Unit III Women

Content Area: **Social Studies**
Course(s): **Social Justice**
Time Period: **Semester 1**
Length: **3-4 weeks**
Status: **Published**

Standards

6.1.12.HistoryUP.2.c	Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).
6.1.12.CivicsDP.4.b	Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address).
6.1.12.HistoryUP.5.a	Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
6.1.12.CivicsDP.6.a	Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women's suffrage, and the temperance movement).
6.1.12.HistoryCC.6.c	Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders and the eventual ratification of the 19th Amendment (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone).
6.1.12.EconET.8.a	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.
6.1.12.CivicsPR.10.a	Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.
6.1.12.CivicsDP.13.a	Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade).
6.1.12.EconEM.13.a	Explain how individuals and organizations used economic measures as weapons in the struggle for civil and human rights (e.g., the Montgomery Bus Boycott, sit downs).
6.1.12.HistoryCC.13.b	Explore the reasons for the changing role of women in the labor force in post-WWII America and determine its impact on society, politics, and the economy.
6.1.12.HistoryCC.13.d	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.HistorySE.13.a	Use a variety of sources to explain the relationship between the changing role of women in the labor force and changes in family structure.
6.1.12.CivicsPI.14.c	Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.
6.1.12.HistorySE.14.a	Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.
6.1.12.HistorySE.14.b	Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
6.1.12.CivicsPR.16.a	Analyze government efforts to address intellectual property rights, personal privacy, and

	other ethical issues in science, medicine, and business that arise from the global use of new technologies.
6.3.12.CivicsPD.1	Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.

Enduring Understanding

- Understand that diversity can lead to unequal power relations on the development of group identities and cultures, and how that can be addressed and rectified..
- Awareness of the advantages and disadvantages present in society because of membership in different identity groups, and how it affects people's lives
- Understanding what the barriers that history and society have put in place to limit women, are and why they have prevented true equality.

- Students will determine, through media literacy skills and lateral, close reading strategies when evaluating primary and secondary resources the following: 1. context of the text; 2. reason for the text; 3. type of source the text is; 4. the point of view of the author of the text 5. the intended audience for the text 6. evaluate the stance of the text

- Students will use Historical Thinking Skills to evaluate sources and ideas. Comparison, Contextualization, Continuity and Change over Time, Periodization, Synthesis, Claims, Point of View, Intended Audience, and Purpose.

- Students will observe, note, and draw conclusions with the understanding that there are multiple perspectives. Multiple perspectives is the foundation to understanding the why and how of history. Documents, primary sources, historical readings will be evaluated.

Essential Questions

- Where did the stereotypical role of women as wives and homemakers derive from?
- How have historical events changed society's views concerning women’s roles?
- What have individuals done to force change in how society views women and their contributions?
- What can be done to create and or promote gender equity in the United States?

Knowledge and Skills

Historically, what have been society's expectations for women and why?

- Female stereotypes throughout the decades

How have major national and international events affected women's roles in Society? and how have women and their allies fought for women's rights?

- 1800s

    - J Maron Sims
    - The Civil War
- The Progressive Era
    - Settlement House Movement: https://drive.google.com/file/d/1W86BlO8iIN5VthkmSjA2x9vwcMpT57Ga/view?usp=sharing
- World War I/Roaring Twenties
    - Background on Women's Suffrage: https://drive.google.com/file/d/1Yu_iwfuXW80AKL2m6DXbK0YVG9kYYrfx/view?usp=sharing
    - Anti-Suffragists: https://drive.google.com/file/d/13PWPQ8wDha1Jh0kqflMCfn18uo12HlJY/view?usp=sharing
    - Prohibition
    - Flappers
- The Great Depression
- World War II/1950s
    - Women in the 1950s: https://drive.google.com/file/d/1yD3co-Kpiv51AfOOj2dpVBzoYcm-wMVX/view?usp=sharing
- Feminism in the 1960s and 70s
    - Equal Rights Amendment: https://drive.google.com/file/d/1Wmwlfo4VK1ZOzmKnxKZxZsP4UhktR-lK/view?usp=sharing
    - Glass Ceilings
- The 1980s
    - Abortion Rights
    - Sandra Day O'Connor
- The 1990s
    - Bill Clinton
    - Ruth Bader Ginsberg

How has the media, not only contributed to the perpetuation of female stereotypes which encouraged continued mistreatment of women, but been used to help combat these stereotypes and gain justice and equality for women?

- The Bechdel Test
- The Stanford Rape
- #Metoo Movement
- Donald Trump
    - Sexism and the Presidential Election: https://www.adl.org/education/educator-resources/lesson-plans/sexism-and-the-presidential-election
- Kamala Harris

How have schools helped and hindered the Women's Rights movement in the United States?

- STEM and STEAM Programs
- Student Dress Codes

What is the situation for women today in the United States, and what can be done to help end the Gender Gap that still exists?

- Sexism: From Identification to Activism https://www.learningforjustice.org/classroom-resources/lessons/sexism-from-identification-to-activism

Transfer Goals

Students will be able to independently evaluate different feminist perspectives and movements, understanding their historical context, core tenets, and contributions to advancing women's rights.

Students will be able to independently articulate their own understanding of gender identity and expression, and respect the diverse identities of others.

Resources

Movies:

- If these Walls Could Talk
- North Country
- On the Basis of Sex
- A League of their Own
- Swing Shift
- Hidden Figures
- Iron Jawed Angels
- Confirmation
- Knock Down the House - (Netflix)
- Audrie and Daisy (Netflix)
- Feminists: What were they thinking? (Netflix)

Books:

- The Age of Homespun: Objects and Stories in the Creation of an American Myth
- Feminism is for Everybody
- Women, Race and Class
- The Feminine Mystique - Betty Friedan
- Know my Name

Additional Resources from WH databases, and articles connected to the content, including primary readings, historiography, and secondary sources.

Supreme Court Cases:

- *Muller v Oregon*
- *Adkins v Children's Hospital*
- *Reed v Reed*
- *Roe v Wade*
- *Planned Parenthood v Casey*
- *United States v Virginia*

AI (Gemini, Co-pilot, Magicschoolai, etc.)

Diffit

Pear Deck

Web-based resources including but not limited to digital media (SIFT method), primary sources, peer reviews, historical documents and writings of historians

Assessments

https://docs.google.com/document/d/1mKgdwpriGuRcVHIVCJUdBEk7lih12Q0ckKSTC4TMUXs/edit?tab=t.0

Modifications

https://docs.google.com/document/d/1ODqaPP69YkcFiyG72fIT8XsUIe3K1VSG7nxuc4CpCec/edit?tab=t.0