

# Unit 3: Women in America

Content Area: **Basic Skills**  
Course(s): **English I, English II, English III, RaceGenderEthnicityinAmerCulture**  
Time Period: **October**  
Length: **20 days**  
Status: **Published**

## Unit Overview:

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Unit three focuses on the examination of women in American history. Students will explore the significance of women in the early colonies of Jamestown and Plymouth. The examination of women will include their contributions during various American conflicts (the American Revolution, the Civil War, and WWII) and industry/technology. The struggles to achieve suffrage and end discrimination will be thoroughly evaluated as well. Discussion will also include major pieces of legislation (the 19th amendment) as well as significant leaders in the fight for suffrage (Alice Paul, Susan B. Anthony, and Elizabeth Cady Stanton.) The students will then evaluate women in athletics and the changing roles for modern women.

## Enduring Understandings:

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Historically women have faced a unique set of hardships, have made significant contributions to American culture and society, and continue to fight for privilege and power in America.

- Discrimination in American history has taken a variety of forms against a variety of peoples
- For most groups in American society, struggle is an essential part of the American experience.
- Minority groups have been essential in time of war.
- Minority groups have helped to advance American technology and industry.
- Minority groups have played a vital role in shaping American society.
- Political change can have positive effects when limiting discrimination.

## Essential Questions:

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How does the experience of women shape American society?

How does America benefit from contributions from women?

How does the experience of women compare to that of other minority groups?

How do women face challenges in modern society compared to previous periods in our history?

- How does America reconcile its claims of liberty, equality, and freedom with its past treatment of women?
- How has struggle led to change for American women?

- How have women shaped American culture?
- What has the impact of discrimination toward women been on the political, social, and economic pieces of American society?

### **Standards/Indicators/Student Learning Objectives (SLOs):**

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6.1.12.D.2.a Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution

6.1.12.A.1.a Determine how the British government and the British North American colonies addressed the issue of individual rights for men and women

6.1.12.D.13.c Analyze the successes and failures of women's rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.

6.1.12.D.13.f Relate the changing role of women in the labor force to changes in family structure

6.1.12.D.11.c Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce

6.1.12.D.13.c Evaluate the effectiveness of the women's rights movement by analyzing key events and documents, *The Feminine Mystique*, the National Organization of Women, the Equal Rights Amendment, Title IX, and *Roe v. Wade* decision.

6.1.12.D.14.d Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.

SOC.6.1.12.A.3.f	Compare and contrast the successes and failures of political (i.e., the 1844 State Constitution) and social (i.e., abolition, women's rights, and temperance) reform movements in New Jersey and the nation during the Antebellum period.
SOC.6.1.12.A.6.b	Evaluate the ways in which women organized to promote government policies (i.e., abolition, women's suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.
SOC.6.1.12.C.7.b	Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.
SOC.6.1.12.C.8.b	Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.
SOC.6.1.12.D.2.a	Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.
SOC.6.1.12.D.2.d	Analyze arguments for new women's roles and rights, and explain why 18th-century society limited women's aspirations.
SOC.6.1.12.D.6.c	Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the eventual ratification of the 19th Amendment.
SOC.6.1.12.D.11.c	Explain why women, African Americans, Native Americans, Asian Americans, and other

	minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.
SOC.6.1.12.D.13.f	Relate the changing role of women in the labor force to changes in family structure.
SOC.6.1.12.D.14.d	Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.
SOC.6.1.12.CS6	The Emergence of Modern America: Progressive Reforms: Progressive reform movements promoted government efforts to address problems created by rapid industrialization, immigration, and unfair treatment of women, children, and minority groups. An expanding market for international trade promoted policies that resulted in America emerging as a world power.

### **Lesson Titles:**

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Women in American society (Contributions to culture, roles in society, job options, limitations on rights, and image in culture over time)

Women in War (Contributions to the many American wars and an examination of the book *Founding Mothers* by Cokie Roberts.)

Women and Industry (The roles of women in factories, inventing items, and as consumers of new items.)

Women and the government (Legislation that helped and hurt women's chances for equality and important leaders throughout time.)

