailor Moon* hit North American airwaves in 1995, there were few female heroes in Saturday morning cartoons. At that time, in TV shows designed specifically for kids, only 23 percent of the characters – and even fewer of the major characters – were female. "In cartoon land, all the girls are sidekicks and there's no doubt who's in charge," said ABC news anchor Carole Simpson. And they were stereotyped, too: the lone Smurfette was blond and all too caring; Scooby Doo's Velma was smart but unattractive; and a female Power Ranger was, of course, dressed in pink. (Source: Doherty, Shawn and Nadine Joseph. "From Sidekick to Superwoman: TV's Feminine Mystique.")

The study of gender, action heroes and cartoons offers tremendous opportunities to reflect on cultural gender stereotypes, and what it means to be male or female in today's society. As we explore and compare cartoons, we can deconstruct media messages about gender stereotypes that perpetuate traditional male and female roles — and contemplate alternatives to them.

Because producers of children's television believe that girls are less likely to watch TV, and more likely to listen to CDs, tapes or the radio, they have traditionally catered to young boys. But the popularity with young girls of the *Sailor Moon* cartoon series made those producers realize that there was an untapped market of young females that would watch TV – if they had the right program to attract them.

Sailor Moon's appeal to young girls was not just the fact that she and her fellow "sailors" were female, but also the style of storytelling inherent in the Japanese tradition of anime. Unlike traditional North American cartoon characters, *Sailor Moon's* character evolved as the series progressed, rather than remaining static.

As with a soap opera or a mini-series, each character develops personality and maturity as the series continues. For example, *Sailor Moon* goes from being a frightened teen in the show's initial episode, "to developing into a more mature and caring heroine in later shows. She essentially 'grows up' on the screen each day, until eventually she becomes a queen and a mother." (Source: Gauntlett, Dr. David. "Gender and Sexuality in Japanese Anime." www.theory.org.uk/ctr-rol4.htm)

With the success of *Sailor Moon* and other anime cartoons in North America, there has been an increase in female action heroes in children's cartoons. However, increased representation doesn't always guarantee a decrease in gender stereotypes.

For example, although *Sailor Moon* achieves maturity and has tremendous powers, most of her young viewers still relate to her as a giddy love-starved girl with superpowers.

Many popular series from the last decade, such as *Kim Possible* and *Atomic Betty*, have female leads who take care of villains while retaining "girly" interests like makeup and cheerleading. The tension between their "masculine" role as heroes and the perceived need to keep them sufficiently feminine is stretched to the limit in the series *Totally Spies!* Where the title characters' gadgets are disguised as hairdryers, compact mirrors

and other stereotypically girly accessories. Even the Disney movie *Mulan*, which was based on a young girl's quest to break out of rigid social gender expectations, was undercut by the marketing of its lead character in stereotypically feminine "princess" clothing.

More recently, though, some TV shows and movies aimed at young people have featured female leads whose heroism does not have to be "balanced". The most successful new kids' show of 2012 was *The Legend of Korra*, featuring a lead character whose appearance is based more on by female snowboarders and Mixed Martial Arts stars than on models or cheerleaders. As Brian Konietzko, one of the show's creators, puts it, "She's muscular, and we like that."

Perhaps the biggest difference between *The Legend of Korra* and shows such as *Sailor Moon* or *Totally Spies!* is that *Korra* is not aimed primarily at a female audience. It's a popular belief in the TV business that boys won't watch a series with a female lead, and making *Korra* the star of the show met with some resistance at Nickelodeon, the channel that produces the series. Michael DiMartino, the show's other co-creator, said that executives were swayed by the success of movies such as *Brave* and *The Hunger Games*, which both feature female leads who make few concessions to femininity: "The time is right in the cultural zeitgeist for all these female heroes to come out." In fact, nearly two-thirds of the show's viewers are male -- which proves that boys are happy to watch shows with female leads, so long as they kick butt. (Sources: Ulaby, Neda. "Airbender Creators Reclaim Their World in *Korra*" *All Things Considered*, April 13 2012; Farley, Christopher John. "The Next Airbender Gets Older, Wiser and Adds a Feminine Touch." *The Wall Street Journal*, April 8 2012.)

From *Sailor Moon* to the Legend of *Korra*: Female Action Heroes Discussion Questions:

1. According to the article, why have television producers traditionally been reluctant to create children's programs that feature girls or women as superheroes? Do you think that they're right? Why or why not?
2. Stereotypes are common story-telling tools, but they can also be limiting. How can male and female stereotypes be limiting in terms of how the characters are described, what characters are able to do, and the stories that can be told?
3. How was *Sailor Moon* different from traditional North American cartoons? In what ways was she a non- stereotypical action hero, and in what ways was she a stereotypical female action hero?
4. According to the article, *Korra* is an example of a female action hero who does not have very many stereotypically female characteristics. Can you think of any male action heroes who have few or no male characteristics? Do you think such a character would be successful? Why or why not?
5. In a short paragraph, respond to the following statement:
"Television clearly makes an impression on kids today, whether it's in what they think they should look like, or the qualities they associate with women and men. The media are powerful tools that can either reinforce negative stereotypes or present strong role models for young girls and boys today."

Activity Guide

Gender Equity Curriculum

Subject: English

Tenth Grade

Unit: **10.1 Conflict**

Standard and Expectation:

10.R. 1a; 10.R.10 10.L.1a; 10.L.1b; 10.L.1d; 10.R.3L; 10.R.5L; 10.S.1; 10.S.2b; 10.W.8

Activities Theme: The Types of Conflicts

Theme: **Developing Critical and Analytical Thinking about Types of Conflicts to Solve Gender Discrimination for Equity**

Subjects: English, Spanish, Social Studies

Duration: 2 days

Description: Students work in groups to look for ways to help reduce feelings of discrimination in others. As an extension, students examine the attitudes that lead some people to persevere in the face of discrimination and impact the course of history for the common good. The **Purpose** is to help ourselves and others solve conflicts.

Purpose: Students define discrimination and compare it to the experience of being a stranger in a new setting to help solve conflicts.

Objective: Given a series of activities the student will:

- identify a time when he/she felt like a stranger and reflect on those feelings.
- define discrimination and articulate the similarity between feeling like a stranger and feeling discrimination.
- identify and discuss ways to reduce or eliminate discrimination in the classroom, school, and community in order to solve conflicts with the teacher's guidance.

Extensions:

- Students research the life of Vivien Thomas and Hamilton Naki and create and share a storyboard.
- Compare how Vivien Thomas and Hamilton Naki responded to the discrimination they encountered in the field of medicine.
- Students conduct research and contribute to a wall display of people that have overcome discrimination and become philanthropists.

Procedure:

Initial:

Write the word stranger on the display board. Ask the students if they can think of a time when they felt like a stranger, perhaps in an unfamiliar setting: a new class, a new school, a new team, or a new neighborhood. Ask them to share their thoughts and feelings, including their fears and their concerns. Ask them to recall how it turned out.

Were their fears and concerns legitimate, or did they melt into something less over time? Give the learners 3-5 minutes to jot down responses to the prompts offered in

Attachment One: Personal Experience. *Tell them they are not to sign their name because you will be collecting them and reading some of them anonymously to the class.*

Courage to Be You (10th Grade)

Handout

Personal Experience

Name:

1. A time when I felt like a "stranger" was when:
2. Some of my fears and/or concerns at the time were:
3. Many, if not all, of the fears and/or concerns that I felt at first ended when:
4. What type of conflict did it cause you?

