

Social Studies Education Lesson Plan Template

Teacher Candidate Name: Selena Vlajic

Lesson Title: Are Women People?

Grade Level: 10-12

Essential Question: Do we need an Equal Rights Amendment?

Lesson Foundations

Content Standards	American History- 28. Following World War II, the United States underwent a struggle for racial and gender equality and the extension of civil rights.		
Learning Objective(s)	<p>LO 1. Students will be able to discuss the arguments for and against the Equal Rights Amendment.</p> <p>LO 2. Students will be able to assess if there is a need for an Equal Rights Amendment to the Constitution.</p>	<p>Assessment(s)</p> <p>Include LO being addressed</p>	<p>A1- Stations Activity worksheet responses (LO1)</p> <p>A2- Class Discussion responses (LO1& LO2)</p> <p>A3- Quickwrite (LO2)</p>
Materials & Resources	<p>PPT presentation</p> <p>Stations Document (All materials needed for stations will be outlined in this document)</p> <p>Graphic organizer</p>		

Instructional Procedures/Steps

Note when you are addressing a learning objective and when enacting an assessment.

	Teacher will...	Student will...
	<p>Instructional procedure, questions you will ask, checks for understanding, transitions, and evidence of teaching practices for citizenship education.</p>	<p>What will students be doing?</p> <p>What evidence of learning will students demonstrate?</p> <p>Student-centered learning/opportunities for practice and application.</p>
<p>Opening</p> <p><u> 10 </u> Minutes</p>	<p>1. Background information/lecture:</p> <ul style="list-style-type: none"> • As students walk in, teacher will ask students what they know about the Equal Rights Amendment, or if they've ever heard of it before. • Teacher will show students PowerPoint Presentation and review the 	<p>1. Background information/lecture:</p> <ul style="list-style-type: none"> • Students will shout out any ideas they may have about the ERA and what it is. • Students will listen throughout lecture and watch the short video on some background information on the start of the Women's Rights Movement.

	<p>background of the state of women in America when the formation of the ERA began.</p> <ul style="list-style-type: none"> • Ask students to think about the following: <ul style="list-style-type: none"> i. Why might suffragists and women during this time have thought that an Equal Right Amendment would be necessary? ii. What could some arguments against this be? iii. Are there still things that happen today that would encourage women to want an Amendment to secure their rights? <p>2. Connect to LOs and EQ:</p> <ul style="list-style-type: none"> • Teacher will introduce LOs for the class period. • Teacher will remind students of the EQ of the day and to be thinking about the question as they are rotating through their stations. • Teacher will pass out station organizer worksheets and briefly explain each station and what students will be expected to do while they are there. 	<ul style="list-style-type: none"> • Possible student responses: <ul style="list-style-type: none"> i. Students may say that there were a variety of laws that negatively impacted women or that in general society was not a place where women could have the same freedoms as men. They just received the vote so maybe this was a way to expedite the process. ii. Arguments might come from men that don't want women involved in public life, there could also be arguments deeply rooted in the gender roles engrained in society, mainly that woman's place is in the home and as a mother. iii. Students may have a variety of ideas about this, but most of them should be able to cite the wage gap and the movement against sexual harassment and rape. <p>2. Connect to LOs and EQ:</p> <ul style="list-style-type: none"> • Student will be introduced to learning objectives and reminded of the EQ. • Students will take graphic organizers to help them during their station activities. • Students will work in groups as they rotate or they can work individually.
<p>Instruction __30__ Minutes</p>	<p>1. Stations Activity: Before students start working at their specific stations, teacher will review each station and the tasks that students will be completing at each station. As students are working throughout their stations they will</p>	<p>1. Stations Activity: Students will work at each station for approximately 7 minutes as they answer the corresponding questions on their Station Graphic Organizer worksheet (A1).</p> <ul style="list-style-type: none"> • Station 1: Primary Sources-

be expected to complete their **Station Graphic Organizer worksheet (A1)**. Students will have approximately 7 minutes at each station.

- **Station 1: Primary Sources-**
- Shirley Chisholm Speech, For the Equal Rights Amendment- students will read the document and answer the corresponding questions
- Letter from Attorney John McCreary to Congressman Cellar- students will read the document and answer corresponding questions
- **Station 2: Political Cartoons**
- Gender Roles political cartoon, 1982 (Kate Palmer)- Students will analyze cartoon and answer corresponding questions
- Protective Labor Legislation for Women 1923 (NWP)- Students will analyze cartoon and answer corresponding questions
- Trojan Horse of Abominations- Students will analyze cartoon and answer corresponding questions
- **Station 3: Video Debate**
- Schlafly/Friedan Debate on Good Morning America- students will watch video and answer corresponding questions
- **Station 4: Research**
- Students will have a laptop available to research as a group at least 3 laws still

- Shirley Chisholm Speech- students will read speech and answer corresponding questions
- Attorney John McCreary letter to Congressman- students will read letter and answer corresponding questions.
- **Station 2: Political Cartoons**
- Gender Roles political cartoon-
- Protective Labor Legislation for Women cartoon
- Trojan Horse of Abominations cartoon
- Students will work in groups to analyze the cartoons and answer the corresponding questions
- **Station 3: Video Debate**
- Schlafly/Friedan Debate- students will watch excerpts of video and answer corresponding questions on organizer
- **Station 4: Research**
- Students will work in a group to find examples of 3 current laws that discriminate based on gender
- As a group they will have a short discussion on what they think of an ERA and if it's necessary

	<p>in effect today that are harmful to women or create discrimination based on gender.</p> <ul style="list-style-type: none"> • In addition they will spend this time discussing their research and forming their opinions on whether or not they think an Equal Rights Amendment is necessary today. <p>2. Debrief/ Discussion Responses (A2):</p> <ul style="list-style-type: none"> • After students have had time to work in groups and their worksheets, teacher will convene the group together again for a whole class debrief/discussion. • Questions to ask and consider: <ul style="list-style-type: none"> • Overall, what do the arguments for the ERA center around? • What about the arguments against? • Do you think the arguments/issues that women were facing in the 1970s are still relevant today? • Which station did you find most interesting/which sources persuaded you the most? 	<p>2. Debrief/ Discussion Responses (A2):</p> <ul style="list-style-type: none"> • Students will regroup as a whole class. • Possible answers to discussion: <ul style="list-style-type: none"> • Students should notice that arguments mainly center on the fact that the language in the Constitution does not include women and that passing the ERA would solidify the importance of ending sex discrimination. • Arguments against mainly center on the importance of gender roles and women as mothers who should be protected instead of “reduced” to the same position as men. • Students may say a variety of things here, but most should be able to cite that there is still discrimination at work, while there have been monumental advancements made. • Students may cite a variety of sources, they should explain how specific sources appealed to them emotionally or logically.
<p>Closure <u> 5 </u> Minutes</p>	<p>1. Quickwrite (A3): Teacher will give the students time at the end to answer the following question:</p> <ul style="list-style-type: none"> • Would an Equal Rights Amendment be 	<p>1. Quickwrite (A3): Students will take the last 5 minutes of class to reflect on their opinion of the ERA.</p> <ul style="list-style-type: none"> • Various responses acceptable, but students

	beneficial/necessary today? Why or why not?	should draw on specific examples from arguments discussed during class that day.
Planned Supports	Graphic organizer Group work/collaborative learning Student choice: each station can be accommodated as well to requiring less cartoon analysis or giving students specific tasks as they are working. PowerPoint visuals Directions written in multiple places Variety of activities offers movement and an ability for students to take in information in a variety of ways	