Unit 9: Gender Equality

Content Area: **Global Studies**
Course(s): **Global Citizenship**
Time Period: **Week 33**
Length: **5 Weeks**
Status: **Published**

Unit Overview

In this unit, students will explore hardships faced by women all over the world and efforts to achieve equality with men. Students will reflect on patriarchal institutions in their own country and in foreign nations, while also creating a campaign to help raise awareness about women's issues.

Standards

SOC.6.3.8.A.1	Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.
SOC.6.3.8.A.3	Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.
SOC.6.3.8.CS1	Recognize the causes and effects of prejudice on individuals, groups, and society.
SOC.6.3.8.CS2	Recognize the value of cultural diversity, as well as the potential for misunderstanding.
SOC.6.3.8.CS3	Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes.
SOC.6.3.8.CS4	Listen open-mindedly to views contrary to their own.
SOC.6.3.8.CS6	Demonstrate understanding of democratic values and processes.
SOC.6.3.8.CS7	Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences.
SOC.6.3.8.CS8	Challenge unfair viewpoints and behaviors by taking action.
SOC.6.3.8.CS9	Make informed and reasoned decisions.
SOC.6.3.8.CS10	Accept decisions that are made for the common good.
SOC.K-12.6.2.B.1	Our government was founded on the principles of fairness, equality and respect for diversity.
SOC.K-12.6.2.D.3	Protecting the common good may require sacrificing individual rights. Maintaining that fragile balance is the collective role of all citizens.

Essential Questions

- How are men and women different?
- What things are innate to a person, and what things are learned?
- How does education impact a person's ability to reach beyond his or her circumstances?
- Are there occupations more suited for a man or woman to hold?
- What responsibility do we have to right wrongs?
- Do men and women have different sets of rights?

Application of Knowledge: Students will know that...

- A sign of increasing gender equality is women taking on jobs that were once exclusively male (politics, police, armed forces, etc.) and men taking on occupations once thought of as exclusively female (child care, cleaning, nursing, etc.)
- Division of labor within a community often has divided along gender lines
- Education is more difficult to achieve for women than for men in many developing countries
- Gender is a learned cultural construct
- Religious doctrine may prevent a society's women from achieving equal rights

Application of Skills: Students will be able to...

- Assess current programs for addressing gender inequality
- Explain the causes of gender inequality in the modern world
- Explain the ways in which women can achieve empowerment

Assessments

- PSA or awareness campaign for women's rights around the world and in the US
- Informal observations of class discussions and written reflections on policy documents and news reports
- Create an action plan for a country of the student's choice to address gender equality issues
- Information from this unit will be included on a locally developed, mid-year or end of course benchmark assessment that may take the form of a test, performance based project, or other summative assessment

Suggested Activities

- Research a country of the student's choice regarding policy on women's rights
- Watch a documentary on women's rights
- Write to an elected representative about a gender equality issue that is pertinent in current events
- Read, under the leadership of a student who has done research beforehand, policy documents or news articles about gender equality

Activities to Differentiate Instruction

Differentiation for special education:

- General modifications may include:
    - Modifications & accommodations as listed in the student's IEP
    - Assign a peer to help keep student on task
    - Modified or reduced assignments
    - Reduce length of assignment for different mode of delivery
    - Increase one-to-one time
    - Working contract between you and student at risk
    - Prioritize tasks
    - Think in concrete terms and provide hands-on-tasks
    - Position student near helping peer or have quick access to teacher
    - Anticipate where needs will be
    - Break tests down in smaller increments
- Content specific modifications may include:
    - One-on-one help with research
    - Oral assessment of learning goals

Differentiation for ELL's:

- General modifications may include:
    - Strategy groups
    - Teacher conferences
    - Graphic organizers
    - Modification plan
    - Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: feminism, patriarchy, division of labor, empowerment, affirmative action

Differentiation to extend learning for gifted students may include:

- Presentations on the history of the struggle for gender equality
-

Integrated/Cross-Disciplinary Instruction

Social Studies: human rights, economics, gender roles/enculturation

Health: gender, sexuality

Resources

- UN and gender equality SDG: http://www.un.org/sustainabledevelopment/gender-equality/
- UN Women: http://www.unwomen.org/en

- Documentaries on women: http://www.upworthy.com/5-documentaries-about-women-that-will-truly-change-the-way-you-see-the-world
- Amnesty International and Women's Rights: http://www.amnestyusa.org/our-work/issues/women-s-rights

21st Century Skills

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.