Development:

- As the class is writing their responses to the prompts, write the word **discrimination** on the display board next to the word *stranger*.
- After 3-5 minutes, collect the **Attachment on: Personal Experience** papers from each learner. Ask the class to define what the term **discrimination** means to them. Definition: "the unfair treatment of one person or group, usually because of **prejudice** about race, ethnicity, age, religion, or gender" (Encarta Dictionary).
 - Arrange the learners into groups of two or three and have them briefly discuss similarities and differences between the concepts of **discrimination** and *stranger*.

(Teacher Note: While the groups are discussing these questions, look through the **Personal Experience** papers and select four or five that provide good examples.)

- After the learners have had sufficient time to discuss, have them share their thoughts. Record the essence of their discussions on the display board.
- Read aloud some of the responses to the firsts two prompts on **Attachment on: Personal Experience**. Ask the students to listen for the fears and concerns that arise when someone feels like a stranger.
- Brainstorm with the class examples of **discrimination** from history. List these on the display board.
- Read a number of student responses to prompt three of the **Personal Experience** attachment. Tell the learners to listen closely to what reduces fears and concerns. Ask them to identify what they know or have heard that can be helpful in reducing or eliminating feelings of **discrimination** or being a stranger.
- What type of conflict did it cause them to face?
- Are there laws against discrimination? What do they establish?

Students will read the following selection and answer and discuss the questions that follow.

Read: Carlos and Sophie lived in the same neighborhood. They started out as friends, but now they fight more than get along. Sophie was quiet and did not like to get into arguments; she thought they should stop being friends. Carlos liked to tell his point of view, and did not mind getting angry and then making up; he wanted them to remain friends. Feeling frustrated about not getting along, Carlos started to gossip about Sophie to her school friends. She felt very hurt and sad, but she didn't say anything to Carlos. Sophie started getting stomachaches and worried that her school friends would start believing Carlos and stop being her friend.

Discuss: Sometimes it seems like friends can speak different languages. They say one thing, but the friend hears it a different way. How can Sophie and Carlos show kindness and respect for each other? How could Sophie's friends respond with kindness and fairness to the situation? Why is it important to speak directly to a friend you have an issue with rather than being silent or talking to other friends? Now, put yourself into Sophie's place as a woman, how do you believe that this conflict should be solved? Why?

Closing:

- Return to the small groups and have each group identify one strategy they can use to reduce or eliminate **discrimination** and or feelings of being a stranger in their own classroom, school, or neighborhood.
- Write the word **Discrimination** in the middle of the large piece of paper. Ask each group to write words or phrases on the poster that express a way to reduce or eliminate **discrimination** in their classroom, school, and **community**. Display this mural in the school for all to see.

Assessment:

The assessment for this lesson centers on the learner's group participation and depth of reflection evident in their responses in the class discussion and poster.

Materials:

Paper

Learner copies of Attachment One: Personal Experience

Large piece of paper (approximately 3' x 3') and markers.

Learner copies of the Attachment Two: Questions of Courage

Handout Personal Experience

Reference:

Learning to Give Organization (n.d.). *Courage to Be You*. Retrieved from: <http://learningtogive.org/lessons/unit466/lesson1.html>

Activity Guide

Gender Equity Curriculum

Subject: English

Grade: Tenth

Unit: 10.2 Relationships

Standard and Expectation:

10.R. 1a; 10.R.10 10.L.1a; 10.L.1b; 10.L.1d; 10.R.3L; 10.R.5L; 10.S.1; 10.S.2b; 10.W.8

Activities Theme: Writing Persuasive Essays

Theme: ***Can a boy and girl be best friends forever?***

Subjects: English, Spanish, Social Studies

Duration: 2-3 days

Description: Students write effective persuasive essays about what friendship really is and if a boy and a girl be best friends forever.

Purpose: Students will write a persuasive essay. Students will identify the meanings of: hook, thesis statement: position, reasons.

Objective: After discussing the elements in persuasive essays students will use them in creating an effective introductory paragraph.

Procedure:

Initial:

1. Teacher will begin a discussion on cultural stereotypes about a girl and a boy being best friends.
2. *Ask students to take out their notebooks to write an outline.*
3. *Write the thesis statement on the following topic: **can a boy and girl be best friends forever?** Let students know that they will be focusing on writing an effective thesis statement and introduction today.*

Development:

Project on board: How to write an effective thesis statement and elements of effective introductions

1. Project: key elements: a) "Hook": Grab's your readers attention and provides background information on your topic b) Clear Statement of your thesis: Main idea/position.
2. Go over what some hooks can look like
3. Go over what a statement is: Your topic plus your position.

Example 1: Project on board (Model: show the students what the hook is, what the background info is and what the statement is and an example of a thesis statement.)

1. Ask the students to write their own introductory paragraph for a persuasive essay on the following topic: ***Can a boy and girl be best friends forever?***
2. Remind students to keep in mind the key elements that were learned.

Closing:

Closing for Understanding:

1. Ask students what is (position, fact, opinion) and have them shout out the answer.
2. Ask the students to shout out one important fact that supports their position.
3. Collect the students' introductory paragraphs.
4. Analyze how gender stereotypes are present in the essays and whether they influenced their answers.

Assessment:

Check the intro paragraphs for effective elements taught in the lesson.

Materials:

Paper

Projector, Info includes: 1) Key Elements in an Introduction 2) Hooks (Grabs Attention and Provides Background) and Statement (Topic + Position) 3) Examples of Effective Introductions.

Reference:

Dehan (2012). *Creative Paper*. Retrieved from: http://www.technology.com/lessons/lsn_pln_view_lessons.php?action=view&cat_id=4&lsn_id=15280

Activity Guide

Gender Equity Curriculum

Subject: English

Grade: Tenth

Unit: 10.3 Choices

PRCS: 10.L.1 10.L.1b 10.L.1d 10.LA.1 10.LA.2b 10.LA.2c 10.R.1 10.R.10 10.R.3L 10.S.2 10.S.2c 10.W.3 10.W.7 10.W.8

Theme: Choices

Duration: 120 min

Description: Exploring narratives and gender perspective. Discussing how uniqueness is perceived as weird.

Purpose: To illustrate how one individual in a homogeneous community can challenge group members' perceptions of the norms of the entire community.

Objectives: After reading the story the student will write a narrative based on topics discussed effectively.

Procedure:

Initial:

1. The teacher chooses a personal narrative novel with a strong theme of choices made by the main and other characters as a read-aloud in class (see Literature Connections below for other suggestions).

Development:

1. The student completes attachment 10.1 Learning Activity – Story Map
2. Answer the questions for comprehension.
3. Activity – Editing Marks, if needed as well as 10.3 Performance Task – Personal Narrative Revising). The teacher evaluates the finished composition on how well the student incorporates the elements of the narrative genre and appropriate grammar into his/her paper.
4. Write about an experience(s) where your opinion of someone you viewed as “weird” or “strange” was challenged. Why did you think this? What made you change your mind?
5. Is it better to conform to the group or seek to be different or unique? Explain your answer using specific examples to support your point of view.
6. This selection comes from Jerry Spinelli’s novel *Stargirl*. The selection describes how the students at Mica Area High School in Arizona react to Stargirl, a new student who is very different from them. The narrator is Leo, a student at the school. Hillari Kimble is a popular girl at the high school. Read the selection and then answer the questions that follow.