Fact vs. Fiction (Students will view the movie *Iron-Jawed Angels*. They will then complete a research assignment to assess the validity and historical accurateness of the film)

### **21st Century Skills and Career Ready Practices:**

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- Global perspectives
- Business, financial, entrepreneurship
- Civic literacy
- Critical thinking and creativity
- Information and media literacy
- Communication and collaboration
- Life and career skills

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
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CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
PFL.9.1.12.F.3	Analyze how citizen decisions and actions can influence the use of economic resources to achieve societal goals and provide individual services.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.

## Inter-Disciplinary Connections:

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- ELA: Reading and writing
- Sociology

LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LA.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LA.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
LA.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
LA.RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.11-12.2	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
LA.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.W.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
LA.W.11-12.1.B	Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
LA.W.11-12.2.A	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

SOC.9-12.2.1.1	Nonmaterial culture, including norms and values
SOC.9-12.2.1.2	Material culture
SOC.9-12.2.1.3	Subcultures
SOC.9-12.2.2.1	Ethnocentrism
SOC.9-12.2.2.2	Cultural relativity
SOC.9-12.2.2.4	American values
SOC.9-12.2.3.1	Social institutions such as: family, education, religion, economy, and government
SOC.9-12.2.3.2	Social statuses and roles
SOC.9-12.2.4.3	Social movements
SOC.9-12.3.1.1	Primary agents of socialization: family, peers, media, schools, and religion
SOC.9-12.3.2.2	Role-taking
SOC.9-12.3.2.4	Identity
SOC.9-12.4.1.1	Privilege
SOC.9-12.4.1.2	Power
SOC.9-12.4.1.4	Class inequality
SOC.9-12.4.1.5	Gender inequality
SOC.9-12.4.3.1	Distribution of power through social institutions

### **Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:**

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Students will research and construct written responses about notable American women. (Knowledge- Analysis)

Students will examine and analyze the book *Founding Mothers* by Cokie Roberts. (Knowledge - Analysis)

Students will view *Founding Mothers* by the History Channel in order to create a Women on Currency project. (Knowledge- Evaluation)

Students will research the womens roles in major war in the United States. (Knowledge - Comprehension)

Students will role play and evaluate the Seneca Falls Convention. (Knowledge - Evaluation)

Students will analyze propaganda from WWII and the 50's to compare and contrast the differences in the roles of women. (Knowledge- synthesis)

Students will debate the Roe vs. Wade Supreme Court Case. (Knowledge - Analysis)

Students will analyze the movie Iron-Jawed Angels and then complete a research assignment to assess the validity and historical accurateness of the film. (Knowledge - Analysis)

Students will debate the differences of gender roles as it pertains to athletics. (Knowledge - Evaluation)

Students will research notable women in sport. (Knowledge - Comprehension)

Students will analyze the movie A League of their Own and then complete a research assignment to assess the validity and historical accurateness of the film. (Knowledge - Analysis)

Students will analyze various forms of media to establish a claim regarding the #metoo

movement. (Knowledge - Analysis)

Delsea One

SWAG

- Discussion
- Debate
- Group Work
- Movie Analysis
- Reading and Writing Activity
- Research Project

## **Modifications**

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### **ELL Modifications:**

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- Sheltered English Instruction
- Digital translators
- Provide ELL students with multiple literacy strategies
- Front load information
- Focus on domain specific vocabulary and keywords
- Group students
- Use manipulatives where possible
- Use visuals
- Use graphic organizer
- Use real objects when possible
- Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal experience
- Tap prior knowledge
- Establish a framework allowing ELL students to understand and assimilate new ideas and information
- Provide support as ELL students move through all levels of language acquisition: scaffold learning, processing time, as well as other modifications mentioned above
- Utilize explicit learning strategies that are well planned in advance (intentional planning)
- Assess ELL students continuously using formative assessment methods
- 1:1 testing
- Repeat, reword, clarify
- Intentional scheduling/grouping with student/teacher who speaks the same language if

possible

- Offer alternate/or modify assessments
- Be flexible with time frames and deadlines
- Offer resources for specific topics in primary language ( Youtube web resources)
- Provide academic (Tier III) vocabulary
- Provide formal and informal verbal interaction to provide practice, increase motivation, and self-monitoring
- Provide learning objective and skill objective
- Delsea One
- SWAG