Stargirl by Jerry Spinelli

1. Mica Area High School—MAHS—was not exactly a hotbed of nonconformity. There were individual variants here and there, of course, but within pretty narrow limits we all wore the same clothes, talked the same way, ate the same food, listened to the same music. Even our dorks and nerds had a MAHS stamp on them. If we happened to somehow distinguish ourselves, we quickly snapped back into place, like rubber bands.
2. Kevin was right. It was unthinkable that Stargirl could survive—or at least survive unchanged—among us. But it was also clear that Hillari Kimble was at least half right: this person calling herself Stargirl may or may not have been a faculty plant for school spirit, but whatever she was, she was not real.
3. She couldn't be.
4. Several times in those early weeks of September, she showed up in something outrageous. A 1920s flapper dress. An Indian buckskin. A kimono. One day she wore a denim miniskirt with green stockings, and crawling up one leg was a parade of enamel ladybug and butterfly pins. "Normal" for her were long, floorbrushing pioneer dresses and skirts.
5. Every few days in the lunchroom she serenaded someone new with "Happy Birthday." I was glad my birthday was in the summer.
6. In the hallways, she said hello to perfect strangers. The seniors couldn't believe it. They had never seen a tenth-grader so bold.
7. In class she was always flapping her hand in the air, asking questions, though the question often had nothing to do with the subject. One day she asked a question about trolls—in U.S. History class.
8. She made up a song about isosceles triangles. She sang it to her Plane Geometry class. It was called "Three Sides Have I, But Only Two Are Equal."
9. She joined the cross-country team. Our home meets were held on the Mica Country Club golf course. Red flags showed the runners the way to go. In her first meet, out in the middle of the course, she turned left when everyone else turned right. They waited for her at the finish line. She never showed up. She was dismissed from the team. One day a girl screamed in the hallway. She had seen a tiny brown face pop up from Stargirl's sunflower canvas bag. It was her pet rat. It rode to school in the bag every day.
11. One morning we had a rare rainfall. It came during her gym class. The teacher told everyone to come in. On the way to the next class they looked out the windows. Stargirl was still outside. In the rain. Dancing.
12. We wanted to define her, to wrap her up as we did each other, but we could not seem to get past "weird" and "strange" and "goofy." Her ways knocked us off balance. A single word seemed to hover in the cloudless sky over the school: HUH? Everything she did seemed to echo Hillari Kimble: She's not real . . . She's not real . . .
13. And each night in bed I thought of her as the moon came through my window. I could have lowered my shade to make it darker and easier to sleep, but I never did. In that moonlit hour, I acquired a sense of the otherness of things. I liked the feeling the moonlight gave me, as if it wasn't the opposite of day, but its underside, its

private side, when the fabulous purred on my snow-white sheet like some dark cat come in from the desert.

14. It was during one of these night moon times that it came to me that Hillari Kimble was wrong. Stargirl was real.

Directions: Answer the following multiple-choice questions by filling in the circle for the best answer on your answer sheet.

1. In paragraph 1 of the selection, how are students at MAHS like rubber bands?
 - A. They snap at each other in the hallways.
 - B. They like to see things change at their school.
 - C. When they realize they are different, they often change groups of friends.
 - D. When they realize they are different, they return to acting like everyone else.
2. In the first sentence what does the statement “MAHS was not exactly a hotbed of nonconformity” mean?
 - A. Students had stamps on them.
 - B. Everyone acted any way they wanted to.
 - C. MAHS was not a place where students expressed their individuality.
 - D. The school did not want anyone to distinguish themselves.
3. In the selection, why does Hillari Kimble most likely think that Stargirl is a faculty plant for school spirit?
 - A. because of Stargirl’s enthusiastic attitude
 - B. because Stargirl earns good grades
 - C. because of Stargirl’s popularity
 - D. because Stargirl is from a different country
4. In paragraph 4, what is considered “outrageous?”
 - A. decorative stockings
 - B. Stargirl’s style of clothing and colors
 - C. the appreciation for ladybugs and butterflies
 - D. Stargirl’s costumes
5. Paragraph 2 begins, “Kevin was right. It was unthinkable that Stargirl could survive,” suggesting that
 - A. Stargirl would eventually change, conform, and do what everyone else did.
 - B. Something dangerous was going to happen to Stargirl.
 - C. Stargirl was going to snap like a rubber band.
 - D. Stargirl would eventually become a dork or a nerd.
6. Re-read the text from paragraph 12 in the box below. In the selection, what does the narrator most likely mean by the comment?
 - A. Students were trying to ignore Stargirl.
 - B. Students were trying to be more like Stargirl.
 - C. Students were trying to understand Stargirl.
 - D. Students were trying to make friends with Stargirl.

7. According to paragraph 13, why does the narrator enjoy the night?
- A. He can think about things differently.
 - B. He has time off from school.
 - C. He can be by himself and reflect on his thoughts.
 - D. He likes the shadows created by moonlight.
8. In paragraph 13 the narrator “acquires a sense of the otherness of things” as he thinks about the moon. What does he now understand?
- A. People and things can be defined in limited ways.
 - B. People have unique qualities like the moon.
 - C. People don’t have to be what others want them to be.
 - D. There is more than one way to see things.
9. In paragraph 13, the phrase “when the fabulous purred” refers to
- A. the narrator’s comparison of Stargirl to a cat
 - B. the feeling of moonlight.
 - C. the narrator’s cat, Fabulous.
 - D. an abstract comparison of sheets and cats.
10. What happens at the end of the selection?
- A. The narrator changes his opinion of Stargirl.
 - B. The narrator decides to speak to Stargirl.
 - C. The narrator has a nightmare about Stargirl.
 - D. The narrator discovers that Stargirl is like the moon.

Closing:

1. The student presents his/her personal narrative with visual aids to the class. In this presentation, integration of oral presentation skills with use of visuals along with fluency and prosody is evaluated.

Materials:

Excerpt Stargirl, by Jerry Spinelli
attachment 10.1 Learning Activity – Story Map
10.3 Performance Task – Personal Narrative Revising
Comprehension Questions:
<http://www.bpe.org/>

Activity Guide

Gender Equity Curriculum

Subject: English

Grade: Tenth

Unit: 10.4 My World

Standard and Expectation:

10. R.7L; 10.L.1a; 10.L.1c; 10.S.2a; 10.S.5; 10.W.7

Activities Theme: Inference

Theme: The Hunger Games: Gender Empowerment Lesson Plan

Subjects: English, Spanish, Social Studies

Duration: 2-3 days

Description: Katniss and Peeta demonstrate that males and females can both be strong, vulnerable, likeable, admired and ultimately their true selves. Through discussion of these characters, their physical attributes, personalities and behaviors, students identify their own unique characteristics and recognize the unrealistic limitations imposed by traditional gender stereotypes.

Purpose: The overall goal of this lesson is to teach students to be themselves and to value others for who they really are.

Objectives: Through class discussions the students will:

- Develop an understanding of the social constructs of gender and its influence.
- Understand concepts of gender, gender stereotypes, and gender equality.
- Identify the effects of gender stereotypes on individuals and their relationships.
- Strengthen analytical and critical thinking, and literacy skills regarding gender- as depicted in The Hunger Games and other popular culture.

Procedure:

Initial:

Definitions (for Instructor Use)

- **Gender** refers to the social attributes and opportunities associated with being male and female and the relationships between women and men, as well as the relationships between women and those between men. These attributes, opportunities and relationships are socially constructed and are learned through socialization processes. They are context/ time-specific and changeable.
- **Gender stereotypes** are generalized and/or assembled conceptualizations about people based on gender. Stereotypes depict simplified and rigid view of others and are centered on a limited number of characteristics. Stereotypes create an impression that everyone in the group has the same characteristics. Stereotypes create expectations of what males and females should look like and how they should think, feel, and act.

- **Gender equality** means that girls and boys, women and men have equal conditions for realizing their full human rights and for contributing to, and benefiting from, economic, social, cultural and political development. Gender equality is the equal valuing by society of the similarities and the differences of each other.

Activity #1– Personality Characteristics

Using commonly recognized characters from *The Hunger Games*, students will be able to identify actual characteristics of male and female characters in the story, understand how these comply or do not comply with traditional gender stereotypes and discuss the personal and societal value of gender equality. NOTE: The overall goal of this activity is to educate students about gender equality, and to help them conceptualize healthy gender roles within their own relationships.

Instructions

Give each student a Hunger Games Characteristic Sheet (not mentioned in materials section above). Give each student a *Personality Characteristics, Behaviors, and Activities Handout*. Have students work in pairs or small groups. To begin, ask each group to select examples from the handout for each category: personality characteristics, behaviors, and activities. Each character can have similar qualities and the words can be used more than once.

After students have completed *The Hunger Games* Character Sheet, introduce the idea that **gender is socially constructed**. [Tip: post pre-printed term definition sheet for Gender for student reference.] Explain that books, movies, music and videos influence our understanding of gender - how to look, act, dress, and relate to others can be a source that contributes to this composition.

Development:

Class Discussion Questions - Gender and Gender Stereotypes

- ✓ Ask students to share the characteristics, behaviors, or activities they assigned to Katniss and Peeta.
- ✓ Ask students to differentiate between stereotypical characteristics and characteristics that do not conform to traditional gender stereotypes (i.e. Katniss “acting” to show the audience that she is in love with Peeta (stereotypical) versus Katniss prowess as a hunter (non-stereotypical).
- ✓ Ask students to look at the many characters in “Hunger Games” and assess which are conforming (i.e. Glimmer and Cato) and non-conforming to gender stereotypes (i.e. Katniss and Peeta).
- ✓ **HIGH SCHOOL Handout:** Ask students how the characteristics, behaviors, and/or activities changed depending on the situation the character was in? Why or why not?

Closing

Class Discussion Questions - Popular Culture

Explain to students how novels and other forms of popular culture can support a healthier and more holistic notion of masculinity and femininity by illustrating the full range of personal characteristics among both male and female characters.

- ❖ Ask students how they think authors, artists, and musicians might contribute to the social construction of gender. How does popular culture pressure young people to conform to traditional gender stereotypes vs. expressing their true selves?
- ❖ Ask how it would feel if more characters in books or popular culture were free to display a full range of characteristics, those that fit into traditional gender stereotypes and those that may not?
- ❖ How could books and movies contribute to a more holistic and realistic social construction of gender?"

Activity #2 –Character Quotes

Write each of the following quotes at the top of each piece of paper or a whiteboard.

Record student's responses to the questions that follow, under each character's name:

- **Katniss Everdeen** "It was slow-going at first, but I was determined to feed us. I stole eggs from nests, caught fish in nets, sometimes managed to shoot a squirrel or rabbit for stew, and gathered the various plants that sprung up beneath my feet. Plants are tricky. Many are edible, but one false mouthful and you're dead. I checked and double-checked the plants I harvested with my father's pictures. I kept us alive."
- **Peeta Mellark** "We were five. You had a plaid dress and your hair...it was in two braids instead of one. ...' So that day, in music assembly, the teacher asked who knew the valley song. Your hand shot right up in the air. She put you up on a stool and had you sing it for us. And I swear, ever bird outside the windows fell silent. And right when your song ended, I knew - just like your mother- I was a goner."

After reading the quotes aloud from Katniss and Peeta, ask the students the following questions to generate discussion.

Class Discussion Questions – Students own experience and impact on relationships

- What personality traits and behaviors do not conform to gender stereotypes?
- Does either of these characters remind you of yourself, someone you know?
- Do you have personal characteristics that conform and characteristics that do not necessarily conform to traditional gender stereotypes? Would you like to share them with the class?

Class Discussion or Break into Small Group Discussion Questions

You can give an option for groups to discuss and report back to the class to engage more students or continue as whole class discussion.

- How does it feel to read about characters who display such a full range of behaviors, activities and physical attributes including ones that might be considered outside of traditional gender stereotypes?
- Are these characters appealing? Why or why not?
- How do you think characters like Katniss and/or Peeta contribute to or change our social construction of gender - or the way we think about gender?
- What is it like to look at male and female roles in a new and expanded way?
- What are some of the ways that traditional gender stereotypes affect individuals, relationships, families, and society?
- What role does gender play in your relationships with friends and dating partners? How does it affect who you are and who you date?
- What would change for us as individuals, in our relationships and in our society if men and women could be equally strong and equally vulnerable?

Closure to Lesson

Katniss and Peeta are equally strong, but in different ways. In a world where Katniss is skilled, confident, and a rescuer and Peeta is emotionally expressive, caring, and vulnerable – each person is free to be their true selves. Men and women take control over their own lives. Katniss and Peeta and the other characters pursue their own goals, live according to their own values, develop self-reliance, and are able to make choices and influence - both individually and collectively - the decisions that affect their lives. Being free to express your true self is critical to becoming a healthy individual and achieving a healthy relationship.

Assessment:

Check the intro paragraphs for effective elements taught in the lesson.

Materials:

Paper

Projector, Info includes: 1) Key Elements in an Introduction 2) Hooks (Grabs Attention and Provides Background) and Statement (Topic + Position) 3) Examples of Effective Introductions.

Handouts for each student or pairs of students – (middle school)

Personality Characteristics or (High School) Personality Characteristics (high school) at a specific point in time in the story

2- Large pieces of white paper or a white board and markers

Optional – Definitions handout

Reference:

Patti, Bellan, MA, Malia Collins, MFA, and Josie Fretwell, MA (2012). *Idaho Coalition Against Sexual & Domestic Violence Center for Healthy Teen Relationships and Start Strong Idaho Team*. Retrieved from: <http://idvsa.org/wp-content/uploads/2013/01/Hunger-Games-and-Gender-Equality.pdf>

Appendix A

Personality Characteristics	
List the top six most important personality characteristics, for each character.	
Compassionate	Independent
Brave	Pragmatic
Rational	Assertive
Passive	Strong
Nurturing	Clever
Active	Competitive
Sensitive	Intelligent
Emotionally expressive	Communicative
Intuitive	Weak
Ambitious	Competent
Detailed	Cooperative
Dominant	Timid
Graceful	Aggressive
Courageous	Muscular
Adventurous	Cheerful
Masculine	Feminine
Understanding	Self-sufficient
Responsible	Reliable
Katniss	Peeta
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.

Appendix B

Select the characteristics that best describe Katniss and Peeta at different points in the story (Before Reaping, Television Interviews, and During the Games).