### **At Risk Modifications**

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- teaching the main ideas/concepts (limiting not needed details) to be taught and repeating them in several different ways over several different days (goal is 7 different ways same concept for students with learning disabilities)
- providing students with content vocabulary prior to teaching a lesson including that vocabulary (pre-teaching) Varied instruction: Quizlet
- providing study guides that don't lead the student to study too much extraneous information (less unnecessary details)/scaffolded study guides. Completed study guides can be offered by teacher. Digital review such as kahoots can also be used.
- scaffolded notes
- allowing student to take notes in class for reinforcement but also providing a copy (digital or print) of completed/correct notes to study from
- modeling and showing lots of examples
- allowing co-teaching with general education and special education teachers/aides in the same classroom so that the special education teacher can re-teach students with special needs in a different way in a smaller group (pulled to the side)
- if not in a co-teaching setting allowing time in the schedule for a special education teacher to consult with general education teachers on what specifically can be modified or how to paraphrase things in a different way specific to that lesson
- direct teaching and/or assistance for organization, social skills/peer interactions
- providing paraphrased or modified reading materials at the student's reading level for science and social studies and elective classes
- speaking to students privately when redirecting behaviors
- reducing homework length to just those most important for review
- allow student to edit with teacher comments the first attempt at a graded written assignment
- breaking larger assignments/projects into shorter tasks with clear deadlines for each section
- monitoring student moods/behavior fluctuation patterns to report to casemanager
- Students who prefer to work individually will be permitted to
- Oral presentations to small groups or teacher only
- Preferential Seating
- Use manipulatives where possible
- Use visuals
- Use graphic organizer
- Use real objects when possible
- Tap prior knowledge

- Be flexible with time frames and deadlines
- Repeat reword and clarify
- Provide academic (Tier III) vocabulary
- Repetition of key concepts through varied methods
- Options for type of project relating to content
- Delsea One
- SWAG

## **Formative Assessment:**

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### **Warm-Up:**

- Question of the Day
- Can you name 25 famous historical women
- Can you name 20 female athletes

### **Anticipatory Set:**

- Headlines of major events
- Pictures
- Video clips
- Student Groupings

### **Closure:**

- "The Thing That Got Me Today" which is an activity in which the students briefly say the thing that stuck out to them about the readings/discussions. Form of feedback will vary.
- Exit ticket
- Q&A relating to the lesson objective
- Think-Pair-Share
- Self Assessment

## **Summative Assessment:**

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### **Benchmark:**

- Quizzes
- Writing Prompt responses

### **Marking Period Assessment:**

- Memorial for Women's Suffrage movement and written analysis of the Women's Suffrage movement



### **Alternate Assessment:**

- Post test
- Projects

### **Resources & Materials:**

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- DVD - *Iron Jawed Angels*
- DVD - *Founding Mothers*
- DVD - *A League of their Own*
- PBS
- Scholastic
- *Feminine Mystique*
- *Founding Mothers*
- CNN/Fox News
- History Channel
- YouTube
- ESPN
- Newsday
- Zinn Project

### **Technology:**

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- SmartBoard
- Chromebooks
- Google Classroom
- G-suite
- *Iron Jawed Angels*
- *Founding Mothers*
- *A League of their own*
- Cell phones
- <http://www.nwhp.org/>
- <https://metoomvmt.org/>
- <https://www.varsitytutors.com/earlyamerica/notable-women>
- <http://teacher.scholastic.com/activities/women/notable.htm>
- <https://www.nytimes.com/2016/04/21/us/women-currency-treasury-harriet-tubman.html>
- [http://www.loc.gov/rr/print/list/076\\_vfw.html](http://www.loc.gov/rr/print/list/076_vfw.html)
- <http://www.espn.com/espnw/news-commentary/slideshow/10533618/17/mone-davis>
- <https://www.newsday.com/sports/women-s-sports/women-pioneers-in-sports-history-1.4711159>
- <http://www.pbs.org/pov/aftertiller/lesson-plan/>

- [https://www.youtube.com/watch?v=jVQWkXfC11s&list=PLII\\_bSMjXVQHWtdDysWGGaRyTQZG6htsU](https://www.youtube.com/watch?v=jVQWkXfC11s&list=PLII_bSMjXVQHWtdDysWGGaRyTQZG6htsU)

TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.D.1	Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
TECH.8.1.12.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.