Characteristics		
Peacemaker	Rescuer	Archery
Intelligent	Rescued	Cake frosting
Independent	Assertive	Bread baking
Determined	Nurturer	Fashion Design
Rebel	Strategic	Hunting
Affectionate	Cries	Selling
Adventurous	Yells	Buying
Self-reliant	Mediator	Reading
Competitive	Emotional	Painting
Brave	Risk taker	Knot tying
Goal-oriented	Caregiver	Weight lifting
Cooperative	Fights	Household Chores
Caring	Protector	Makeup artist
Confident	Risk-taker	Caretaker
Responsible		

Appendix C

Character	Before Reaping	Television Interview	During the Games
Katniss	1. 2. 3. 4. 5. 6.	1. 2. 3. 4. 5. 6.	1. 2. 3. 4. 5. 6.
Peeta	1. 2. 3. 4. 5. 6.	1. 2. 3. 4. 5. 6.	1. 2. 3. 4. 5. 6.

Appendix D

Optional Extension - Writing Activity

The Hunger Games characters exemplify people who display a full range of characteristics and as such, do not conform to traditional gender stereotypes. Are these characters compelling because they seem consistent with socialized norms – or because they embody a radical departure from the norms - within the Hunger Games society? I.e., a society dedicated to death-match competition for resources?

Write a character portrait that demonstrates a full range of characteristics! Have the students respond to the following questions. Start with the basics:

- ✓ What is your character's name?
- ✓ How old is the character?
- ✓ Is this person a boy or a girl?
- ✓ Where does your character live?
- ✓ What is your character's family situation?

Think about your character's personality for the following questions:

- ✓ What is your character like?
- ✓ What do they do on the weekend?
- ✓ What is your character proud of?
- ✓ What makes your character feel embarrassed?
- ✓ Two things your character wants.
- ✓ Two things your character fears.
- ✓ One secret your character has.
- ✓

Encourage students to be specific. Then, after the characters are created, ask the students what kind of story they'd like to read about this person. Have volunteers share their character portraits.

Activity Guide

Gender Equity Curriculum

Subject: English

Grade: Tenth

Unit: 10.5 Create

PRCS: 10.L.1b 10.L.1d 10.LA.3a 10.LA.4 10.LA.5 10.LA.5a 10.LA.5b 10.R.10 10.R.4L 10.R.6L 10.W.3 10.W.7 10.W.8

Theme: Fear on Gender Bias

Duration: 120 min

Description: Through poems the student explores fear of gender bias.

Purpose: Identifying and recognizing fear that gender bias can induce

Objective: After reading the poem the student will list strategies to overcome gender bias and stereotyping by:

1. Recognizing the fear that gender bias can induce.
2. Identifying specific fears that challenge an individual in terms of discrimination and stereotyping.
3. Recognizing their own biases and their own fears and how they might overcome their own fears of gender bias.
4. Listing ways in which the tone of Maya Angelou's poem reveals the fear of the speaker in the poem.

Procedures:

Initial:

1. Begin by asking students to write down some of their own beliefs about what boys and girls are generally afraid of. List five or ten fears, if possible.
2. Have class silently read Angelou's poem.
3. Read the poem aloud to them.

Development:

1. Use the "Questions for discussion" that follow the poem to:
2. Review comprehension and discuss concepts in the poem.
3. Explore gender bias and stereotypes about what males and females fear in life.
4. Have students compare Maya Angelou's fears to their own (what they listed in step 1, above).
5. Discuss the question: Are any of these fears gender specific?
6. Discuss: What do your assumptions mean to you? Does the poem convince you that certain biased, gender-based fears are not what you think they may be?

Closing:

1. **ASSESSMENTS:** Students will demonstrate their understandings of the concepts and assumptions about fears in the following ways:
2. Listing 5-10 fears that they may have.
3. Being able to compare or contrast their listed fears to those in the poem.
4. Being able to determine whether any of these fears are gender specific.

5. Being able to participate in a discussion about: the impacts of assumptions about fears being gender specific.
6. Are there any things in the poem that indicate how girls fear boys? Or, how boys fear girls?
7. How do boys and girls, respectively, compensate for their fears of each other?
8. How do these fears impact relationships between the sexes?
9. How do we cope with our own fears in positive ways?
10. Can these fears provoke violence?

Materials:

Copy of Angelou's poem, "Life doesn't frighten me."

Student Journals

<http://www.ricw.ri.gov/lessons/143.htm#LIFE%20DOESN%E2%80%99T%20FRIGHTEN%20ME>

LIFE DOESN'T FRIGHTEN ME

By: Maya Angelou

Shadows on the wall
Noises down the hail
Life doesn't frighten me at all
Bad dogs barking loud
Big ghosts in a cloud
Life doesn't frighten me at all.

Mean old Mother Goose
Lions on the loose
They don't frighten me at all
Dragons breathing flame
On my counterpane
That doesn't frighten me at all.

I go boo
Make them shoo
I make fun
Way they run
I won't cry
So they fly
I just smile
They go wild
Life doesn't frighten me at all.

Tough guys in a fight
All alone at night
Life doesn't frighten me at all.
Panthers in the park
Strangers in the dark
No, they don't frighten me at all.

That new classroom where
Boys pull all my hair
(Kissy little girls
With their hair in curls)
They don't frighten me at all.

Don't show me frogs and snakes
And listen for my scream,
If I'm afraid at all
It's only in my dreams.

I've got a magic charm
That I keep up my sleeve,

I can walk the ocean floor
And never have to breathe.

Life doesn't frighten me at all
Not at all
Not at all
Life doesn't frighten me at all.

QUESTIONS FOR DISCUSSION:

1. What kind of stance does the speaker take against her fears in life?
2. How does she deal with them?
3. Do you see her conquering her fears or denying that she is actually afraid of them?
4. If she is in fact not afraid, why do you think this is so?
5. Should she be afraid of the things listed in the poem?
6. Why does she strongly refuse to be afraid of these things in life?
7. What would it make her if she actually was afraid of any of these things? Would she be fitting a stereotype or a gender biased opinion?
8. Do you find it interesting or even surprising that these things do not frighten the speaker? Why or Why not?
9. What is the speaker saying about boys and girls her age in the fifth stanza? - Should they frighten her? Do you think she fits in with them?
10. Besides her saying so repeatedly, what else can you point out as evidence of her fearlessness in the poem?
11. Would anything in this poem frighten you? Be honest.
12. Did Angelou's apparent fearlessness towards the things in the poem contradict what you think females are generally frightened of? Look at what you wrote down. Can you say exactly why she refuses to fear these things? Why must she let us know?

Activity Guide

Gender Equity Curriculum

Class: English
Eleventh Grade

Unit: 11.1 Memoir –My Point of View
Puerto Rico Core Standards (PRCS):
11.L.1c
11.W.8

Topic of the activity: Create awareness of the need and importance of educating girls and supporting the cause of girl's education around the world.

Duration: 45 minutes

Description: Learn about the education of girls in other parts of the world and an activist of this cause -Malala Yousafzai.

Purpose: Students will learn the importance of supporting the education of girls in other parts of the world. Students will get to know who Malala Yousafzai and her impact on the support of educating girls in Pakistan and the world.

Objectives: Students will through the viewing of a PowerPoint presentation and a documentary become aware of the state of girls' education in the global context.

Activities:

Initial: Students will brainstorm about how they benefit from a high-quality education. Instruct students to stand up if they think all individuals should have access to a quality education (they should all stand). The boys will then sit down, and the girls will remain standing. Now ask the girls to count off, 1, 2, 3. Ask only the number 1s to sit down and the number 2s and number 3s remain standing. Reveal that the girls who sat down represent the fact that only one-third of girls in Pakistan have access to primary school education. The two-thirds who remain standing represent those unable to attend school.

Developing: The students will view the Girl's Education PowerPoint presentation. The teacher will then clarify doubts presented from the PowerPoint presentation and have a short class discussion. Then she will present to students the Time documentary video about the activist Malala Yousafzai. Students will be paired up and asked to complete the 11.1 Crisis in Girl's Education Worksheet. After ten to fifteen minutes the teacher will conduct a class discussion where students will share their thoughts.

Closing: Students will be asked to come up with ideas of how to support Malala and her cause around the world. They will be assigned an essay to express their ideas. (It can be completed and handed in on the next day to be discussed in class.)

Materials:

Girl's Education PowerPoint Presentation

Video from Time Documentaries, The Making of Malala

11.1 Crisis in Girl's Education Worksheet

Activity Guide

Gender Equity Curriculum

Class: English

Eleventh Grade

Unit: 11.2 Identity Personal Narrative

Puerto Rico Core Standards (PRCS):

11. R.1

11. R.10

Topic of the activity: Expose students to the life of Malala Yousafzai through a memoir extract and Glamour magazine article.

Duration: 40 minutes

Description: Read a memoir extract and a biographical article to compare the styles of each in their approach in presenting the life of Malala Yousafzai.

Purpose: Students will learn about the life, beliefs, and struggles of Malala Yousafzai an activist for girls' access to education around the world.

Objective: Through the reading students will through the reading of Malala Yousafzai's memoir extract and the Glamour magazine article the students will identify the ideas and conclusion from the readings.

Activities:

Initial: The teacher will complete a KWL chart about Malala and Pakistan. The teacher will utilize a map to identify Pakistan's location in contrast to the location of Puerto Rico. The teacher will also supply context as to the population, religion, and type of government present in Pakistan.

Developing: Then they will be given a copy of the Glamour magazine article. Students will read it together and pick out the characteristics of Malala the activist and her message. Then they will read the extract from I am Malala. Students will be divided into groups and will work on identifying the differences between the two texts analyzing the point of view of each and the language used to express their ideas and culture.

Closing: Students will present their groups' thoughts in a class discussion and discuss what they have learned, what could they do to support girls' education, and how Malala an activist for educating girls around the world.

Materials:

Article from Glamour Magazine, The Malala Effect: Her Global Fight for Girls' Rights, <http://www.glamour.com/inspired/2014/09/malala-yousafzai-activist-womens-rights>
Extract from I Am Malala by Malala Yousafzai, <https://www.orionbooks.co.uk/assets/OrionPublishingGroup/downloads/Extracts/I-Am-Malala-by-Malala-Yousafzai-and-Christina-Lamb-Extract.pdf>

Activity Guide

Gender Equity Curriculum

Class: English

Grade: Eleventh

Unit: 11.3 As I See It - Persuasion

Puerto Rico Core Standards (PRCS):

Topic of the activity: Gender roles and relationships

Duration: 45 minutes

Description: An exercise to evaluate gender roles and how it affects or impact relationship.

Purpose: Students will learn to examine how gender roles affect relationships

Objectives: After reading their group study case, analyzing and orally discussing possible solutions students will be able to exchange opinions and comprehend how gender roles affect relationships with their peers during whole group discussions.

Activities:

Initial: Explain to teens that stereotypes about gender roles can affect our relationships. Explain that this activity will explore situations where gender roles and stereotypes might affect teens' goals, decisions, and relationships.

Developing: Divide participants into small groups and go over instructions for the activity: Each small group will receive a case study involving issues of gender roles. Work to resolve your case study, then prepare to present your solution. You will have 10 minutes. When you present your solution, others can challenge it while you defend it. Be sure to have convincing reasons to back up your solution.

When time is up, ask for a volunteer to present the case study and its solution. Then invite any challenges. Arguments are okay as long as the group sticks to the ground rules. Allow 'debate' to go on for two or three minutes, assisting either side as appropriate, before moving on to another small group. Repeat the process until the entire group discusses and debates all case studies.

Closing: Conclude the activity using the Discussion Points below and then assign the students to write an Opinion for a newspaper article based on their experience in this activity.

1. Is it easy or hard to look at male and female roles in a new and nontraditional way? Why or why not?

2. How do men or women accept changes in traditional gender roles? Why?
3. What are some of the ways changing gender roles have affected relationships between men and women in a) social settings, b) families, and c) the workplace?
4. Would your parents reach the same or different solutions?
5. Which case study was the most difficult? Why?
6. If you could make one change in men's gender roles, what would it be? In women's roles, what would it be?

Materials or Resources:

<http://testyourself.psychtests.com/testid/2435>

Gender Roles Case Studies handout pdf

Leader's Resource for Gender Roles and Relationships Lesson Plan

Gender Roles Case Studies for Activity

1. Travis is about to ask Michelle out for the first time when she walks over to him and says, "Travis, there's a new movie in town and I really want to see it. I was hoping you would go with me. Are you busy Saturday night?" Travis has no plans, and he was hoping to take Michelle to the movie, but he wants to do the asking. He thinks he'll say he's busy. What can Travis say or do?
2. Charlene has been offered a special grant to apprentice with a master plumber after graduation. She's excited, and she rushes to tell John. They've been planning to get married in the fall, and this way, she'll be able to start earning good money. John is very quiet after Charlene tells him. Finally, he says, "I don't think I can marry a plumber, Charlene. You're going to have to make a choice—me or being a plumber." What might Charlene do?
3. Sam wants to buy a doll for his nephew's birthday, but his friend, José, says, "No way!" Sam explains that dolls help teach little boys to take care of someone and be loving, but José argues that they just teach boys to be sissies. Sam knows he is right, but he's concerned about what José might say to their friends. What might Sam do?
4. Serena and Fernando have been going out for months, and things have been good between them. Her parents approve of him, and the word is out around school that she is his girl. However, lately Fernando has been putting a lot of pressure on Serena for more than she is ready for. When she says, "No," he says that it's her place as a woman to please him. What can Serena say to him?
5. Shaundra and Malcolm are arguing about their sister, Patricia, and her husband, Robert. Shaundra has noticed lots of bruises on Patricia's arms and shoulders recently, and this weekend she had a black eye. Malcolm says Patricia has been too "uppity" lately and their brother-in-law is trying to show her who's boss. Shaundra looks at Malcolm and shakes her head. She doesn't think violence is ever an answer. What might Shaundra say?
6. Keisha has decided to have sexual intercourse with her boyfriend, Tony. She says they really love each other. She stops at the drugstore to buy condoms, and her friend, Tanya, says, "Girls can't buy condoms! That's a guy's business to do." What might Keisha say and do?

7. Susan and Michael have been going together for almost a year. Michael always pays for everything and makes most of the decisions about where to go and what to do. In Susan's health class, they talked about girls paying for dates and having some say about a couple's plans. Both Susan and Michael have part-time jobs and earn very little money, so pooling their funds seems to make sense to Susan; but Michael is furious at the idea. He says she doesn't think he is man enough to pay for her. What might Susan say to Michael?

Adapted from Life Planning Education, a comprehensive sex education curriculum. Washington, DC: Advocates for Youth.

Activity Guide
Gender Equity Curriculum
(Activity 4 for eleventh grade)

Class: English

Grade: Eleventh

Unit: Unit 11.5: Historical Fiction Using Informational Text

Puerto Rico Core Standards (PRCS):

11. R.10 11.R.2I 11.W.7

Topic of the activity: Gender Based Violence

Duration: 50 minutes

Description: The exploration of the opinion and point of view of diverse authors will be conducted through the reading of various texts about gender based violence.

Purpose: Build a common understanding of the connection between inequality and gender violence.

Objectives: Students will learn about the connections between gender inequality and gender based violence through the readings in class.

Activities:

Initial: The teacher will read a definition of gender violence to students. The teacher will explain how research shows girls and women are more impacted by gender violence. Then select and view a video from the web page <http://photos.state.gov/libraries/mumbai...> The class will discuss the video viewed and the gender violence present in the video.

Developing: Then the class will read and discuss a text selected from the same web page. The teacher should allow time for a class discussion after reading the text. Then students will write an individual reflection with their opinion and support on the topic and what they learned focusing on inequality and gender violence.

Closing: If time allows, have students research for local statistics about gender violence in their area. Have them present and discuss raising awareness benefits and the programs in place to help prevent gender violence.

Materials:

<http://photos.state.gov/libraries/mumbai/101165/March%202013/GBV%20eInfopack%20Nov%202014.pdf>

Gender Inequality in the United States: A Modern Issue
By Emily Pearce, Mamanding Nasso, and Carlee Russell

WORKSHEET #1

Name: _____ Date: _____

Instructions: View the video and fill in the blanks with facts from the video.

1. The First Women's Rights Convention was held in _____, New York in 1848.
2. Women were granted the right to vote with the _____ Amendment to the Constitution in the year _____.
3. In 1948 women were allowed to serve as regular permanent members of the _____.
4. The Federal Equal Pay Act was enacted in _____.
5. Title VII of the Civil Rights Act prohibits _____ discrimination and it was passed in _____.
6. Married couples were able to use birth control in family planning after the Supreme Court legalized it in _____.
7. In 1972 Congress passed Title _____ of the Education Amendment requiring federally funded schools to give women equal _____ to all school programs.
8. The Supreme Court legalized a woman's right to reproductive choice in _____.
9. The Pregnancy Discrimination Act was established in _____ prohibiting employment discrimination against pregnant women.
10. The ERA stands for _____ it was not passed in 1982 because three states did not ratify it.
11. For every dollar (\$1.00) a man earns a woman performing the same job earns _____ (_____).
12. How many women are in the 113th United States Congress (2013-2015)? _____ Of 535
13. How many women are in state office? _____ women out of 320 state positions.
14. The Supreme Court of the US made it illegal for state supported military schools to no longer discriminate against women in the _____.
15. The Defense Secretary Leon Panetta allowed women to serve as combat troops in the _____.

Topics

Women's Suffrage

Laws and Women's Rights

The ERA

Women in Business

Women in Government

Women in the Military

Activity Guide

Gender Equity Curriculum

Class: English
Grade: Eleventh
Unit: 11.6 Create! (Poetry)

Puerto Rico Core Standards (PRCS):

11.L.1c 11.L.1d 11.S.4

Topic of the activity: Gender Violence

Duration: 45 minutes

Description: Songs can present messages and raise awareness about social issues such as gender violence. By listening to and identifying messages in songs about gender violence, students will become aware of how popular music contains messages for social change as well as be entertaining.

Purpose: Develop awareness of gender violence messages present in popular music.

Objectives: Students will listen to popular songs and identify the gender violence messages present as well as identify the singer's opinion.

Activities:

Initial: The teacher will discuss how gender violence is present in some very popular songs. She will give instructions to students that as they listen to songs they will write down lyrics that stand out for them or the message the singer is trying to convey. Then she will select some songs from the webpages listed in the materials sections and have students listen to them.

Developing: Students will listen to songs and write down the point of view, message, and point of the song. Students should also write any lyrics they feel stand out for them. After listening to the songs, the students will discuss their impressions about the songs heard, the message conveyed about gender violence, and their feelings listening to each one.

Closing: The teacher should hold a class discussion about how music can promote a message about gender violence and the importance of reporting domestic violence. The teacher will present on a projector or with a handout the local statistics of domestic violence and the contact information to report domestic violence from the webpage <http://www.mujer.pr.gov/>

Materials:

<http://16days.thepixelproject.net/the-pixel-project-selection-2011-16-songs-about-violence-against-women-and-staying-strong-and-positive/>

<http://www.bet.com/music/photos/2012/08/music-vs-domestic-violence.html?cid=rss#!051012-music-pink>

<http://www.mujer.pr.gov/>

Activity Guide Gender Equity Curriculum

Class: English
Twelfth Grade
Unit: 12.1 My Journey So Far
Puerto Rico Core Standards (PRCS):
12.W.3
12.R.10
12.LA.2

Topic of the activity: Opinions and feelings about the opposite sex

Duration: 2 days

Description: The Other Gender is...opinions and feelings concerning the “opposite” sex.

Purpose: This is a student writing-based activity that explores preconceptions, attitudes, and anxieties concerning the "opposite" gender. Discussion is stimulated by student reading of personal narratives.

Objective: After discussing the opinions about opposite gender, the student will write an essay about personal and cultural attitudes toward other gender with the teacher’s guidance.

Activities:

Initial: Ask the student to write their feelings and opinions about the "opposite" gender. Give a required length to insure some thought and uniformity for reading time when used as a classroom activity. Example: 150 words. The student may want to consider the following questions in their essays:

In what ways are you different from other students in your class?

How are you the same as other students in your class?

Is friendship with the other gender different from same gender friendship? How and why?

Do you change your actions and activities when you’re in the presence of the other gender? How and why?

Then separate students according to gender for presentation of essays. Each student reads his/her paper to the class and have listeners respond in two ways:

A. Write a short response to the reader.

B. Offer verbal responses. Ask students to find points they agree with. Explain that responses and viewpoints need to be kept positive.

Developing: Bring class back together. Have students volunteer to read their essays. Allow free discussion. Ask students to consider the following: Was the discussion different with the whole class present? Why or why not?

At the end of the discussion, ask students for positive statements about the other gender and record them on the board under male or female headings. Point out commonalities. Ask students to list the statements that could be switched to other gender column.

Closing: Student writing may be assessed in terms of effort, creativity, content, and style. Speaking and listening skills may be noted during oral presentations and subsequent discussions.

Materials:

Use student's narratives as material for this activity.

Activity Guide

Gender Equity Curriculum

Class: English
Grade: Twelfth
Unit: 12.2 Walking into the Future
Puerto Rico Core Standards (PRCS):

12.S.1

12.S.6

12.L.1

12.W.4

Duration: 45 minutes

Description: In this activity students explore gender roles in advertising by taking an ad campaign they have seen, which is specifically directed to one gender, and redesigning the campaign to target the opposite gender.

Purpose: Create awareness about gender stereotypes and the designing of advertisements.

Objectives: After analyzing the definition of stereotypes, student will designed an advertisement avoiding stereotypes satisfactorily.

Activities:

Initial: Advertisers create campaigns directed at girls that are different from campaigns directed at boys. Often an ad will tell you whether a product is something “masculine” or “feminine,” even though the product could be used by either gender. This activity explores some of the ways advertisements tell us which gender a product is being marketed towards attracting. Begin by asking students for a definition of “stereotypes.” (Stereotypes are assumptions we make about people based on generalizations about groups of people.) Have them write their answers on paper.

1. What are some common gender stereotypes associated with guys and girls? (For example, guys are “tough and aggressive” and girls are “sweet and passive.”)
2. Do students believe these gender stereotypes to be accurate?
3. Where do they think these gender stereotypes come from?

Have a class discussion and let students express their opinions and attitudes in response to the three questions.

Developing: If possible, show students the video, “Gender Making in Moonsand” (available on YouTube at <http://www.youtube.com/watch?v=Zgdj5FXOOp8>.) Ask students to identify ways in which the two commercials for the same product are different: examples are colors, music, tone of voice, gender of the narrator, suggested activities (building and knocking things down in the first commercial, molding shapes in the second one.) Who is each commercial aimed at? How do you know?

Divide the class into groups of four or five students. (Each group will have a large piece of paper and some marker.)

Explain to each group that they need to think of a product that is advertised specifically to either girls or boys.

Ask students to design an ad that would appeal to the opposite gender. For example, we've all seen Doritos ads on TV for years they have been directed at teenage boys. Imagine what these ads would be like if McCain decided to shift its focus and try to sell Doritos to teenage girls. Students have to consider what type of ad they would create, what techniques they would use to reach a particular gender and where they would place the ad in order to reach their target market (ie. For girls, advertisements would be placed in girls' magazines or during popular shows like *Pretty Little Liars*, *Vampire Diaries* and *90210*.)

Ask students to create an outline and storyboard for a TV commercial or a print ad campaign. They only have five minutes, so ask them to illustrate their ideas in quick sketches to be able to explain them verbally to the class. Also, have them decide during which shows, or in which magazines this ad would appear. (If you have more time, students can develop their ad campaigns more fully.)

Closing:

Have each group explain their work to the rest of the class. Questions for discussion:

1. How is marketing to guys different to marketing to girls?
2. Does gender-based marketing reinforce stereotypes?
3. What types of ads appeal to both sexes?

If time permits, allow students to fully develop their campaigns and present the finished product to the class.

Materials:

Paper and markers

Video from YouTube, <http://www.youtube.com/watch?v=Zgdj5FXOOp8>

Activity Guide

Gender Equity Curriculum

Class: English
Grade: Twelfth
Unit: 12.4 Then and Now
Puerto Rico Core Standards (PRCS):
12.L.1
12.L.1d
12.W.7

Topic of the activity: Gender Inequality in the United States

Duration: 50 minutes

Description: Students learn about Women's Rights History, Laws and create posters highlighting their group's selected topic.

Purpose: The student will learn the history and laws regarding women's rights. Research a topic and investigate it further. Create a poster with information learned about their topic.

Objectives: After watching the video, Gender Inequality in the United States: A Modern Issue, the student will write a reaction paper appropriately.

Activities:

Initial: The teacher will present the topic, and give Worksheet #1 handout to the student and instruct them to complete it while they view the video. In class, the student will view the thirteen to fourteen minute video and complete the worksheet.

Developing: The teacher will discuss the answers to the completed Worksheet #1 and conduct a class discussion based on the video clarifying doubts or answering questions. The student will react, reflect and respond to what was seen during a short class discussion to prompt their thoughts. The student will then write a two hundred word (minimum) write a reaction paper expressing their thoughts and feelings on the video.

Closing: The teacher will divide the students into groups of four to five. Each group will select a topic from the bottom of the worksheet. As a group, they will research for facts, pictures, and information about their topic to create a poster to be completed as homework to present to class. The posters will be presented to the class and hung on the walls in class or in the hallways.

Materials:

Pdf handout –Worksheet #1

Video on Vimeo, Gender Inequality in United States: A Modern Issue by

<https://vimeo.com/68747994>

Poster board

Crayons, colored pencils, markers

Glue

Scissors

Pictures

Activity Guide

Gender Equity Curriculum

Class: English
Grade: Twelfth
Unit: 12.5 See It My Way
Puerto Rico Core Standards (PRCS):
12.R.5I
12.R.6I
12.W.1a

Topic of the activity: Gender Equity in the Puerto Rico Public Schools System

Duration: 45 minutes

Description: An awareness and informative activity of the public policy in the Puerto Rico Public School System and its implementation.

Purpose: Inform students about the Circular Letter #19-2014-2015 and public opinion on the subject.

Objectives: After the students discuss the concept of gender perspective, the student will present orally his or her arguments of the article on the implementation of gender perspective in public schools appropriately.

Activities:

Before the activity students will be asked to set aside any opinion on the topic and analyze the article to see how convincing or persuasive it is. Students should be given the expectation that they might or might not find the article persuasive. Students should identify language they find lends itself to being persuasive or vague.

Initial: Students will be divided into groups of four to five students. In each group students will get a copy of the article Gender Perspective Comes to Puerto Rico's Public School System, from <https://globalvoicesonline.org/2015/03/10/gender-perspective-comes-to-puerto-ricos-public-school-system/>. Each student will read the article. Students will then be given fifteen minutes to discuss their opinion on the article and analyze the arguments in the article in favor of the implementation of gender perspective in school. They will decide in each group if the article has convinced them. Then each group will have one member present the opinion of the group and give the support for their opinion.

Developing: Each student will be given fifteen minutes to reflect in writing on their opinion and what they agree or disagree with regarding gender equity in the public schools. Their opinion and support should try to persuade the reader.

Closing: Finally, each student will have a copy of the Circular letter #19-2014-2015 issued by the Department of Education of Puerto Rico. In class, the circular letter will be read and understanding clarified as the reading takes place through a concurrent question and answer session.

Materials:

Department of Education, Circular letter 19-2014-2015 titled “Política Pública Sobre la Equidad de Genero...”

<https://globalvoicesonline.org/2015/03/10/gender-perspective-comes-to-puerto-ricos-public-school-system/>

Activity Guide

Gender Equity Curriculum

Class: English
Grade: Twelfth
Unit: 12.6 Poetic Justice
Puerto Rico Core Standards (PRCS):
12.L.1c
12.S.1
12.W.8
Topic of the activity: Gender equality
Duration: 45 minutes

Description: Students study gender equality as seen through poetry and create a PowerPoint presentation that enhances their poems and then display their presentations as they read their poems aloud.

Purpose: Learn about gender equality through the listening, reading, and creating of a poem with a multimedia presentation based on their opinion about gender equality.

Objective: After listening and reading to various poems, the student will write a poem with a gender equality message and present it to the class.

Activities:

Initial: The teacher will read aloud various poems with a gender equality message. After reading each one the teacher will have a brief class discussion on the poem's message and the poet's opinion on the topic. The following website can be used as a resource for gender equality poems, <http://poemspoetryrhymes.blogspot.com/2013/08/poem-on-gender-equality.html>

Developmental: Then the student will write a poem with a gender equality message they wish to express.

Closing: The student will for homework choose art, photos, sound, quotes, and so on to create a multimedia presentation. The next day the student will read their poem out loud and display the slide show presentation as they recite their poem.

Materials:

Poems to be read out loud
Computer with PowerPoint software or similar